

Senior 4 English Language Arts: Literary Focus

Student Learning Outcomes
and
Standards of Student Performance

Student Learning Outcomes for Senior 4 English Language Arts: Literary Focus

Introduction

The specific student learning outcomes for Senior 4 English Language Arts: Literary Focus are identified in this section of the ELA Framework. Senior 4 students reinforce and build on the knowledge, skills and strategies, and attitudes developed in previous grades. The Literary Focus assists students in becoming increasingly independent in making meaningful and effective language choices.

In the Literary Focus, students develop and refine a range of knowledge, skills and strategies, and attitudes that deepen their engagement with and appreciation of a variety of aesthetic texts. The Literary Focus emphasizes the aesthetic uses of language: language that enlightens, fosters understanding and empathy, reflects culture, expresses feelings and experience, and brings enjoyment. As listeners, readers, and viewers, students move imaginatively into the worlds created by texts and deepen their appreciation of language. As poets, fiction writers, playwrights, actors, and visual artists, they explore the aesthetic properties of language to convey experience, ideas, and perspectives.

Students' engagement with texts is fundamental to the Literary Focus. Although these texts fall along a continuum of pragmatic, expressive, and aesthetic texts, students in the Literary Focus engage for the most part with texts that accomplish aesthetic purposes — that is, texts that use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality. The texts students explore and compose include a variety of informal and formal discourse, ranging from figurative language and experimental poetry to more conventional forms such as sonnets and villanelles; from role-play and snatches of dialogue to scripts of monologues or one-act plays; from journals and exploratory discussions to visual representations, short stories, novels, novellas, or videos. Of the various texts students read and produce within the Literary Focus, approximately 70 percent are aesthetic and 30 percent are pragmatic in purpose.

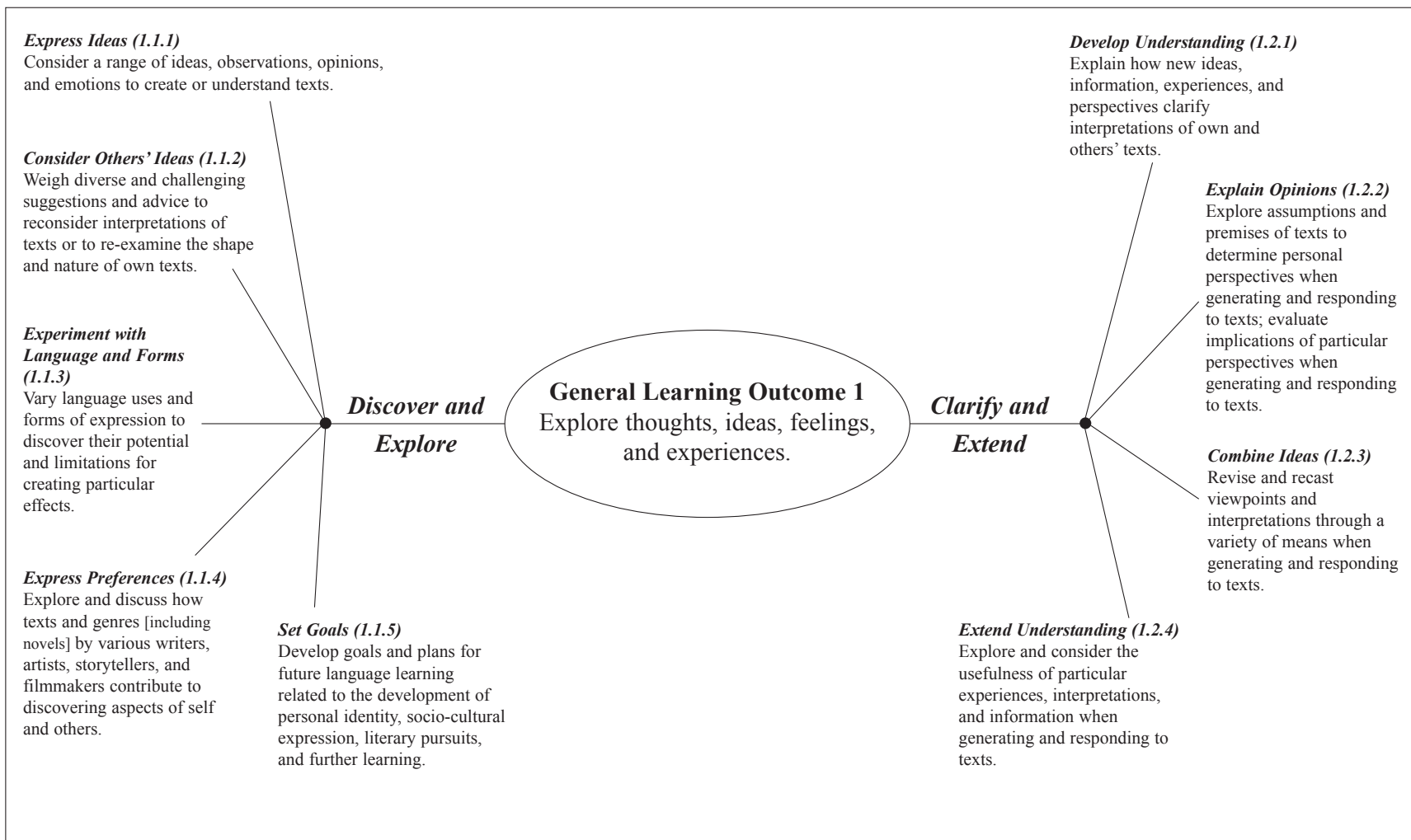
In reading, listening, and viewing for aesthetic purposes, students enter imaginative experiences that illuminate and enlarge their world. Students sometimes deepen their reading of aesthetic texts by exploring related pragmatic texts. They may, for example, gather historic information related to the setting of a novel or read criticism to explore other interpretations of an aesthetic text. Similarly, in composing texts, students function primarily as poets, playwrights, and filmmakers; however, they also on occasion produce pragmatic texts. They may write an allegory with the intention of shaping the attitudes or opinions of the audience, write or present a defence of an interpretation, conduct an on-stage interview to explore an issue that emerged from their reading, write a review to assess a performance, or prepare advertising to publicize a drama or poetry reading.

The student learning outcomes within the Literary Focus identify the knowledge, skills and strategies, and attitudes that characterize effective aesthetic communication. Students enhance their skills in comprehending and appreciating a range of forms, genres, and media. Students learn the conventions of various aesthetic forms. They explore and analyze the effect of voice, diction, and form in their own and others' texts and they explore the creative potential of collaboration.

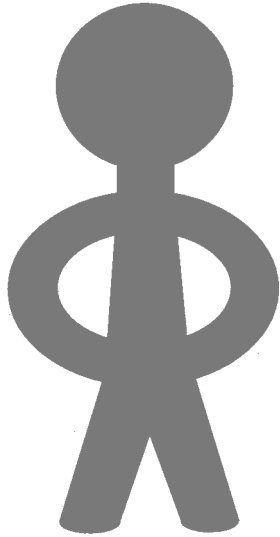
The student learning outcomes of the Literary Focus describe the knowledge, skills and strategies, and attitudes that students require to meet present and evolving literacy demands. Students use language effectively to think, to respond to texts, to manage diverse ideas and information, to communicate, and to learn. Using language effectively and understanding its functions are fundamental to experiencing personal satisfaction and becoming responsible, contributing citizens and lifelong learners.



Senior 4 English Language Arts: Literary Focus Map of General Learning Outcome 1



General Learning Outcome 1



Literary Focus

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

Language is essential to thought. Ideas, impressions, and feelings are clarified and given shape through language. Exploratory language, which is often spontaneous, is a major strategy for learning, enabling students to identify prior knowledge, interests, experiences, and attitudes, to discover what they think and feel, to try out tentative ideas, to compare their ideas with those of others, and to arrive at new insights.

Exploratory language is essential in the expression and deepening of students' understanding of texts. Much of the meaning students make of aesthetic texts is discovered through exploratory talk, writing, and visual representation.

Exploratory language is used throughout the process of generating texts:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, and sketch as a means of exploring memories and impressions and reflecting on things they have heard, read, and viewed to adopt an authentic voice and to discover a direction for texts.
- *Engaging with and producing texts:* Students consider and elaborate their ideas and explore the suitability and effect of various forms, techniques, voices, points of view, images, sounds, and words.
- *Revising texts:* Students invite and reflect on the responses of others to their work in order to refine texts.

An atmosphere that invites and supports risk taking and creative experimentation is essential to the Literary Focus. Students' understanding of the texts they listen to, read, and view will deepen if they attend to their responses and express tentative ideas and interpretations. To create aesthetic texts that have impact, students need to explore, experiment, and discuss their intent with others. Through interaction with others, students learn to seek and evaluate the relative merits of alternative perspectives and to try out new positions.

Exploratory language is essential within the classroom community; it is the means by which class members interact, question, grow, and contribute.



1.1 Discover and Explore

Senior 4 English Language Arts: Literary Focus

Grade 8

Senior 1

Express Ideas

- explore diverse ideas to develop predictions, opinions, conclusions, and understanding

- question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances

Consider Others' Ideas

- integrate new understanding with previous viewpoints and interpretations

- acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints

Experiment with Language and Forms

- experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms

- use memorable language effectively and experiment with different personas for dynamic self-expression

Express Preferences

- pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers

- discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers

Set Goals

- self-monitor growth in language learning and use, using predetermined criteria

- reflect on attainment of personal goals for effective language learning and use

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



1.1 Discover and Explore

Senior 4 English Language Arts: Literary Focus

Senior 2

- consider the potential of emerging ideas through a variety of means [such as talking, mapping, writing journals, rehearsing, drafting, role-playing, brainstorming, sketching...] to develop tentative positions
- seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding
- demonstrate a willingness to take risks in language use and experiment with language and forms of expression [such as word choice, dramatic presentations, media interviews...]
- pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers
- assess personal language learning and select strategies to enhance growth in language learning

Senior 3

- connect ideas, observations, opinions, and emotions to create or understand texts
- seek others' responses through a variety of means to clarify and rethink interpretations of texts or to reconsider the shape and nature of own texts
- experiment with language and forms of expression to explore their effects on content and intent
- explore a range of texts and genres [including novels] by various writers, artists, storytellers, and filmmakers, and discuss ideas, images, feelings, people, and experiences both within and associated with these texts
- develop goals and plans for personal language learning [such as reading new genres or authors, experimenting with various writing forms or styles, developing effective storytelling techniques...]

