

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 8

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 8, learners demonstrate a deeper command of language as they engage in critical thinking, effective communication, and independent inquiry across all strands of English Language Arts. They participate in complex discussions and academic dialogues, using well-reasoned arguments, persuasive techniques, and precise language to express and defend their ideas. With a stronger understanding of how language influences thought and action, learners analyze the power of rhetoric, bias, and voice in both written and spoken texts. They explore how word choice, tone, and structural decisions shape meaning, impact readers, and reflect purpose and perspective.

Grade 8 learners engage with a wide variety of challenging texts—both literary and informational—that present global, historical, and contemporary issues. They have a repertoire of comprehension strategies that they can use flexibly. They analyze themes, author's intent, social commentary, and the ways texts position audiences. Learners make increasingly sophisticated connections across texts and disciplines, demonstrating a nuanced awareness of culture, identity, and point of view. As researchers, learners conduct sustained inquiries, evaluate the reliability and bias of sources, and integrate evidence to build strong, well-supported conclusions.

As text creators, Grade 8 learners craft polished pieces across a range of forms and genres, including analytical essays, arguments, narratives, and creative compositions. They use advanced structures, refined vocabulary, and intentional style to suit their purpose and audience. They plan draft, revise, and edit with precision, ensuring that their text is coherent, well-developed, and compelling. They analyze elements of style and include images, graphics, and multimedia to create, present and clearly communicate text to others. By the end of Grade 8, learners are prepared to engage with more complex texts and tasks, and communicate with clarity, confidence, and critical awareness as they transition into the senior years.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.

- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.

- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiples uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.8.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.8.A1.1 Listen critically to understand and analyze oral information and ideas for diverse opinions; build on ideas heard to clarify own opinion.

ELA.8.A1.2 Understand and use supportive non-verbal cues (e.g., wait time) and inclusive social conventions by respecting communication differences when listening to the contributions of others in multiple contexts.

Interacting

ELA.8.A1.3 Recognize the role of language in shaping inclusive or exclusive environments; adjust interactions with support to foster inclusivity across contexts.

ELA.8.A1.4 Ask multifaceted questions and seek/provide clarification when exploring and critiquing ideas, concepts, problems, solutions.

Speaking (Expressive)

ELA.8.A1.5 Use the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary to build and deliver messages that are coherent, clear and appropriate for contexts, purposes, and audiences.

ELA.8.A1.6 Use language appropriate to the purpose and audience in familiar situations (e.g., presentations); begin to monitor and revise tone, word choice, and clarity with support.

GENERAL LEARNING OUTCOME

ELA.8.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

Consolidation, application and mastery is typically achieved by this grade.

Word Study (Morphology)

ELA.8.A2.4 Analyze and apply word structure knowledge (morphology) to determine word meaning and accurate spelling (e.g., Greek/Latin affixes and roots – precede, recede, secede).

Vocabulary

ELA.8.A2.5 Acquire, clarify and use a variety of vocabulary in different contexts, including figures of speech (e.g., personification); use word relationships/associations (e.g., compassion, generosity, empathy, consideration) to enhance word meaning.

Reading Fluency

ELA.8.A2.6 Apply a range of fluency skills and strategies (e.g., accuracy, expression (prosody), appropriate rate) to comprehend text.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.8.B1 Acquire New Information**

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.8.B1.1 Identify and explain prior knowledge and recognize patterns across topics/content areas from various sources; assess the relevance and value of prior knowledge in supporting new understanding.

- ELA.8.B1.2** Create focused, open-ended questions to challenge misconceptions and explore multiple perspectives in reading, listening and viewing information in an individual or group inquiry.

Engage with a Variety of Texts (Read, View, Listen)

- ELA.8.B1.3** Engage with a variety of multimodal texts across genres, and interests through collaboration with others to build knowledge together and enhance understanding through peer interactions and discussions.

Review Information

- ELA.8.B1.4** Review information gathered and recognize gaps; locate and gather additional information; provide a summary of the text/information collected; cite evidence from multiple texts/sources that support analysis, as well as inferences.

GENERAL LEARNING OUTCOME

ELA.8.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

- ELA.8.B2.1** Describe various text cues (e.g., genres, features, patterns); explain how they are used to present and support the message/information for the intended audience.
- ELA.8.B2.2** Use textual cues in a range of multimodal texts to construct meaning and interpret texts.

Make Predictions

- ELA.8.B2.3** Make predictions using background knowledge and text information; pose questions to confirm/refute/change predictions before, during and after reading.

Make Connections

- ELA.8.B2.4** Explain connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to enhance understanding of texts.

Monitor Understanding - Check and Adjust

- ELA.8.B2.5** Select strategies such as rereading, asking clarifying questions, inferencing, conferring with others, paraphrasing, and consulting references to monitor and confirm understanding.

Monitor Understanding – Summarize

ELA.8.B2.6 Summarize main ideas with supporting details reflecting the core meaning of multimodal text; focus on paraphrasing and draw effective conclusions.

Consolidate New Knowledge

ELA.8.B2.7 Examine and communicate new ideas using discipline specific vocabulary; consider how multiple interpretations can exist based on varying perspectives (e.g., backgrounds, values) and how they impact/broaden understanding; apply new knowledge across subjects using different strategies; reflect on new understanding.

GENERAL LEARNING OUTCOME**ELA.8.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.8.B3.1 Recognize and explain broader social issues (e.g., race, gender, class, ability) within text, based on author's purpose; use text evidence to analyze tone, language, or structure (e.g., *What does this text say about fairness in society? How does the author show this?*).

Recognize Facts, Bias and Viewpoints

ELA.8.B3.2 Interpret facts, opinions in various texts and recognize subtle bias (e.g., when an author emphasizes certain facts through language/word choice while downplaying others to sway the reader's opinion); locate relevant evidence such as facts, examples, or details to support findings.

