Senior 4
English Language Arts

Manitoba Curriculum
Framework of Outcomes
and Senior 4 Standards

Manitoba
Education
and Training

SENIOR 4
ENGLISH LANGUAGE ARTS

Manitoba Curriculum Framework of Outcomes
and Senior 4 Standards

2000

Manitoba Education and Training

Manitoba Education and Training Cataloguing in Publication Data

428.00712 Senior 4 English language arts : Manitoba curriculum framework of outcomes and Senior 4 standards

Includes bibliographical references.
ISBN 0-7711-2955-6

1. Language arts (Secondary)—Manitoba.
2. Language arts (Secondary)—Curricula.
3. Language arts—(Secondary)—Manitoba—Standards. I. Manitoba. Dept. of Education and Training.

Copyright © 2000, the Crown in Right of Manitoba as represented by the Minister of Education and Training.
Manitoba Education and Training, School Programs Division, 1970 Ness Avenue, Winnipeg, Manitoba R3J 0Y9.

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please inform Manitoba Education and Training. Errors or omissions will be corrected in a future edition.

Acknowledgements

Manitoba Education and Training acknowledges the contribution of Manitoba educators who served on the following teams in the development of the English language arts curriculum framework documents:

Writer

Marilynne Keil	Independent Consultant	Winnipeg, MB

Members of the Manitoba development team for *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998)

Bob Bilan	Oak Park High School	Assiniboine South S.D. No. 3
Carol Hryniuk-Adamov	School Programs Division	Manitoba Education and Training
Karol Kozmeniuk	Roblin Elementary School	Intermountain S.D. No. 36
Raymond Lavery	School Programs Division	Manitoba Education and Training
Louella Lester	Technical-Vocational High School	Winnipeg S.D. No. 1
Susan Loney	Shamrock School	St. Boniface S.D. No. 4
Patricia A. MacDonald	School Programs Division	Manitoba Education and Training
Lorna Martin	School Programs Division	Manitoba Education and Training
Gloria Penner	Miami Elementary School and Collegiate	Midland S.D. No. 25
Linda Ross	Harrison Middle School	Brandon S.D. No. 40

Members of the development team for *Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards*

Arpena Babaian	Glenlawn Collegiate	St. Vital S.D. No. 6
Judy Danchura	Sanford Collegiate	Morris-Macdonald S.D. No. 19
Susan Hawkins	Brandon Adult Learning Centre and Assiniboine Community College	Brandon S.D. No. 40
William May	Daniel MacIntyre Collegiate	Winnipeg S.D. No. 1
Wilfred Teichroeb	Windsor Park Collegiate	St. Boniface S.D. No. 4
Marita Watson	Independent Consultant	Winnipeg, MB

School Programs Division, Manitoba Education and Training Staff

Lee-Ila Bothe	Coordinator	Production Support Unit Program Development Branch
Diane Cooley	Project Manager	Curriculum Unit Program Development Branch
Cheryl Klein-Abrahams	Consultant	Assessment and Evaluation Branch
Raymond Lavery	Project Leader	Curriculum Unit Program Development Branch
Susan Letkemann	Publications Editor	Production Support Unit Program Development Branch
Janet Long	Desktop Publisher	Production Support Unit Program Development Branch
Lucianna Yestrau	Consultant	Bureau de l'éducation française Division

Contents

Acknowledgements *iii*

Introduction *1*

Background *1*
Collaboration in Education *1*
Curriculum Development in Manitoba *1*
Types of Curriculum Documents *1*
English Language Arts Curriculum Framework *2*
Purposes of the ELA Framework *2*
Contents of the Senior 4 ELA Framework *3*

Language and Language Learning *4*

The Nature and Importance of Language *4*
Language Acquisition and Development *4*
Language Uses in ELA Learning *4*
Continuum of Language Uses *5*
Language Learning in Senior 4 ELA *6*
The Six English Language Arts *7*
Listening and Speaking *7*
Reading and Writing *7*
Viewing and Representing *7*
The Nature of the Student Learning Outcomes *8*
General Student Learning Outcomes *8*
Specific Student Learning Outcomes *9*
Integrating the Student Learning Outcomes and the Language Arts *9*
An Organizational Framework *10*
Guide to Reading the Student Learning Outcomes *11*

Senior 4 English Language Arts: Comprehensive Focus *13*

Student Learning Outcomes *15*
Introduction *15*
General Learning Outcome 1 *17*
General Learning Outcome 2 *25*
General Learning Outcome 3 *35*
General Learning Outcome 4 *45*
General Learning Outcome 5 *57*