Senior 4

Express Ideas (1.1.1)

- consider a range of ideas, observations, opinions, and emotions to create or understand texts

Consider Others' Ideas (1.1.2)

- weigh diverse and challenging suggestions and advice to reconsider interpretations of texts or to re-examine the shape and nature of own texts

Experiment with Language and Forms (1.1.3)

- vary language uses and forms of expression to discover their potential and limitations for creating particular effects

Express Preferences (1.1.4)

- explore and discuss how texts and genres [including novels] by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others

Set Goals (1.1.5)

- develop goals and plans for future language learning related to the development of personal identity, socio-cultural expression, literary pursuits, and further learning

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



1.2 Clarify and Extend

Senior 4 English Language Arts: Literary Focus

Grade 8

Senior 1

Develop Understanding



- discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding

- reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge

Explain Opinions



- articulate, represent, and explain personal viewpoints clearly

- review and refine personal viewpoints through reflection, feedback, and self-assessment

Combine Ideas



- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding

- structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world

Extend Understanding



- reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity

- consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



1.2 Clarify and Extend

Senior 4 English Language Arts: Literary Focus

Senior 2

- clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences
- explain opinions, providing support or reasons; anticipate other viewpoints
- connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts
- explore ways in which real and vicarious experiences and various perspectives affect understanding when generating and responding to texts

Senior 3

- modify initial understanding of own and others' texts, considering new ideas, information, experiences, and responses from others
- explore possible interpretations when generating and responding to texts and themes
- combine viewpoints and interpretations through a variety of means [such as Think–Pair–Share, literary discussion groups on Internet...] when generating and responding to texts
- extend understanding by considering real and vicarious experiences, inquiry findings, and divergent interpretations when generating and responding to texts

Senior 4

Develop Understanding (1.2.1)

- explain how new ideas, information, experiences, and perspectives clarify interpretations of own and others' texts

Explain Opinions (1.2.2)

- explore assumptions and premises of texts to determine personal perspectives when generating and responding to texts; evaluate implications of particular perspectives when generating and responding to texts

Combine Ideas (1.2.3)

- revise and recast viewpoints and interpretations through a variety of means [such as role-playing, reordering, restructuring, using alternative forms, changing setting, adding detail...] when generating and responding to texts

Extend Understanding (1.2.4)

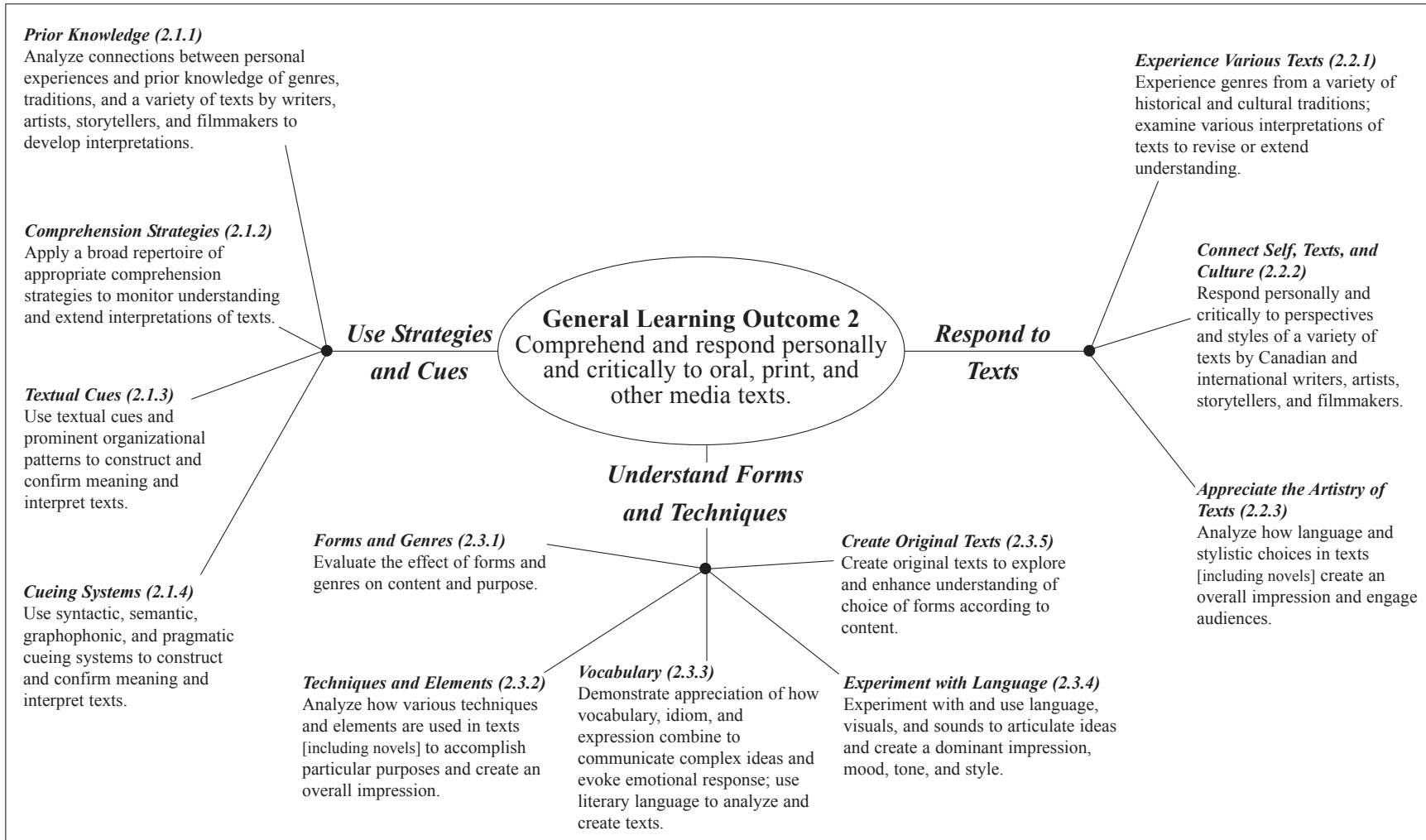
- explore and consider the usefulness of particular experiences, interpretations, and information when generating and responding to texts

GENERAL LEARNING OUTCOME 1

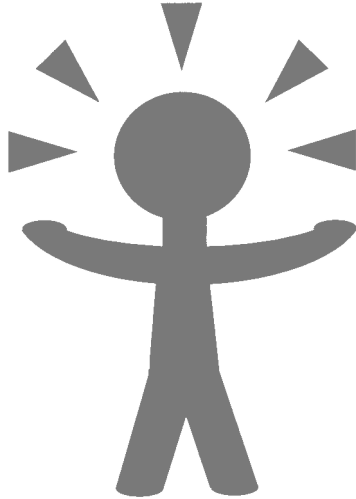
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



Senior 4 English Language Arts: Literary Focus Map of General Learning Outcome 2



General Learning Outcome 2



Literary Focus

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

In the Literary Focus, students listen to, read, and view texts primarily for aesthetic purposes — for the pleasure that aesthetic language brings, for the satisfaction of discovering an imagined world that illuminates and in some way connects with their own world, or for the stimulation of encountering an artifice that presents alternative ways of seeing. Engagement with texts is fundamental to meaningful listening, reading, and viewing.

Students engage in a process of making meaning: they articulate the meaning they make of texts and the questions they have about them; they identify the ways in which their prior knowledge, experiences, and attitudes shape the meaning they make of texts (including books); they seek alternative responses and texts to refine and extend their own thinking; and they evaluate the effect of form and genre on content and purpose.

In the Literary Focus, students review and reinforce a range of strategies for responding personally and critically to texts. Students entering Senior 4 have a high degree of metacognition and are able to select and adjust listening and viewing strategies according to the type of text, their own degree of prior knowledge of the subject, and their purpose. The Literary Focus provides students with opportunities to increase their repertoire of comprehension strategies. Students examine the interplay and contribution to meaning of the denotative and connotative properties of vocabulary and idiom, stylistic choices, techniques, and structure in a wide variety of forms and genres.

In aesthetic texts, meaning and overall purpose may not be obvious initially. Students begin with feelings and impressions that are confirmed or modified as engagement with the text proceeds. Exploratory and reflective questions are important strategies students use in the process of making meaning, developing interpretations, and responding. Students also develop critical questions as they analyze the interplay of language, visual representation, and sound in a wide variety of oral, print, and other media texts.

Discussion of texts often prompts students to generate their own texts in response, as a way to learn about a form is to imitate it. Greater awareness of the forms and techniques writers and producers use increases students' skill in reading critically and adds to the repertoire of approaches they use in their own work.

Students' skill in listening to, reading, and viewing texts is fundamental to their success in all subject areas, to their effective participation in society, and to the lifelong pleasure and enrichment they will gain through literacy.



Grade 8

Senior 1

Prior Knowledge



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

- 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 analogies, visual compositions, dramatic monologues...] and prominent organizational patterns [such as juxtaposition, stream-of-consciousness...] 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, graphophonic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context...] 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, literary, and media texts.



2.1 Use Strategies and Cues

Senior 4 English Language Arts: Literary Focus

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 genres, traditions, and a variety of texts [such as plays, poetry, novels, short stories, television programs, Internet book/film discussions...] by writers, artists, storytellers, and filmmakers to develop understanding and interpretations
- use and adjust comprehension strategies [such as inferring character traits and relationships, judging the plausibility of story endings, paraphrasing poetry or film excerpts...] to monitor understanding and develop interpretations of texts
- use textual cues [such as prologues, stage directions, camera angles...] and prominent organizational patterns [such as acts and scenes, chapters, versification...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as variety in sentence structure and length, words with multiple connotations, foreign derivations, prefixes and suffixes of specialized vocabulary, social context...] to construct and confirm meaning and interpret texts

Senior 4

Prior Knowledge (2.1.1)

- analyze connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts [such as essays, novels, novellas, epic poetry, films...] by writers, artists, storytellers, and filmmakers to develop interpretations

Comprehension Strategies (2.1.2)

- apply a broad repertoire of appropriate comprehension strategies [such as analyzing artistic choices, recognizing motifs and patterns, supporting interpretations with relevant reasons and textual references...] to monitor understanding and extend interpretations of texts

Textual Cues (2.1.3)

- use textual cues [such as analogies, visual compositions, dramatic monologues...] and prominent organizational patterns [such as juxtaposition, stream-of-consciousness...] to construct and confirm meaning and interpret texts

Cueing Systems (2.1.4)

- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context...] 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.



Grade 8

Senior 1

Experience Various Texts →

- 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

- 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

Connect Self, Texts, and Culture →

- 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]

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

Appreciate the Artistry of Texts →

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

- 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.



