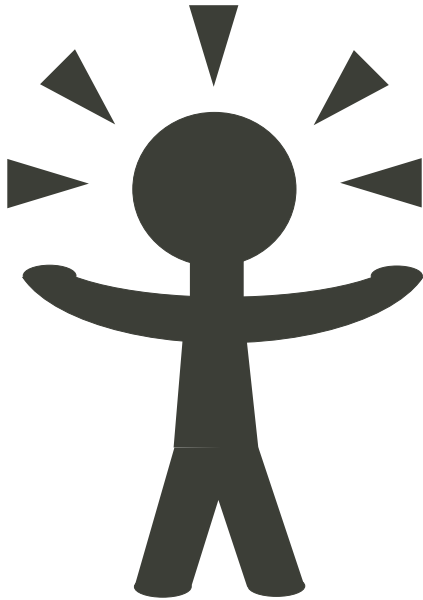


## General Outcome 2



**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.**

Students use a variety of strategies before, during, and after interacting with a variety of oral, literary, and media texts. Before interacting with texts, they preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas being presented, make and confirm predictions and inferences, and monitor their understanding. After interacting with texts (including books), students respond by reflecting, creating, analyzing, synthesizing, and evaluating. Effective language learners adapt these strategies as they construct meaning from a variety of texts.

Students use a variety of cueing systems to make meaning: semantic cues involve the meaning system of language; syntactic cues involve the patterns or structures of word order in sentences, clauses, and phrases and their corresponding punctuation; graphophonic cues involve written letters and their corresponding spoken language sounds; and textual cues refer to the structural characteristics of texts, such as titles, subtitles, pictures, captions, illustrations, charts, graphs, and specific organizational patterns.

Making meaning of oral, literary, and media texts is fundamental to the English language arts. Through these texts, students experience a variety of situations, people, and cultures, and learn about themselves. Oral, literary, and media texts allow for multiple interpretations. Students respond personally to texts by relating them to their prior knowledge, feelings, and experiences, and to other texts. Through personal response, students explore and develop values and beliefs. They respond critically to texts by making interpretations and evaluating ideas, forms, and techniques.

Students enhance their comprehension of and response to oral, literary, and media texts through learning experiences in all the general outcomes. Exploratory talk and writing, for example, strengthen understanding and evaluation of texts. Students' appreciation of literary texts provides them with a range of topics and encourages them to experiment with a variety of forms in their own communication. Responding to oral, literary, and media texts provides students with new insights.

Students also enhance their response to texts by sharing and discussing with others. Competence in active listening, discussion, group participation, and reflection enables students to interact with others in the learning community to increase understanding and self-awareness. While these skills and strategies are not always explicitly stated in the outcomes, they permeate all the general outcomes.



## 2.1 Use Strategies and Cues

### Grade 7

#### **Prior Knowledge**

- explain connections between previous experiences, prior knowledge, and a variety of texts

#### **Comprehension Strategies**

- use comprehension strategies [including reflecting on and assessing meaning, skimming, scanning, close reading, and identifying and relating in own words the main and supporting ideas] appropriate to the type of text and purpose; use a variety of strategies [such as concept mapping, mental rehearsal...] to remember ideas

#### **Textual Cues**

- use textual cues [such as organizational features of narrative and expository texts, bold print, italics, footnotes...] to construct and confirm meaning and interpret texts

#### **Cueing Systems**

- use syntactic, semantic, and graphophonic cueing systems [including word order; context clues and multiple meanings of words; structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized vocabulary]

### Grade 8

- make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts

- use a variety of comprehension strategies [including adjusting reading rate, summarizing main ideas, SQ3R, structured overviews, and checking with peers] to make sense of familiar and unfamiliar texts and remember ideas

- use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts

- use syntactic, semantic, and graphophonic cueing systems [including word order; sentence structure; context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

### Senior 1

- analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]

- use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages

- use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts

- use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.**



## 2.1 Use Strategies and Cues

### Senior 2

- apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]
- select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing...] to monitor understanding and develop interpretations of a variety of texts
- use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films...] and prominent organizational patterns [such as compare and contrast...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order and sentence patterns; connotations, word analysis, social context...] to construct and confirm meaning and interpret texts

### Senior 3

- examine connections between personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]
- use and adjust comprehension strategies to monitor understanding and develop interpretations of a variety of texts
- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

### Senior 4

- analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books]
- apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts
- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.**



## 2.2 Respond to Texts

### Grade 7

#### ***Experience Various Texts***

- experience texts from a variety of forms and genres [such as journals, nature programs, letters, fantasy...] and cultural traditions; discuss likes and dislikes

#### ***Connect Self, Texts, and Culture***

- compare own with others' understanding of people, cultural traditions, and values portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers]

#### ***Appreciate the Artistry of Texts***

- identify language and visual images that create mood and evoke emotion in oral, literary, and media texts

### Grade 8

- experience texts from a variety of forms and genres [such as magazine articles, diaries, drama, advertisements...] and cultural traditions; compare own interpretations to those of others

- discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, literary, and media texts [including texts about Canada or by Canadian writers]

- identify and describe techniques used to create mood in oral, literary, and media texts

### Senior 1

- experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature...] and cultural traditions; explain various interpretations of the same text

- examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts

- discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience

**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.**



## 2.2 Respond to Texts

### Senior 2

- experience texts from a variety of genres and cultural traditions [such as talking circles, legends, human interest stories, situation comedies...]; explore others' responses to texts
- respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts
- explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience

### Senior 3

- experience texts from a variety of genres and cultural traditions; compare various interpretations of texts
- respond personally and critically to ideas and values presented in a variety of Canadian and international texts
- examine how language and stylistic choices in oral, print [including books], and other media texts accomplish a variety of purposes

### Senior 4

- experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding
- respond personally and critically to perspectives and styles of a variety of Canadian and international texts
- analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect

**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.**



## 2.3 Understand Forms and Techniques

### Grade 7

#### **Forms and Genres**

- explain preferences for particular forms and genres of oral, literary, and media texts

#### **Techniques and Elements**

- examine techniques of plot development [such as narrative hooks, conflict, resolution, surprise endings...] and of persuasion [such as testimonials, emotional appeals, bandwagon effects...] in oral, literary, and media texts

#### **Vocabulary**

- recognize uses and abuses of slang, colloquialism, and jargon

#### **Experiment with Language**

- identify surprising and playful uses of language in oral, literary, and media texts; explain ways in which figures of speech convey meaning

#### **Create Original Texts**

- create original texts [such as cartoon sequences, dialogues, short stories, letters, video presentations...] to communicate and demonstrate understanding of forms and techniques

### Grade 8

- demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content

- identify a variety of techniques [such as characterization, word choice, framing, angle...] used to create particular effects or to portray various cultures in oral, literary, and media texts

- explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language

- identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts

- create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques

### Senior 1

- explain preferences for particular forms and genres of oral, literary, and media texts

- examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts

- appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon

- examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style

- create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.**



### 2.3 Understand Forms and Techniques

#### Senior 2

- recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes
- explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve...] are used in oral, print [including books], and other media texts to create particular effects
- recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context
- experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts
- create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations...] to communicate ideas and enhance understanding of forms and techniques

#### Senior 3

- analyze how various forms and genres are used for particular audiences and purposes
- examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts
- experiment with language, visuals, and sounds to convey intended meaning and impact
- create original texts to communicate ideas and enhance understanding of forms and techniques

#### Senior 4

- evaluate the effect of forms and genres on content and purpose
- analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities
- experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour
- create original texts to communicate ideas and enhance understanding of forms and techniques

**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.**