ELA.8.B3.3 Identify text creator's point of view (e.g., first, second or third person) and understand there may be different views on the same topic; compare multiple viewpoints in a single text/across texts; investigate and judge the quality of viewpoints through credible sources, facts and research.

Respond to Text

ELA.8.B3.4 Explain a personal reaction (e.g., confusion, agreement) to obvious stereotypes, discriminatory language, or unfair representations or one-sided views identified in various texts; use evidence from the text to support response.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.8.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.8.C1.1 Generate ideas by drawing connections between experiences and broader themes; select and narrow a topic understanding how genre, audience and purpose influence style, tone, and content.

Research Sources

ELA.8.C1.2 Select and review information from multiple sources (e.g., different authors, experts, audio, digital online sources); compare sources to assess reliability, look for bias and examine different points of view.

Create Plan

ELA.8.C1.3 Use strategies and planning tools specific to genre and purpose (e.g., brainstorming, jot notes, asking questions, mind mapping, sketching ideas, research planners); collect and record information; outline steps-research, design, create text/prototype, share and reflect on plan.

Choose Form

ELA.8.C1.4 Choose common text form (e.g., narratives, reports, persuasive letters, news articles, journals); understand the conventions of each form for different purposes and audiences (e.g., “I know what a report is and when to use it.”).

Create Draft/Prototype

ELA.8.C1.5 Experiment with multimodal forms (e.g., posters, presentations, infographics, digital stories); use digital tools to explore layout, images and audio, including thinking maps to draft ideas effectively and creatively (e.g., create a slide deck for a book review using text, images and audio).

GENERAL LEARNING OUTCOME**ELA.8.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.8.C2.1 Identify and use appropriate organizational patterns (e.g., cause and effect, chronological sequence); group ideas logically and coherently for genre and text form chosen.

Sentence Structure

ELA.8.C2.2 Reread and use more complex sentences; experiment and use a variety of sentence types; use vocabulary to enhance sentence nuance and flow; use more advanced transitions to connect ideas, phrases and sentences; align subject-verb and noun-pronoun agreement (e.g., the Wpg Jets/they); ensure sentence clarity and apply grammatical correctness to communicate meaning for others.

Word Choice

ELA.8.C2.3 Use accurate, meaningful, discipline specific words for identified purpose, genre, form and audience to express and enhance meaning.

Voice/Style

ELA.8.C2.4 Demonstrate voice for different purposes in text (e.g., story vs. essay); experiment with different language (e.g., sarcasm, humour), style and tone appropriate to purpose, form, genre and audience.

Revision

ELA.8.C2.5 Review text clarity and revise for clear word choice, sentence structure and grammar; use appropriate tone in common writing forms (e.g., essays, stories, reports) for a particular purpose and audience; notice and adjust mismatches in formality or tone (e.g., too casual for a formal letter); apply rubrics/criteria and peer feedback to review for details and focus; reflect on revisions made to improve text clarity.

GENERAL LEARNING OUTCOME**ELA.8.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.8.C3.1 Write legibly and neatly; digital documentation and presentation is a greater focus; integrate word processing skills into the text creation process; use formatting tools intentionally (e.g., use of headers, bullets, paragraph alignment) to support meaning, improve readability and ensure text clarity for reader.

Spelling

ELA.8.C3.2 Apply and use knowledge of a range of spelling strategies and rules; understand derivatives [relationship between a word and its base] (e.g., help – helper- helpful-unhelpful-helpless), bases (e.g., happy – happiness) and affixes [word parts added to a base to change its meaning or function] (e.g., happiness-unhappiness) to confirm conventional spelling; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.

Punctuation and Capitalization

ELA.8.C3.3 Apply capitalization rules more consistently and with greater attention to context; differentiate between common and proper nouns; use capitalization in complex dialogue, quoted speech, specific historical events, institutions, and brand names, in subtitles and secondary titles (e.g., *The Hobbit: There and Back Again*).

ELA.8.C3.4 Apply punctuation correctly (e.g., apostrophes for both singular and plural possessives, quotation marks for nested dialogue, commas after introductory phrases and to set off clauses, colons/semi-colons); use punctuation for effect and clarity to communicate meaning clearly for others.

Publish Final Text

ELA.8.C3.5 Create final copy using a variety of modes to enhance meaning (e.g., infographics, short video projects); choose appropriate design elements for a specific purpose and audience (e.g., infographic combining text, charts, and icons to present data from a science project),

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.8.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

- ELA.8.D1.1** Use tone, volume and expression and adjust according to audience and purpose (e.g., to persuade, inform, entertain) to effectively communicate ideas.
- ELA.8.D1.2** Use multimedia artifacts strategically to support message/communication for a specific audience, genre, and platform.
- ELA.8.D1.3** Organize ideas more clearly using transitions and basic rhetorical structures (e.g., point-evidence-explanation); begin to summarize main ideas discussed and conclusions drawn to communicate message to audience.

GENERAL LEARNING OUTCOME

ELA.8.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

- ELA.8.D2.1** Reflect and compare with increasing independence, effective strategies used as a listener, speaker, reader, writer, viewer and representer by asking self questions, "How does my work compare to others?"
- ELA.8.D2.2** Contribute to the development of class criteria; use tools (e.g., exit tickets / reflection slips, self-quizzes, digital portfolios) to assess own understanding / learning.

Receive and Reflect on Feedback

- ELA.8.D2.3** Receive descriptive feedback from others; reflect on how to use the feedback to strengthen strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

- ELA.8.D2.4** Reflect on and set specific learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).
- ELA.8.D2.5** Monitor progress by collecting evidence of learning; track growth towards goal achievement.