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 genres [such as storytelling, myths and legends, novels, historical dramas...] from a variety of cultural traditions; explore and compare various interpretations of texts
- respond personally and critically to themes, values, and beliefs presented in a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers
- examine how images and word choice [such as visual composition, juxtaposition, hyperboles...] in texts [including novels] convey and evoke emotion and create an overall impression

Senior 4

Experience Various Texts (2.2.1)

- experience genres [such as Aboriginal literature, oral and written histories and songs, dramatic monologues, novels, international films...] from a variety of historical and cultural traditions; examine various interpretations of texts to revise or extend understanding

Connect Self, Texts, and Culture (2.2.2)

- respond personally and critically to perspectives and styles of a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers

Appreciate the Artistry of Texts (2.2.3)

- analyze how language and stylistic choices [such as word choice, images, tone, rhythm, cadence...] in texts [including novels] create an overall impression and engage audiences

GENERAL LEARNING 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.



2.3 Understand Forms and Techniques

Senior 4 English Language Arts: Literary Focus

	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, and media texts [including books]
<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.



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 characteristics of various forms and genres [such as sonnets, novels, feature films, scripts...] are used for various audiences and purposes [such as to persuade, inform, entertain, create mood and theme...]
- examine how various techniques and elements [such as foreshadowing, interior dialogue, juxtaposition, hyperboles, motifs, symbols...] are used in texts [including books] to accomplish particular purposes
- explain how vocabulary, idiom, and turn of phrase [such as figurative language, connotations...] are used to create an impression and impact on an audience; use vocabulary and language appropriate for topic and context
- use creative combinations of language, visuals, and sounds in a variety of texts [such as photo-essays, collages, commemorative presentations...] to convey content and achieve effect
- create original texts [such as poetry, scripts, short stories, storyboarding, children's books...] to explore and enhance understanding of literary forms and techniques

Senior 4

Forms and Genres (2.3.1)

- evaluate the effect of forms and genres [such as dramatic monologues, novels, docudramas...] on content and purpose

Techniques and Elements (2.3.2)

- analyze how various techniques and elements [such as irony, understatement, paradox, allegory, camera angles, analogies, parallel structure, cadence...] are used in texts [including novels] to accomplish particular purposes and create an overall impression

Vocabulary (2.3.3)

- demonstrate appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; use literary language to analyze and create texts

Experiment with Language (2.3.4)

- experiment with and use language, visuals, and sounds to articulate ideas and create a dominant impression, mood, tone, and style

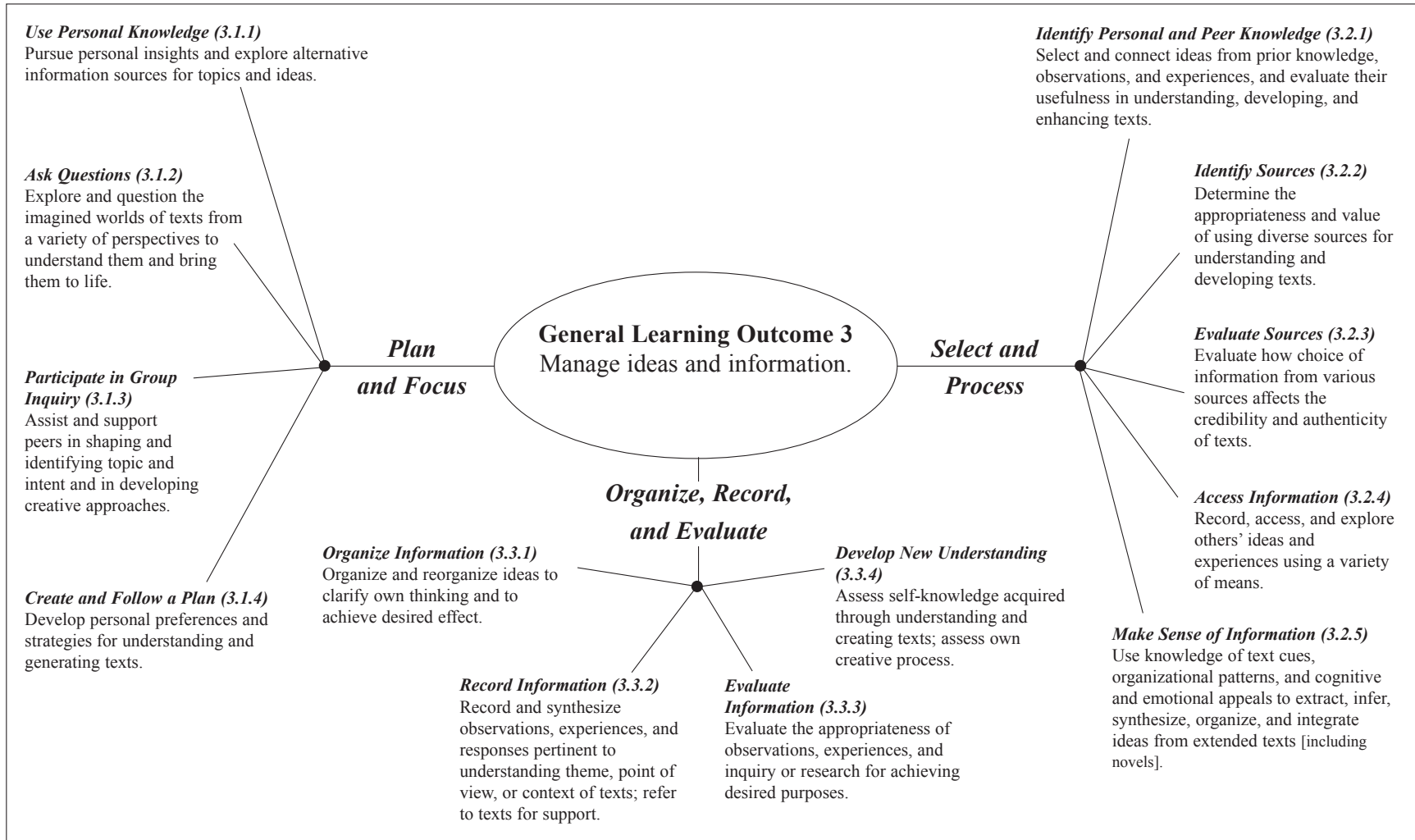
Create Original Texts (2.3.5)

- create original texts [such as sonnets, one-act plays, parodies, pastiches, photographic essays, dramatic monologues...] to explore and enhance understanding of choice of forms according to content

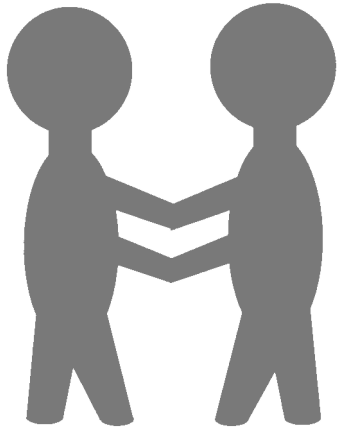
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.



Senior 4 English Language Arts: Literary Focus
Map of General Learning Outcome 3



General Learning Outcome 3



Literary Focus

Students will listen, speak, read, write, view, and represent to manage ideas and information.

General Learning Outcome 3 is an elaboration of the inquiry process with which students in the Literary Focus engage. Inquiry projects equip students for ongoing personal learning that will enrich their lives. Students use tools, skills, and strategies effectively to manage the volume of information available. Through inquiry, students learn, practise, and refine their

- *knowledge*: of school and community information sources, of the topics they choose to explore, and of the conventions and forms they use in their own work
- *skills and strategies*: in developing a plan, in identifying a focus, and in accessing, collecting, assessing, synthesizing, and organizing information for their purposes
- *attitudes and habits of mind*: such as curiosity, initiative, independence, organization, collaboration, and promptness

In listening to, reading, and viewing texts, students may generate questions that the texts themselves do not answer definitively. Inquiry in the Literary Focus may lead students to other aesthetic texts, such as novels by the same author, and to pragmatic texts, including biographical and historical sources as well as mythology, reviews, and literary criticism.

Through inquiry, students collect information from a variety of primary and secondary sources to stimulate their imaginations and to discover and explore topics for their own texts. Inquiry findings enable students to speak, write, and represent with authority, substance, and subtlety. Through inquiry projects, students reinforce and refine their skills in accessing their personal knowledge and the resources available to them to satisfy their needs and those of an audience. They also evaluate sources of information for factors such as credibility, suitability, and completeness. In addition, they evaluate the effectiveness of their own inquiry process.

In attaining the specific learning outcomes of General Learning Outcome 3, students develop knowledge, skills and strategies, and habits of mind that enable them to manage ideas and information in their private and public lives and to learn independently.



3.1 Plan and Focus

Senior 4 English Language Arts: Literary Focus

Grade 8

Senior 1

Use Personal Knowledge

- determine personal knowledge of a topic to generate possible areas of inquiry or research

- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research

Ask Questions

- formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information

- develop focused questions to establish a purpose for reading, listening, and viewing information sources

Participate in Group Inquiry

- contribute ideas, knowledge, and strategies to help identify group information needs and sources

- generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic

Create and Follow a Plan

- prepare and use a plan to access, gather, and record in own words relevant information

- prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

Students will listen, speak, read, write, view, and represent to manage ideas and information.



3.1 Plan and Focus

Senior 4 English Language Arts: Literary Focus

Senior 2

- determine inquiry or research focus based on personal knowledge and interests and on others' expertise
- formulate questions to focus and guide inquiry or research
- collaborate to determine group knowledge base and to define research or inquiry purpose and parameters
- develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources

Senior 3

- consider experiences and explore imagination as sources for topics and ideas
- generate questions to extend initial understanding of the imagined world of texts
- assist and support peers in connecting, shaping, and clarifying ideas for creating texts
- develop strategies [such as keeping journals, revisiting fascinating places...] for gathering and accessing ideas to understand and generate texts

Senior 4

- Use Personal Knowledge (3.1.1)**
- pursue personal insights and explore alternative information sources for topics and ideas
- Ask Questions (3.1.2)**
- explore and question the imagined worlds of texts from a variety of perspectives to understand them and bring them to life
- Participate in Group Inquiry (3.1.3)**
- assist and support peers in shaping and identifying topic and intent and in developing creative approaches
- Create and Follow a Plan (3.1.4)**
- develop personal preferences and strategies [such as exploring memories of experiences, recording snatches of dialogue...] for understanding and generating texts

GENERAL LEARNING OUTCOME 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.



Grade 8

Senior 1

Identify Personal and Peer Knowledge →

- access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research

- access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research

Identify Sources →

- distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...]

- obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...]

Evaluate Sources →

- develop and use criteria for evaluating information sources for a particular inquiry or research plan

- evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan

Access Information →

- recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects]

- expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases]

Make Sense of Information →

- construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text

- identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]

Students will listen, speak, read, write, view, and represent to manage ideas and information.