Standards of Student Performance *64*
Background *64*
Nature of Standards *64*
Purpose of Standards *64*
Levels of Student Performance *64*
The ELA Standards of Performance *65*
Standard 1: Preparing to Learn *66*
Standard 2: Making Meaning *68*
Standard 3: Responding to Oral, Print, and Other Media Texts *70*
Standard 4: Managing and Organizing Ideas and Information *72*
Standard 5: Composing, Revising, and Presenting *74*
Standard 6: Working As a Community *78*
Standard 7: Monitoring Language Learning *80*

Senior 4 English Language Arts: Literary Focus *81*

Student Learning Outcomes *83*
- Introduction *83*
  - General Learning Outcome 1 *85*
  - General Learning Outcome 2 *93*
  - General Learning Outcome 3 *103*
  - General Learning Outcome 4 *113*
  - General Learning Outcome 5 *125*

Standards of Student Performance *132*
- Background *132*
- Nature of Standards *132*
- Purpose of Standards *132*
- Levels of Student Performance *132*
- The ELA Standards of Performance *133*
  - Standard 1: Preparing to Learn *134*
  - Standard 2: Making Meaning *136*
  - Standard 3: Responding to Oral, Print, and Other Media Texts *138*
  - Standard 4: Managing and Organizing Ideas and Information *140*
  - Standard 5: Composing, Revising, and Presenting *142*
  - Standard 6: Working As a Community *146*
  - Standard 7: Monitoring Language Learning *148*

Senior 4 English Language Arts: Transactional Focus *149*

Student Learning Outcomes *151*
- Introduction *151*
  - General Learning Outcome 1 *153*
  - General Learning Outcome 2 *161*
  - General Learning Outcome 3 *171*
  - General Learning Outcome 4 *181*
  - General Learning Outcome 5 *193*

Standards of Student Performance *200*
- Background *200*
- Nature of Standards *200*
- Purpose of Standards *200*
- Levels of Student Performance *200*
- The ELA Standards of Performance *201*
  - Standard 1: Preparing to Learn *202*
  - Standard 2: Making Meaning *204*
  - Standard 3: Responding to Oral, Print, and Other Media Texts *206*
  - Standard 4: Managing and Organizing Ideas and Information *208*
  - Standard 5: Composing, Revising, and Presenting *210*
  - Standard 6: Working As a Community *214*
  - Standard 7: Monitoring Language Learning *216*

References *217*

Introduction

Background

Within the last two decades, English language arts educators have redefined the instruction of English language arts. At all grades, the focus has shifted from reading, writing, and the study of literature to an emphasis on acquiring language and literacy skills through listening, speaking, viewing, and representing, as well as reading and writing. In keeping with the literacy demands placed on them, students now learn to read and produce a wide range of texts.

This transformation of English language arts was prompted by social and technological change and by new research in learning. It parallels a general shift in education to learner-centred classrooms, with instruction built around student learning outcomes rather than goals and objectives. Across Canada and in much of the Western world, similar changes have resulted in initiatives to create new curricula in many subject areas.

Collaboration in Education

The Western Canadian Protocol for Collaboration in Basic Education (WCP) was established in 1993 with the aim of developing curricula and resources with a western Canadian perspective. Under the WCP, educators from Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and the Northwest Territories collaborate to identify student learning outcomes for Kindergarten to Senior 4 (Grade 12) in mathematics, social studies, and language arts.* The student learning outcomes developed through the WCP process are released simultaneously to all participating jurisdictions in a Common Curriculum Framework. The learning outcomes are used in schools throughout western Canada, ensuring consistency for students who move from one province or territory to another.

* Student learning outcomes for science are identified in *Common Framework of Science Learning Outcomes, K to 12, Pan-Canadian Protocol for Collaboration on School Curriculum.* Toronto, ON: Council of Ministers of Education, Canada, 1997.

Curriculum Development in Manitoba

The Common Curriculum Framework documents developed in collaboration with western Canadian provinces and territories form the basis of further curriculum development in Manitoba. The following chart describes the curriculum documents that result from the curriculum development process outlined in *A Foundation for Excellence* (1995).

