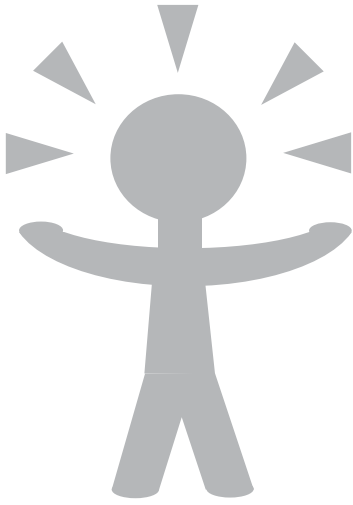


General Outcome 2



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

Reading is an active process of constructing meaning from oral, written, and visual texts. Students are surrounded by a wide variety of texts (including books). It is essential that they learn to read these texts skillfully, sensitively, and critically, in order to attain their potential as individuals, and to participate fully in a democratic society.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many voices of their own and other cultures—contemporary and traditional. The study of literature is a major component of the ELA Framework and provides opportunities for students to learn to appreciate the clarity and artistry of texts (including books) as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and response to texts through learning experiences in all the general outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.



2.1 Use Strategies and Cues

Prior Knowledge



Grade 8

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

Senior 1

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

Comprehension Strategies



- 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 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

Textual Cues



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

- 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

Cueing Systems



- 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]

- 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

Prior Knowledge

- apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]

Comprehension Strategies

- 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

Textual Cues

- 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

Cueing Systems

- 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

GENERAL OUTCOME 2

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 8	Senior 1
<i>Experience Various Texts</i> →	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
<i>Connect Self, Texts, and Culture</i> →	<ul style="list-style-type: none">• 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]	<ul style="list-style-type: none">• examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts
<i>Appreciate the Artistry of Texts</i> →	<ul style="list-style-type: none">• identify and describe techniques used to create mood in oral, literary, and media texts	<ul style="list-style-type: none">• discuss how word choice and supporting details in oral, literary, and media texts [including 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 Various Texts

- 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

Connect Self, Texts, and Culture

- respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts

Appreciate the Artistry of 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

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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 8	Senior 1
<i>Forms and Genres</i> →	<ul style="list-style-type: none">demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	<ul style="list-style-type: none">explain preferences for particular forms and genres of oral, literary, and media texts
<i>Techniques and Elements</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Vocabulary</i> →	<ul style="list-style-type: none">explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	<ul style="list-style-type: none">appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
<i>Experiment with Language</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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
<i>Create Original Texts</i> →	<ul style="list-style-type: none">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	<ul style="list-style-type: none">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

Forms and Genres

- recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes

Techniques and Elements

- 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

Vocabulary

- 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

- experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts

Create Original Texts

- 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

**GENERAL
OUTCOME
2**

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