Senior 2

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic
- identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources...] relevant to particular inquiry or research needs
- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan
- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories...]
- identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 3

- select and connect ideas from prior knowledge, observations, and experiences to understand and support the development of texts
- identify the need for additional information to supplement prior knowledge, observations, and experiences for understanding and developing texts
- explain how choice of information from various sources affects the credibility and authenticity of texts
- record and explore ideas and information using a variety of means [such as interviewing authors, artists, and elders, observing sights and sounds, listening to others' responses...]
- use knowledge of text cues, organizational patterns [such as flashbacks, chronological order, stream-of-consciousness...], and sensory and emotional appeals [such as empathy, anecdotes, suspense, narrative hooks...] to sort and relate ideas in extended texts [including novels]

Senior 4

- Identify Personal and Peer Knowledge (3.2.1)***
- select and connect ideas from prior knowledge, observations, and experiences, and evaluate their usefulness in understanding, developing, and enhancing texts
- Identify Sources (3.2.2)***
- determine the appropriateness and value of using diverse sources for understanding and developing texts
- Evaluate Sources (3.2.3)***
- evaluate how choice of information from various sources affects the credibility and authenticity of texts
- Access Information (3.2.4)***
- record, access, and explore others' ideas and experiences using a variety of means [such as reflecting, interviewing, reading contemporary texts, collecting media clippings...]
- Make Sense of Information (3.2.5)***
- use knowledge of text cues, organizational patterns [such as point of view, stream-of-consciousness, play within a play...], and cognitive and emotional appeals [such as appeals generated by historical context, setting...] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including novels]

Students will listen, speak, read, write, view, and represent to manage ideas and information.



Grade 8

Senior 1

Organize Information →

- organize information and ideas in order of priority according to topic and task requirements

- organize information and ideas by developing and selecting appropriate categories and organizational structures

Record Information →

- make notes in point form, summarizing major ideas and supporting details; reference sources

- summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources

Evaluate Information →

- set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes

- distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes

Develop New Understanding →

- incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information

- reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals

Students will listen, speak, read, write, view, and represent to manage ideas and information.



Senior 2

- organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes...] for specific purposes
- select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately
- evaluate information for completeness, accuracy, usefulness, and relevance
- integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals

Senior 3

- organize and reorganize ideas and information in a variety of forms [such as poems, plays, collages...] for a variety of purposes
- record and review ideas and perspectives from a variety of sources pertinent to understanding and creating texts; refer to texts for support
- evaluate the completeness and relevance of ideas for achieving a variety of purposes [such as to inform, entertain, inspire, promote social change...]
- explain self-knowledge acquired through understanding and creating texts; explain insights into own creative process

Senior 4

Organize Information (3.3.1)

- organize and reorganize ideas to clarify own thinking and to achieve desired effect [such as to create suspense, generate enthusiasm, amuse, inspire...]

Record Information (3.3.2)

- record and synthesize observations, experiences, and responses pertinent to understanding theme, point of view, or context of texts; refer to texts for support

Evaluate Information (3.3.3)

- evaluate the appropriateness of observations, experiences, and inquiry or research for achieving desired purposes [such as to inspire action, evoke sympathy, generate fear, surprise...]

Develop New Understanding (3.3.4)

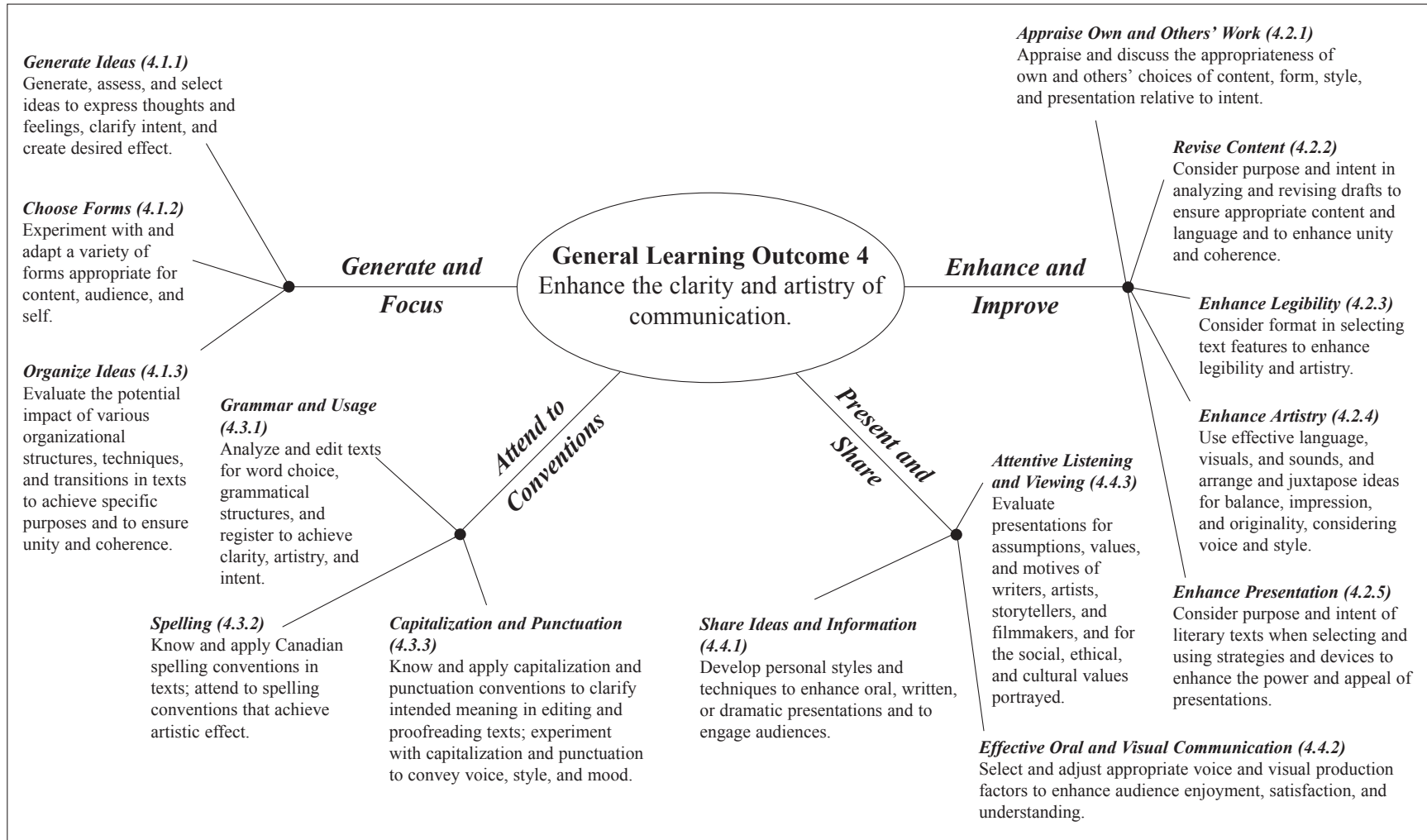
- assess self-knowledge acquired through understanding and creating texts; assess own creative process

GENERAL LEARNING OUTCOME 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.



Senior 4 English Language Arts: Literary Focus Map of General Learning Outcome 4



General Learning Outcome 4



Literary Focus

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

General Learning Outcome 4 traces the processes by which students generate and focus their ideas and work with others in enhancing, clarifying, and sharing their oral, written, and visual texts. In the Literary Focus, students create aesthetic texts for a range of purposes which may be personal, such as diaries and informal letters, or public, such as a script for a multimedia production or a drama.

The processes students use in creating aesthetic texts are shaped by the nature of aesthetic language. Students may generate early drafts as a means of discovering and exploring an idea or form. They learn techniques that invite a range of audience response. The skills and techniques students use may include experimenting with conventions of language, exploiting the aesthetic and figurative possibilities of language, varying voice and tone, developing ideas through dialogue, gesture, or symbol, experimenting with combinations of oral, print, and other media, and using or adapting factual information for aesthetic purposes.

Students refine their knowledge of a wide range of forms and media and make informed choices as to the suitability of forms and media to express their intent and purpose. Through exploring and analyzing the nature and effectiveness of a variety of texts, students discover models and develop strategies for their own work.

Students in the Literary Focus play an invaluable role as audiences for each other's work. As partners and collaborators, they seek and assess feedback on the effect of various techniques and on the success of their communication. As members of a formal audience for presentations, students enhance their own critical listening and viewing skills.

Through the processes identified in General Learning Outcome 4, students learn to enhance the range, depth, clarity, and artistry of their work.



4.1 *Generate and Focus*

Senior 4 English Language Arts: Literary Focus

Grade 8

Senior 1

Generate Ideas

- experiment with several ways to generate ideas and focus a topic

- use a variety of techniques to generate and select ideas for oral, written, and visual texts

Choose Forms

- compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] that ensure a match between content, audience, and purpose

- adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose

Organize Ideas

- identify and use a variety of organizational patterns [such as rising action, pyramid structure, cause and effect, comparison and contrast, sequence...] in own oral, written, and visual texts; compose effective introductions and conclusions

- identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution...] in own oral, written, and visual texts; use effective transitions

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.1 Generate and Focus

Senior 4 English Language Arts: Literary Focus

Senior 2

- generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose
- experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories...] appropriate for content, audience, and purpose
- select organizational structures and techniques to create oral, written, and visual texts; use effective introduction, well-organized body, and effective conclusion to engage and sustain audience interest

Senior 3

- generate, assess, and select ideas to develop a topic and achieve a particular purpose [such as to create empathy, commemorate a special event...]
- experiment with a variety of forms [such as poems, one-act plays, reflective essays, impromptu speeches...] to discover preferences
- select and use a variety of organizational structures [such as point-example-conclusion, prologue and epilogue, acts and scenes...], techniques, and transitions [such as transitional paragraphs, fade-outs...] to express ideas clearly and effectively

Senior 4

Generate Ideas (4.1.1)

- generate, assess, and select ideas to express thoughts and feelings, clarify intent, and create desired effect

Choose Forms (4.1.2)

- experiment with and adapt a variety of forms [such as thematic poetry anthologies, formal essays, monologues...] appropriate for content, audience, and self

Organize Ideas (4.1.3)

- evaluate the potential impact of various organizational structures, techniques, and transitions [such as the use of a narrator, extended metaphors, refrains, flashbacks and flashforwards...] in texts to achieve specific purposes and to ensure unity and coherence

GENERAL LEARNING OUTCOME 4

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



Grade 8

Senior 1

Appraise Own and Others' Work →

- share own work in a variety of ways; appraise particular aspects [such as word choice, description, language usage, organization, audience appeal...] of own and others' work and presentations using pre-established criteria

- share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work and presentations

Revise Content →

- revise to enhance meaning and effect according to audience and purpose

- review previous draft and revise to refine communication and enhance self-expression

Enhance Legibility →

- format for legibility and emphasis when composing and revising; enhance the coherence and impact of documents using electronic editing functions [such as cut, paste, copy, insert...]