Types of Curriculum Documents

Common Curriculum Framework

The Common Curriculum Framework documents state student learning outcomes for Kindergarten to Senior 4 (Grade 12) in specific subject areas. They form the basis of other types of documents:

- **Manitoba Curriculum Framework of Outcomes and Standards**
  These documents incorporate the student learning outcomes identified in the Common Curriculum Framework documents for specific subject areas. These learning outcomes are mandated for all Manitoba schools (*The Action Plan*, 1995). Standards of student performance for Grade 3, Grade 6, Senior 1, and Senior 4 are included where applicable.
- **Foundation for Implementation**
  These documents state the prescribed student learning outcomes and assist teachers in implementing them by providing suggestions for instruction, assessment, and learning resources.
- **Teacher Support**
  These documents provide specific support in various areas.
- **Annotated Bibliographies of Learning Resources**
  These documents assist teachers in selecting curriculum-congruent learning resources that support classroom instruction.

English Language Arts Curriculum Framework

The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft), developed in collaboration with the western Canadian provinces and territories, was released in 1996. It is the foundation for Manitoba's English language arts curriculum framework of outcomes and standards documents for Kindergarten to Senior 1 (1996). The Senior 2 Senior 3, and Senior 4 curriculum framework of outcomes documents extend this development and are based on *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998).

Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards (hereafter referred to as the Senior 4 ELA Framework) identifies student learning outcomes for three curricula. Senior 4 English language arts courses offered in schools must be based on these curricula. The course titles and course designations to be used by schools are as follows:

- Senior 4 English Language Arts: Comprehensive Focus (40S)
- Senior 4 English Language Arts: Literary Focus (40S)
- Senior 4 English Language Arts: Transactional Focus (40S)

Schools are not required to offer all three courses based on these curricula. To meet the compulsory core Senior 4 English language arts graduation requirements, each student must complete one of these three courses. As well, students may complete one or two additional Senior 4 English language arts courses as compulsory complementary or optional supplementary credits. None of the Senior 4 English language arts courses is a prerequisite for any other Senior 4 course. Any one of the three Senior 3 courses fulfills the prerequisite for a student's selection of a Senior 4 compulsory core English language arts course.

Purposes of the ELA Framework

The ELA Framework documents identify general and specific English language arts learning outcomes for students in Manitoba:

- *General student learning outcomes* describe the knowledge, skills and strategies, and attitudes that students are expected to demonstrate from Kindergarten to Senior 4.
- *Specific student learning outcomes* identify the component knowledge, skills and strategies, and attitudes that contribute to the general student learning outcomes and that students are expected to demonstrate by the end of a grade.

The Senior 4 ELA Framework identifies a separate set of specific student learning outcomes for each of three Senior 4 English language arts curricula: Comprehensive Focus, Literary Focus, and Transactional Focus.

The general and specific student learning outcomes assist educators as they

- set goals for learning
- plan learning experiences that support the achievement of student learning outcomes
- monitor the progress of individual students
- communicate with parents and guardians about student progress
- develop a literacy plan for the school
- select learning resources
- establish assessment practices
- establish staff development plans

Contents of the Senior 4 ELA Framework

This document contains the following sections:

- *Introduction:* The introduction discusses the purpose of the Senior 4 ELA Framework and the process by which it was developed.
- *Language and Language Learning:* This section discusses the aims and principles of English language arts instruction and the theory and research on which language instruction of various language uses is based.
- *Student Learning Outcomes and Standards of Student Performance:* A profile of the knowledge, skills and strategies, and attitudes that students are expected to demonstrate by the end of Senior 4 is organized by curriculum: Comprehensive Focus, Literary Focus, and Transactional Focus. To provide context, the student learning outcomes for Grade 8 and Senior 1, 2, and 3 are also provided for each Focus. A section describing standards of student performance follows the student learning outcomes for each Focus.
- *References:* Print resources used in developing the Senior 4 ELA Framework are cited as references.

Language and Language Learning

The Nature and Importance of Language

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule-governed symbol systems, language is a social and human means of representing, exploring, and communicating meaning. Language is a defining feature of culture and an unmistakable mark of personal identity. It is essential to thought and personal expression, to forming interpersonal relationships, and to functioning and contributing within a democratic society. Language is the primary instrument of thought and the primary basis of all communication.