- format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals

Enhance Artistry →

- experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions

- experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry

Enhance Presentation →

- prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]

- prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.2 Enhance and Improve

Senior 4 English Language Arts: Literary Focus

Senior 2

- appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form
- analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness
- use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification...] to enhance legibility for particular audiences, purposes, and contexts
- use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect
- experiment with strategies and devices [such as diagrams, sound effects, demonstrations...] to enhance the clarity of presentations

Senior 3

- appraise choices of content, language use, and form in own and others' drafts relative to intent
- consider purpose and intent in revising drafts to ensure appropriate content and to enhance unity and coherence
- consider format in selecting text features [such as illustrations, chapter headings, white space, charts and maps, music...] to enhance legibility
- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering voice and style
- consider purpose and intent when experimenting with strategies and devices [such as props, mime, visuals, sound effects, fonts, page layout...] to enhance presentations

Senior 4

Appraise Own and Others' Work (4.2.1)

- appraise and discuss the appropriateness of own and others' choices of content, form, style, and presentation relative to intent

Revise Content (4.2.2)

- consider purpose and intent in analyzing and revising drafts to ensure appropriate content and language and to enhance unity and coherence

Enhance Legibility (4.2.3)

- consider format in selecting text features [such as pictures, poetic forms, dramatic script forms, stage setting, diagrams...] to enhance legibility and artistry

Enhance Artistry (4.2.4)

- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impression, and originality, considering voice and style

Enhance Presentation (4.2.5)

- consider purpose and intent of literary texts when selecting and using strategies and devices [such as tableaux, readers' theatre, dramatic monologues, dramatization, music, voice production factors, collages...] to enhance the power and appeal of presentations

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.3 Attend to Conventions

Senior 4 English Language Arts: Literary Focus

Grade 8

Senior 1

Grammar and Usage



- edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers

- edit for parallel structure, use of transitional devices, and clarity

Spelling



- know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading

- know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading

Capitalization and Punctuation



- know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading

- know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



Senior 2

- select appropriate words, grammatical structures, and register [such as formal or informal vocabulary, varied sentence patterns, active voice, colloquial or formal language...] to achieve clarity and desired effect
- know and apply Canadian spelling conventions for familiar and new vocabulary; monitor for correctness in editing and proofreading using appropriate resources
- know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required

Senior 3

- select appropriate words, grammatical structures, and register [such as descriptive, sensory words, varied and complex sentence patterns, authentic dialogue...] to achieve intent and desired effect in texts
- know and apply Canadian spelling conventions [such as “slough” to give local colour...] in texts; recognize adapted spellings for stylistic effect or to convey dialect
- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts, using resources when required; experiment with capitalization and punctuation to convey intended meaning

Senior 4

Grammar and Usage (4.3.1)

- analyze and edit texts for word choice, grammatical structures, and register [such as figurative language, periodic and inverted sentences, dialect...] to achieve clarity, artistry, and intent

Spelling (4.3.2)

- know and apply Canadian spelling conventions in texts; attend to spelling conventions that achieve artistic effect [such as dialect and unique speech patterns of characters...]

Capitalization and Punctuation (4.3.3)

- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; experiment with capitalization and punctuation to convey voice, style, and mood

GENERAL LEARNING OUTCOME 4

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



Grade 8

Senior 1

Share Ideas and Information →

- plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods [such as mini-lessons, role-plays, visual aids...]

- plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic

Effective Oral and Visual Communication →

- explain, share, and present orally using appropriate conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations

- choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations

Attentive Listening and Viewing →

- demonstrate critical listening and viewing skills and strategies [such as activating prior knowledge, integrating new information, evaluating the effectiveness of the introduction and conclusion...] and show respect for presenter(s)

- demonstrate critical listening and viewing skills and strategies [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for presenter(s)

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



Senior 2

- present ideas and information using a variety of print and other resources and interactive approaches [such as dramatizations, multimedia presentations, photographs and slides, audiotapes...]
- use appropriate voice production factors [such as pitch, tone, pauses...] and non-verbal cues [such as gestures, stance, eye contact...] to clarify intent in personal and public communication
- demonstrate active listening and viewing behaviours [such as observing gender portrayals, inclusion and exclusion, stereotyping, respectful and disrespectful portrayals...] to understand and respond to presentations using a variety of means [such as small-group discussion, personal writing...]

Senior 3

- develop and share oral, written, or dramatic presentations using a variety of approaches [such as literary circles, readers' theatre, dramatic readings...] for a variety of purposes [such as to express thoughts and emotions, invite response, entertain...]
- use a variety of voice and visual production factors [such as tone, pacing, volume, images, photographs...] to create atmosphere or mood, stir emotion, or encourage reflection
- demonstrate critical listening and viewing behaviours to understand, interpret, and respond to presentations in a variety of ways [such as discussing with peers, recounting personal experiences, creating alternatives, using presentations as models...]

Senior 4

Share Ideas and Information (4.4.1)

- develop personal styles and techniques to enhance oral, written, or dramatic presentations and to engage audiences

Effective Oral and Visual Communication (4.4.2)

- select and adjust appropriate voice and visual production factors [such as pauses, enunciation, projection, emphasis, props, background music...] to enhance audience enjoyment, satisfaction, and understanding

Attentive Listening and Viewing (4.4.3)

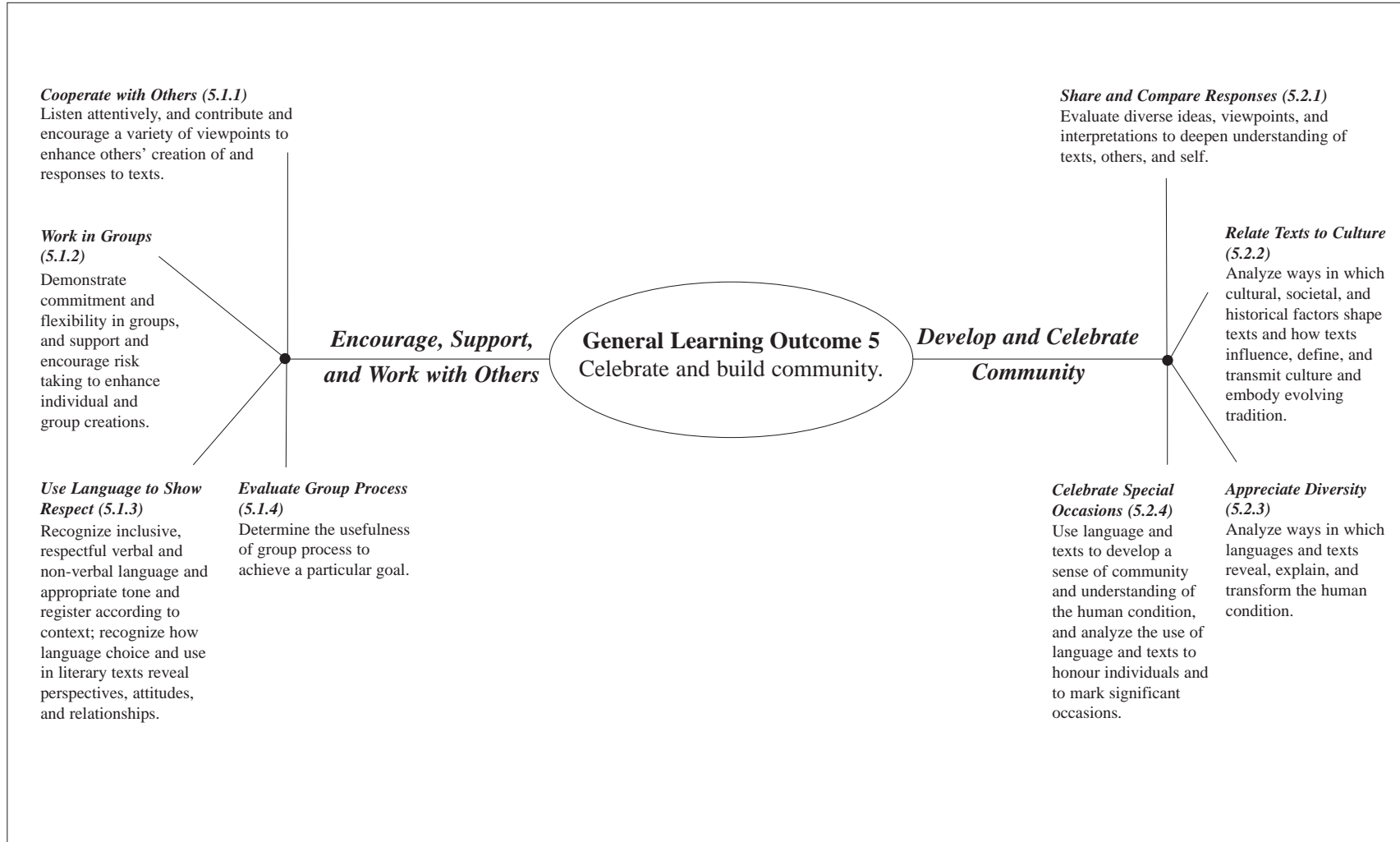
- evaluate presentations for assumptions, values, and motives of writers, artists, storytellers, and filmmakers, and for the social, ethical, and cultural values portrayed

GENERAL LEARNING OUTCOME 4

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



Senior 4 English Language Arts: Literary Focus Map of General Learning Outcome 5



General Learning Outcome 5



Literary Focus

Students will listen, speak, read, write, view, and represent to celebrate and build community.

As members of a classroom learning community, students contribute to and benefit from the diversity of the group as they work together to achieve the specific learning outcomes of the Literary Focus. Students become increasingly aware of the important role that language plays as they collaborate in responding to texts, in generating texts, and in recognizing significant occasions and celebrating accomplishments.

In responding to texts, students learn to appreciate and respect diversity by receiving and reflecting on the feedback of others and by articulating response and criticism in supportive language. Through discussing the texts they listen to, read, and view, students contribute to the learning of others and deepen their own understanding of the texts and of cultural differences.

In generating texts, students, individually and collaboratively, become aware of the factors they need to consider in communicating effectively. Students take responsibility for inviting feedback to their work through various groupings and partnerships and for collaborating in revising and editing. Students come to realize that almost all texts involve collaboration at some stage. They may collaborate to produce a single text, or they may take on various roles, such as illustrators, editors, video or sound technicians, or publishers of others' texts. Such efforts provide valuable experiences in negotiation and consensus building and help students to articulate their ideas more fully. Students discover that they expand, enhance, and refine their own creativity through interaction with others.

In recognizing and celebrating accomplishments, the classroom community is a ready audience for individual and small-group presentations and is the base from which students prepare to share their work with wider audiences. Students may organize events, such as dramas, performances, and thematic arts festivals, or produce publications, such as anthologies and literary, visual arts, and film reviews, to feature the work of their learning community. As well, the classroom community is an effective sounding board and resource for students whose projects may involve the school as a whole or the local community.

As a result of their participation in the learning community, students gain the valuable knowledge, skills and strategies, and attitudes described in the specific learning outcomes of the Literary Focus. In addition, they assume a variety of roles within a group, demonstrate flexibility and openness in encouraging others' contributions, and evaluate the effectiveness of group processes. The interaction that is the basis of classroom experiences not only enhances student learning in the classroom but also prepares students for the roles they will take on in other communities throughout their lives.



5.1 Encourage, Support, and Work with Others

Senior 4 English Language Arts: Literary Focus

Grade 8

Senior 1

Cooperate with Others →

- engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony

- recognize the importance of effective communication in working with others

Work in Groups →

- organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency

- plan, organize, and participate in presentations of group findings

Use Language to Show Respect →

- demonstrate respect for other people's language, history, and culture

- use inclusive language and actions that support people across races, cultures, genders, ages, and abilities

Evaluate Group Process →

- evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for group growth

- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

Students will listen, speak, read, write, view, and represent to celebrate and build community.



Senior 2

- make and encourage contributions [such as making accurate notes, exploring others' viewpoints, listening attentively...] to assist in developing group ideas; take responsibility for developing and expressing viewpoints
- demonstrate effective group interaction skills and strategies
- recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities
- evaluate own and others' contributions to group process and provide support where needed

Senior 3

- use respectful and encouraging language to support others in creating or responding to texts
- demonstrate flexibility in assuming a variety of group roles and participate in open, respectful interactions
- recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic, cultural, and historical considerations; recognize that language meaning and use change over time
- evaluate the effectiveness of group process using various criteria [such as breadth of knowledge and experience, richness of discussion, quality of created text...] to enhance future group experiences

Senior 4

Cooperate with Others (5.1.1)

- listen attentively, and contribute and encourage a variety of viewpoints to enhance others' creation of and responses to texts

Work in Groups (5.1.2)

- demonstrate commitment and flexibility in groups, and support and encourage risk taking to enhance individual and group creations

Use Language to Show Respect (5.1.3)

- recognize inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognize how language choice and use in literary texts reveal perspectives, attitudes, and relationships

Evaluate Group Process (5.1.4)

- determine the usefulness of group process to achieve a particular goal [such as creating a text, extending personal understanding of or response to a text...]

Students will listen, speak, read, write, view, and represent to celebrate and build community.



5.2 *Develop and Celebrate Community*

Senior 4 English Language Arts: Literary Focus

Grade 8

Senior 1

Share and Compare Responses →

- express personal reactions to a variety of experiences and texts and compare them with the reactions of others

- recognize that differing perspectives and unique reactions enrich understanding

Relate Texts to Culture →

- recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history

- explain ways in which oral, literary, and media texts reflect topics and themes in life

Appreciate Diversity →

- interpret the choices and motives of individuals encountered in oral, literary, and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities

- reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs...] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities

Celebrate Special Occasions →

- use appropriate language to participate in public events, occasions, or traditions

- participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language

Students will listen, speak, read, write, view, and represent to celebrate and build community.



Senior 2

- consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self
- identify and examine ways in which texts reflect cultural and societal influences
- discuss ways in which texts [such as oral stories and speeches, novels and poems, magazines and television programs...] convey and challenge individual and community values and behaviours
- use effective language and texts [such as organizing commemorative events, making videos to celebrate events...] to celebrate special community occasions and accomplishments

Senior 3

- demonstrate awareness of how various factors [such as prior knowledge, experiences, cultural background...] affect interpretation of texts and understanding of others and self
- identify and examine ways in which society and culture shape the language, content, and forms of texts [such as post-modern novels, situation comedies, street theatre...]
- explain ways in which languages and texts [such as oral stories, poems, dramas, feature films...] reveal and shape understanding of human diversity and universality
- use language and texts to appeal to imagination, senses, and emotions, and examine the use of texts to commemorate special occasions and celebrate human experiences

Senior 4

Share and Compare Responses (5.2.1)

- evaluate diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self

Relate Texts to Culture (5.2.2)

- analyze ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition

Appreciate Diversity (5.2.3)

- analyze ways in which languages and texts [such as oral stories, novels, dramas, feature films...] reveal, explain, and transform the human condition

Celebrate Special Occasions (5.2.4)

- use language and texts to develop a sense of community and understanding of the human condition, and analyze the use of language and texts to honour individuals and to mark significant occasions

Students will listen, speak, read, write, view, and represent to celebrate and build community.

Standards of Student Performance for Senior 4 English Language Arts: Literary Focus

Background

The Manitoba English language arts standards of student performance for Grade 3, Grade 6, Senior 1, and Senior 4 were developed by teams of Manitoba educators in collaboration with consultants from Manitoba Education and Training. Educators grouped and combined the Senior 4 specific student learning outcomes for the Literary Focus to develop seven standards of student performance.

Nature of Standards

Standards describe the expected levels of student performance in relation to grade-specific English language arts learning outcomes (*A Foundation for Excellence*, 1995). They facilitate the assessment of student learning relative to identified learning outcomes. Evaluation of student performance is based on multiple measures.

Purpose of Standards

Standards are of value to students, teachers, and parents/guardians. They identify clear expectations for students. They assist teachers in planning for learning, instruction, and assessment. They also help parents and others in monitoring and assisting student progress and achievement.

The standards of student performance described in this section of the Senior 4 ELA Framework form the basis for assessment in the Senior 4 Literary Focus. Effective assessment guides learning. Effective assessment is

- an integral part of instruction and learning
- continuous and ongoing
- authentic and reflective of meaningful language learning processes and contexts
- a collaborative and reflective process
- multidimensional, incorporating a variety of tasks

- developmentally and culturally appropriate
- focused on students' strengths
- based on how students learn
- supportive of learning by offering students clear performance targets

Although teachers are the primary assessors of student performance, they work with students to develop skills and strategies that promote effective self-monitoring. The ongoing monitoring of student performance is important in a variety of contexts. It helps to focus effort on the implementation of appropriate strategies to facilitate learning within the home, school, and community.

Levels of Student Performance

Levels of student performance expected at the end of Grade 3, Grade 6, Senior 1, and Senior 4 are identified by performance indicators. These indicators identify student performance Above, At, and Below Level.

Above Level	At Level	Below Level
The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, but exceed , the expected student performance level.	The indicators identify the knowledge, skills and strategies, and attitudes that meet the expected student performance level.	The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, but do not yet meet , the expected student performance level.

A student's learning profile may exhibit varying levels of performance across the seven identified standards and within each standard. The profile presents the unique combination of strengths and limitations that comprise an individual student's performance.

All performance levels (Above Level, At Level, Below Level) are within the range of expectations for the Senior 4 Literary Focus. A student performing Below Level is within range of the expectations for the Senior 4 Literary Focus but may require assistance or may demonstrate limited skill. Below Level indicators often include phrases such as “limited skill” and “with assistance.” In the case of the latter, the difference between At Level and Below Level rests in the degree of independence reflected in student performance.

The ELA Standards of Performance

The seven English language arts standards of performance, based on the general and specific student learning outcomes, are cumulative across all grades. Each standard of student performance has a particular and important focus:

Standard 1: Preparing to Learn

Standard 2: Making Meaning

Standard 3: Responding to Oral, Print, and Other Media Texts

Standard 4: Managing and Organizing Ideas and Information

Standard 5: Composing, Revising, and Presenting

Standard 6: Working As a Community

Standard 7: Monitoring Language Learning

These seven standards* combine and integrate specific student learning outcomes from a number of general learning outcomes. (The student learning outcomes integrated within a standard are referred to parenthetically by number on the following pages.) The focus of the seven standards and the sub-categories within each standard remain constant across the grades. Standard 5: Composing, Revising, and Presenting, for example, includes the same three sub-categories (Create, Revise and Edit, Present) in Grade 3, Grade 6, Senior 1, and the three Senior 4 Focuses.

* The numbering of the standards and their order of presentation do not imply a hierarchy.

**Standard 1
Preparing to Learn**

Standard 1 addresses the knowledge, skills and strategies, and attitudes required during the initial stages of learning. This standard is based on the need for students to relate new learning to what they already know. It focuses on the need for active engagement in the learning process. To meet this standard, students demonstrate the use of exploratory language, both individually and in interactions with others, as they establish a base and a focus for learning.

As students prepare for purposeful learning, they select and use a variety of processes to activate and focus their language learning.

Students

- access prior knowledge and make connections and predictions
- ask questions
- focus topic

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Connections	<ul style="list-style-type: none"> • explores, considers, and analyzes the usefulness of particular experiences, interpretations, and information when generating and responding to texts; revises and recasts viewpoints and interpretations through a variety of means when generating and responding to texts • explores in depth the assumptions and premises of texts to determine personal perspectives when generating and responding to texts; evaluates in depth the implications of particular perspectives when generating and responding to texts 	<ul style="list-style-type: none"> • explores and considers the usefulness of particular experiences, interpretations, and information when generating and responding to texts; revises and recasts viewpoints and interpretations through a variety of means when generating and responding to texts (1.2.4, 1.2.3)* • explores assumptions and premises of texts to determine personal perspectives when generating and responding to texts; evaluates implications of particular perspectives when generating and responding to texts (1.2.2) 	<ul style="list-style-type: none"> • explores and considers the usefulness of particular experiences, interpretations, and information when generating and responding to texts; demonstrates limited skill in revising and recasting viewpoints and interpretations through a variety of means when generating and responding to texts • explores assumptions and premises of texts to determine personal perspectives when generating and responding to texts; demonstrates limited skill in evaluating implications of particular perspectives when generating and responding to texts

Performance Indicators (Standard 1 continued)

	Above Level	At Level	Below Level
	The student	The student	The student
Questions	<ul style="list-style-type: none"> explores and questions in depth the imagined worlds of texts from a wide variety of perspectives to understand them and bring them to life invites and assesses diverse and challenging suggestions and advice to reconsider interpretations of texts or to re-examine the shape and nature of own texts 	<ul style="list-style-type: none"> explores and questions the imagined worlds of texts from a variety of perspectives to understand them and bring them to life (3.1.2) weighs diverse and challenging suggestions and advice to reconsider interpretations of texts or to re-examine the shape and nature of own texts (1.1.2) 	<ul style="list-style-type: none"> explores and questions the imagined worlds of texts to understand them and bring them to life invites diverse suggestions and advice; demonstrates limited skill in reconsidering interpretations of texts or in re-examining the shape and nature of own texts
Focus Topic	<ul style="list-style-type: none"> pursues personal insights and explores and evaluates alternative information sources for a wide range of topics, ideas, observations, opinions, and emotions to create or understand texts 	<ul style="list-style-type: none"> pursues personal insights and explores and considers alternative information sources for a range of topics, ideas, observations, opinions, and emotions to create or understand texts (3.1.1, 1.1.1) 	<ul style="list-style-type: none"> pursues personal insights and explores and considers alternative information sources for a limited range of topics, ideas, observations, opinions, and emotions to create or understand texts

* The numbers in parentheses refer to the specific student learning outcomes on which the performance indicators are based. The three digits are explained in the Guide to Reading the Student Learning Outcomes (see page 11).

Standard 2 Making Meaning

Standard 2 addresses the knowledge, skills and strategies, and attitudes that students demonstrate when constructing meaning from oral, print, and other media texts. Strategies for making meaning are common to a variety of texts and contexts. Making meaning depends on students' skill in using strategies flexibly and automatically.

As students interact with oral, print, and other media texts, they develop a repertoire of skills and strategies to construct meaning. These include the flexible use of syntactic, semantic, graphophonic, pragmatic, and textual cues.

Students

- use cues to read fluently
- use comprehension skills and strategies to construct meaning
- develop and use vocabulary
- identify elements, techniques, and key characteristics of forms and genres

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Use Cues	<ul style="list-style-type: none"> • reads fluently (orally and silently); applies knowledge of syntactic, semantic, graphophonic, pragmatic, and textual cues strategically and flexibly to construct and confirm meaning and interpret texts 	<ul style="list-style-type: none"> • reads fluently (orally and silently); applies knowledge of syntactic, semantic, graphophonic, pragmatic, and textual cues* to construct and confirm meaning and interpret texts (2.1.3, 2.1.4) 	<ul style="list-style-type: none"> • reads with limited fluency or inconsistent comprehension and limited interpretation of texts due to inefficient use of syntactic, semantic, graphophonic, pragmatic, and textual cues
Comprehension	<ul style="list-style-type: none"> • demonstrates strategic use of knowledge of textual cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts • applies a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a wide range and variety of texts 	<ul style="list-style-type: none"> • uses knowledge of textual cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts (3.2.5) • applies a broad repertoire of appropriate comprehension strategies** to monitor understanding and extend interpretations of a variety of texts (2.1.2, 2.1.3) 	<ul style="list-style-type: none"> • demonstrates limited skill in using knowledge of textual cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts • applies appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts

Performance Indicators (Standard 2 continued)

	Above Level	At Level	Below Level
	The student	The student	The student
Vocabulary	<ul style="list-style-type: none"> demonstrates appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; uses literary language precisely to analyze and create texts 	<ul style="list-style-type: none"> demonstrates appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; uses literary language to analyze and create texts (2.3.3) 	<ul style="list-style-type: none"> demonstrates appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; demonstrates limited knowledge and use of literary language to analyze and create texts
Forms and Genres	<ul style="list-style-type: none"> evaluates the interrelationships of form and genre and their effect on content and purpose evaluates how language and stylistic choices in texts create an overall impression and engage audiences 	<ul style="list-style-type: none"> evaluates the effect of form and genre on content and purpose (2.3.1) analyzes how language and stylistic choices in texts create an overall impression and engage audiences (2.2.3) 	<ul style="list-style-type: none"> analyzes the effect of form and genre on content and purpose examines how language and stylistic choices in texts create an overall impression and engage audiences

Notes on Standard 2: Making Meaning

* Cueing Systems

- Syntactic cues:** word order and rules and patterns of language in sentences, phrases, and clauses that assist in constructing meaning in texts and identifying unknown words.
- Semantic cues:** meaning in language that assists in comprehending texts and identifying unknown words. To create meaning, students make connections between words, prior knowledge of language and linguistic forms, personal understanding of the world, and experiences with various texts and content.
- Graphophonic cues:** refer to the sound-symbol relationships of language that aid in constructing meaning and identifying unknown words.
- Pragmatic cues:** refer to the social and cultural context, purpose, and use of language. These factors affect how the individual constructs meaning.
- Textual cues:** features of text that assist in making meaning [such as analogies, visual compositions, dramatic monologues...].

****Comprehension skills and strategies:** analyzing artistic choices, recognizing motifs and patterns, supporting interpretations with relevant reasons and textual references, and using organizational patterns [such as juxtaposition, stream-of-consciousness...].

Additional Terms

- Genres/forms frequently used for aesthetic purposes:** fables, myths, and parables, feature films, monologues, photo essays, poetry, short stories, novels, readers' theatre, and others.
- Genres/forms frequently used for pragmatic purposes:** advertisements and commercials, autobiographies and memoirs, brochures and pamphlets, charts, tables, and graphs, documentaries (radio and video), essays (expository, argumentative, and persuasive), books, literary criticism, proposals and reports, résumés, and others.
- Trans-genre and emerging forms:** creative non-fiction, docudrama, Internet text and web sites, multimedia presentations, narrative articles, travel writing, and others.

Standard 3 Responding to Oral, Print, and Other Media Texts

Standard 3 addresses the knowledge, skills and strategies, and attitudes that are essential for students to make a variety of structured and creative responses to all types of texts. As students grow in their understanding of cultures, places, times, concepts, information, motives, and emotions, they enhance their understanding of the world and their participation within it.

As students interact with and respond to oral, print, and other media texts, they develop new understanding of themselves and others and discover sources of insight and enjoyment.

Students

- experience and respond to a variety of oral, print, and other media texts, including texts by Canadian writers and creators
- know, understand, and appreciate oral, print, and other media techniques
- make connections between self and texts

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Respond	<ul style="list-style-type: none"> • responds creatively, personally, and critically to perspectives and styles of a wide variety of texts by Canadian and international writers, artists, storytellers, and filmmakers • seeks out and experiences genres from a wide variety of historical and cultural traditions; examines various interpretations of texts to revise or extend understanding 	<ul style="list-style-type: none"> • responds personally and critically to perspectives and styles of a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers (2.2.2) • experiences genres from a variety of historical and cultural traditions; examines various interpretations of texts to revise or extend understanding (2.2.1) 	<ul style="list-style-type: none"> • demonstrates limited skill in responding personally and critically to perspectives and styles of a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers • experiences genres from a variety of historical and cultural traditions; examines various interpretations of texts

Performance Indicators (Standard 3 continued)

	Above Level	At Level	Below Level
	The student	The student	The student
Techniques	<ul style="list-style-type: none"> recognizes and analyzes inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognizes and analyzes how language choice and use in literary texts reveal perspectives, attitudes, and relationships selects and demonstrates appropriate critical listening and viewing behaviours and evaluates presentations for assumptions, values, and motives of presenters and for the social, ethical, and cultural values portrayed analyzes and evaluates how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression 	<ul style="list-style-type: none"> recognizes inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognizes how language choice and use in literary texts reveal perspectives, attitudes, and relationships (5.1.3) demonstrates critical listening and viewing behaviours and evaluates presentations for assumptions, values, and motives of presenters and for the social, ethical, and cultural values portrayed (4.4.3) analyzes how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression (2.3.2) 	<ul style="list-style-type: none"> demonstrates limited skill in recognizing inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; demonstrates limited recognition of how language choice and use in literary texts reveal perspectives, attitudes, and relationships demonstrates critical listening and viewing behaviours but with limited skill in evaluating presentations for assumptions, values, and motives of presenters and for the social, ethical, and cultural values portrayed demonstrates limited skill in analyzing how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression
Self and Texts	<ul style="list-style-type: none"> analyzes and evaluates connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts by writers, artists, storytellers, and filmmakers to develop interpretations analyzes and evaluates ways in which languages and texts reveal, explain, and transform the human condition analyzes and evaluates ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition 	<ul style="list-style-type: none"> analyzes connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts by writers, artists, storytellers, and filmmakers to develop interpretations (2.1.1) analyzes ways in which languages and texts reveal, explain, and transform the human condition (5.2.3) analyzes ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition (5.2.2) 	<ul style="list-style-type: none"> demonstrates limited skill in analyzing connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts by writers, artists, storytellers, and filmmakers to develop interpretations demonstrates limited skill in analyzing ways in which languages and texts reveal, explain, and transform the human condition identifies ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition

**Standard 4
Managing and Organizing Ideas and Information**

Standard 4 addresses the knowledge, skills and strategies, and attitudes that students develop as they use inquiry to explore and create texts.

As students encounter ideas and information, they learn how to organize, assess, and process.

Students

- plan
- identify, access, and evaluate a variety of sources
- collect and organize
- record ideas and information

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Plan	<ul style="list-style-type: none"> • develops personal preferences and uses a broad repertoire of strategies for understanding and generating texts 	<ul style="list-style-type: none"> • develops personal preferences and strategies for understanding and generating texts (3.1.4) 	<ul style="list-style-type: none"> • demonstrates limited skill in developing personal preferences and strategies for understanding and generating texts
Sources	<ul style="list-style-type: none"> • determines the appropriateness and value of using diverse and complex sources for understanding and developing texts • adjusts viewing and reading rates flexibly and fluently according to purpose, content, and context • evaluates how choice, quality, and interaction of information from various sources affects credibility, authenticity, and intended purpose of texts 	<ul style="list-style-type: none"> • determines the appropriateness and value of using diverse sources for understanding and developing texts (3.2.2) • adjusts viewing and reading rates according to purpose, content, and context (3.2.5) • evaluates how choice of information from various sources affects credibility, authenticity, and intended purpose of texts (3.2.3, 3.3.3) 	<ul style="list-style-type: none"> • demonstrates limited skill in determining the appropriateness and value of using diverse sources for understanding and developing texts • demonstrates limited skill in adjusting viewing and reading rates according to purpose, content, and context • analyzes how choice of information from various sources affects credibility, authenticity, and intended purpose of texts

Performance Indicators (Standard 4 continued)

	Above Level	At Level	Below Level
	The student	The student	The student
Organize	<ul style="list-style-type: none"> selects and connects diverse ideas from prior knowledge, observations, and experiences and evaluates their usefulness in understanding, developing, and enhancing texts accesses, records, and explores others' ideas and experiences using a wide variety of means organizes and reorganizes ideas and perspectives to clarify own thinking and to achieve desired effect 	<ul style="list-style-type: none"> selects and connects ideas from prior knowledge, observations, and experiences and evaluates their usefulness in understanding, developing, and enhancing texts (3.2.1) accesses, records, and explores others' ideas and experiences using a variety of means (3.2.4) organizes and reorganizes ideas to clarify own thinking and to achieve desired effect (3.3.1) 	<ul style="list-style-type: none"> selects and connects ideas from prior knowledge, observations, and experiences but demonstrates limited skill in evaluating their usefulness in understanding, developing, and enhancing texts demonstrates limited skill in accessing, recording, and exploring others' ideas and experiences using a variety of means demonstrates limited skill in organizing and reorganizing ideas to clarify own thinking and to achieve desired effect
Record	<ul style="list-style-type: none"> records and synthesizes observations, experiences, and responses to enhance understanding of theme, point of view, or context of texts; refers to texts for support 	<ul style="list-style-type: none"> records and synthesizes observations, experiences, and responses pertinent to understanding of theme, point of view, or context of texts; refers to texts for support (3.3.2) 	<ul style="list-style-type: none"> records but demonstrates limited skill in synthesizing observations, experiences, and responses pertinent to understanding of theme, point of view, or context of texts; refers to texts for support

**Standard 5
Composing, Revising, and Presenting**

Standard 5 addresses the knowledge, skills and strategies, and attitudes that students use as they create original texts or adapt known text forms to compose oral, print, and other media texts. Whether composing oral, written, or representational forms, students use particular processes for focusing the topic, selecting forms and media, creating, revising, editing, and presenting.

As students communicate orally, visually, and in print, they focus on quality, clarity, and artistry.

Students

- create texts using a variety of forms for particular audiences and purposes
- revise and edit
- present effectively

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Create	<ul style="list-style-type: none"> • experiments with, analyzes, and uses language, visuals, and sounds to discover their potential and limitations for articulating ideas and creating a dominant impression, mood, tone, and style • generates, assesses, and selects ideas to refine thoughts and feelings, clarify intent, and create desired effect • experiments with and adapts a variety of forms appropriate for content, audience, effect, and self • creates a wide variety of original texts to explore and enhance understanding of choice of forms according to content 	<ul style="list-style-type: none"> • experiments with and uses language, visuals, and sounds to discover their potential and limitations for articulating ideas and creating a dominant impression, mood, tone, and style (2.3.4, 1.1.3) • generates, assesses, and selects ideas to express thoughts and feelings, clarify intent, and create desired effect (4.1.1) • experiments with and adapts a variety of forms appropriate for content, audience, and self (4.1.2) • creates original texts* to explore and enhance understanding of choice of forms according to content (2.3.5) 	<ul style="list-style-type: none"> • experiments with and uses language, visuals, and sounds to discover their potential and limitations for articulating ideas but with limited skill in creating a dominant impression, mood, tone, and style • generates, assesses, and selects ideas to express thoughts, feelings, and intent but with limited effect • experiments with and adapts a variety of forms with limited consideration for content, audience, and self • creates a limited number of original texts to explore and enhance understanding of choice of forms according to content

Performance Indicators (Standard 5 continued)

	Above Level The student	At Level The student	Below Level The student
Revise and Edit	<ul style="list-style-type: none"> evaluates the potential impact of a wide range of organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity, coherence, and artistry appraises and suggests alternatives when discussing the appropriateness of own and others' choices of content, form, style, and presentation relative to intent; analyzes and revises drafts to ensure appropriateness of content and language for purpose and intent and to enhance unity and coherence evaluates, edits, and proofreads texts for word choice, creative spellings, grammatical structures, and register to achieve clarity, artistry, and intent; knows and applies Canadian spelling conventions; knows, applies, and experiments with capitalization and punctuation conventions to convey voice, style, and mood 	<ul style="list-style-type: none"> evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence (4.1.3) appraises and discusses the appropriateness of own and others' choices of content, form, style, and presentation relative to intent; analyzes and revises** drafts to ensure appropriateness of content and language for purpose and intent and to enhance unity and coherence (4.2.1, 4.2.2) analyzes, edits, and proofreads** texts for word choice, creative spellings, grammatical structures, and register to achieve clarity, artistry, and intent; knows and applies Canadian spelling conventions; knows, applies, and experiments with capitalization and punctuation conventions to convey voice, style, and mood (4.3.1, 4.3.2, 4.3.3) 	<ul style="list-style-type: none"> considers the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence discusses the appropriateness of own and others' choices of content, form, style, and presentation relative to intent; analyzes and revises drafts to ensure appropriateness of content and language for purpose and intent and to enhance unity and coherence edits and proofreads texts for word choice, creative spellings, grammatical structures, and register but demonstrates limited skill in analyzing these elements for clarity, artistry, and intent; knows and applies Canadian spelling conventions; knows, applies, and experiments with capitalization and punctuation conventions to convey voice, style, and mood

Performance Indicators (Standard 5 continued)

Performance Indicators (Standard 5 continued)

	Above Level	At Level	Below Level
	The student	The student	The student
Present	<ul style="list-style-type: none"> • evaluates and uses strategies and devices appropriate for purpose and intent to enhance audience appeal and understanding and the power of presentations • develops personal styles and a wide range of techniques to enhance the artistry and clarity of oral, written, or dramatic presentations and to engage audiences 	<ul style="list-style-type: none"> • selects and uses strategies and devices*** appropriate for purpose and intent to enhance audience appeal and understanding and the power of presentations (4.2.3, 4.2.4, 4.2.5, 4.4.2) • develops personal styles and techniques to enhance oral, written, or dramatic presentations and to engage audiences (4.4.1) 	<ul style="list-style-type: none"> • selects and uses strategies and devices appropriate for purpose and intent to enhance audience understanding and appeal of presentations but with limited or inconsistent impact • develops personal styles but demonstrates a limited range of techniques to enhance oral, written, or dramatic presentations

Notes on Standard 5: Composing, Revising, and Presenting

- * **Original texts:** sonnets, one-act plays, parodies, pastiches, photographic essays, dramatic monologues, and others.
- ** **Revising, editing, and proofreading:** Revising refers to the processes students use when revising work to make improvements. Students revise for content [including relevance], clarity [including word choice and sentences], and organization. They edit for
 - usage [including verb tense, subject-verb agreement, pronoun reference, and parallel structure]
 - conventions of spelling, capitalization, and punctuation in dialogues, quotations, footnotes, endnotes, and references
 - neatness
 - formattingRevising and editing involve the use of sources [such as dictionaries, thesauruses, electronic spell-check functions, classroom resources...]. Proofreading refers to rereading texts after the revising and editing process to check for any remaining errors, inconsistencies, or omissions.
- *** **Strategies and devices:** tableaux, readers' theatre, dramatic monologues, dramatization, collages, music, voice and visual production factors [such as pauses, enunciation, projection, emphasis, props...], and others.

Standard 6 Working As a Community

Standard 6 addresses the knowledge, skills and strategies, and attitudes that students require as they become involved, productive, and responsible community members. This standard focuses on group interactive processes and appreciation for the larger community. To work together effectively, students need to evaluate their strengths and set goals for enhancing their individual contributions to the group and for enhancing group processes. As individuals within a group share their personal understanding, they refine their own view of the world and enrich the views of others.

As students support and encourage each other and celebrate together, they build community and enhance their learning.

Students

- consider others’ perspectives
- participate in a variety of group settings
- contribute to building community success

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Consider Others	<ul style="list-style-type: none"> • promotes the expression of diverse ideas, viewpoints, and interpretations and evaluates them to deepen understanding of texts, others, and self • listens actively and contributes and encourages a variety of viewpoints to enhance and promote others’ creation of and responses to texts 	<ul style="list-style-type: none"> • evaluates diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self (5.2.1) • listens attentively and contributes and encourages a variety of viewpoints to enhance others’ creation of and responses to texts (5.1.1) 	<ul style="list-style-type: none"> • considers diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self • listens attentively and recognizes a variety of viewpoints but demonstrates limited skill in using language to enhance others’ creation of and responses to texts
Group Participation	<ul style="list-style-type: none"> • creates opportunities to assist and support peers in shaping and identifying topic and intent and in developing creative approaches • determines the usefulness of group process to achieve a particular goal and uses findings in future learning tasks 	<ul style="list-style-type: none"> • assists and supports peers in shaping and identifying topic and intent and in developing creative approaches (3.1.3) • determines the usefulness of group process to achieve a particular goal (5.1.4) 	<ul style="list-style-type: none"> • supports peers in shaping and identifying topic and intent and in developing creative approaches • demonstrates limited skill in determining the usefulness of group process to achieve a particular goal

Performance Indicators (Standard 6 continued)

	Above Level	At Level	Below Level
	The student	The student	The student
Build Community	<ul style="list-style-type: none"> demonstrates leadership, commitment, and flexibility in groups, and supports and encourages risk taking to enhance individual and group creations uses language and texts to create, extend, and strengthen a sense of community and understanding of the human condition; evaluates the use of language and texts to honour individuals and to mark significant occasions 	<ul style="list-style-type: none"> demonstrates commitment and flexibility in groups, and supports and encourages risk taking to enhance individual and group creations (5.1.2) uses language and texts to develop a sense of community and understanding of the human condition; analyzes the use of language and texts to honour individuals and to mark significant occasions (5.2.4) 	<ul style="list-style-type: none"> demonstrates limited commitment and flexibility in groups, but supports and accepts risk taking to enhance individual and group creations uses language and texts to share in a sense of community and understanding of the human condition; examines the use of language and texts to honour individuals and to mark significant occasions

Standard 7 Monitoring Language Learning

Standard 7 addresses the knowledge, skills and strategies, and attitudes that students require to review and consciously reflect on both the processes and products of learning. These experiences are metacognitive and encourage ownership and responsibility through goal setting. They are similar to those traditionally found in revising and editing but are expanded to include other areas of language arts and the interactive skills and strategies critical to learning.

As students manage their own learning, they monitor their use of the language arts, reflect on progress and achievements, and develop personal language learning goals.

Students

- monitor language learning

Performance Indicators

	Above Level	At Level	Below Level
	The student	The student	The student
Monitor	<ul style="list-style-type: none"> • develops, analyzes, and revises goals and plans for future language learning related to the development of personal identity, socio-cultural expression, literary pursuits, and further learning • explores, analyzes, and discusses how texts and genres by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others • evaluates and explains how new ideas, information, experiences, and perspectives clarify interpretations of own and others’ texts • evaluates the effect of self-knowledge acquired through understanding and creating texts; assesses own creative process 	<ul style="list-style-type: none"> • develops goals and plans for future language learning related to the development of personal identity, socio-cultural expression, literary pursuits, and further learning (1.1.5) • explores and discusses how texts and genres by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others (1.1.4) • explains how new ideas, information, experiences, and perspectives clarify interpretations of own and others’ texts (1.2.1) • assesses self-knowledge acquired through understanding and creating texts; assesses own creative process (3.3.4) 	<ul style="list-style-type: none"> • develops, with assistance, goals and plans for future language learning related to the development of personal identity, socio-cultural expression, literary pursuits, and further learning • explores, with assistance, and discusses how texts and genres by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others • explains, with assistance, how new ideas, information, experiences, and perspectives clarify interpretations of own and others’ texts • assesses, with assistance, self-knowledge acquired through understanding and creating texts; assesses own creative process