Language Acquisition and Development

Language learning is an active process that begins at birth and continues throughout life. An infant's first words are prompted by an enjoyment of sound and by an intrinsically human impulse to name objects or actions. This language, called "expressive language," is used not primarily to communicate, but to make meaning of experience and to construct a coherent and predictable view of the world. Expressive language is used throughout life, from the "running commentary" of toddlers to the interiorized soliloquy of older children and adults. It is the basis of most conversation, anecdotes, letters, and journals. Expressive language, which Vygotsky (1962) calls "the language of being and becoming," is the means by which people rehearse, shape, interpret, and recall what they perceive and feel.

Britton (1970) observes that language evolves in two directions from purely expressive language:

- *Transactional uses of language:* Very early, young children begin to use language to interact with their environment: to gain and exchange information and to make and receive demands and requests. Britton calls this language use transactional language because it requires a response, and may set up a train of interaction. Others call it pragmatic language because it is "the language of getting things done"—language used to inform, to explain, to persuade, to argue, and to plan. Pragmatic or transactional language assumes both formal and informal forms and genres.
- *Aesthetic uses of language:* Aesthetic language is expressive language shaped and crafted to capture and represent experiences. It attempts to create and recreate experiences that the audience will enter through the imagination. Poets, filmmakers, illustrators, and playwrights, for example, exploit the meaning, the connotation, and the sensuous properties of language in order to engage the audience, express their vision, and bring aesthetic pleasure.

Language Uses in ELA Learning

English language arts instruction is concerned with all language uses: expressive, pragmatic, and aesthetic. These language uses are not entirely separate; all discourse can be placed on a continuum between purely pragmatic and purely aesthetic language, as shown in the chart that appears on the following page. In one direction, language becomes increasingly pragmatic and increasingly concerned with and shaped by the response of its audience. In the other direction, it becomes increasingly aesthetic, finding ways to evoke or recreate rather than simply to describe experience. Pragmatic use of language in its absolute form (for example, instructions for administering cardiopulmonary resuscitation) aims to be transparent to the broadest audience. Aesthetic use of language in its absolute form (for example, experimental poetry) exploits qualities of language such as sound and pattern, but may invite a variety of different interpretations

Continuum of Language Uses

Creating and Producing Texts

Pragmatic

Pragmatic language purposes

- to prompt a decision or action
- to set up an interaction
- to inform, instruct, direct, explain, persuade, argue, analyze, or plan

Pragmatic language

- is concerned primarily with meaning
- aims to be clear, direct, and unambiguous
- assumes a voice that is shaped by audience and purpose

Expressive

Expressive language purposes

- to shape or interpret experience for self
- to rehearse or recall experience for self or others

Expressive language

- is personally expressive and not concerned with conventions
- assumes a voice that is individual and idiosyncratic, reflecting the producer's personality and feelings

Aesthetic

Aesthetic language purposes

- to capture and represent experience, feelings, or vision for self or others
- to create an imagined reality
- to enlighten, foster understanding and empathy, and bring enjoyment
- to reflect culture
- to use language and forms in creative ways

Aesthetic language

- is concerned with meaning and effect, and may call attention to itself
- works through inference and sensory appeals, such as sound and rhythm
- may assume a range of voices based on content and purpose

Responding to and Engaging with Texts

The audience for **pragmatic** text

- is often specific or known
- attempts to gain information or alternative viewpoints
- decides whether to respond by
  — following instructions
  — revising previous understanding
  — modifying opinion

The audience for **expressive** text

- is private, or there is no audience
- may identify with and enjoy the text
- is not required to respond

The audience for **aesthetic** text

- is often unknown to the creator of the text
- participates through the imagination
- approaches the text with the purpose of
  — deriving aesthetic pleasure from the text
  — extending own experience and understanding

and responses. Between these extremes, students encounter forms that use language with varying degrees of concern for clarity and for effect. These include texts such as business letters and magazine features produced for pragmatic purposes, and texts such as dramas and novels produced primarily for aesthetic purposes.

Although individual texts cannot be categorized definitively according to their place on the pragmatic-expressive-aesthetic continuum of language uses, the terms "aesthetic texts" and "pragmatic texts" denote texts that appear to be produced for aesthetic or pragmatic purposes. A text, however, may be read for a different purpose than that for which it was produced. A political speech (which has a pragmatic purpose) may be read for the pleasure the reader takes in its language and style, and a magazine advertisement may be examined for its use of poetic language. Similarly, a reader may approach an aesthetic text with a pragmatic purpose, for example, to gather information about the period in which it is set.

Distinguishing between pragmatic and aesthetic uses of language is a way of thinking about the purposes of a speaker, writer, or producer, or an audience, rather than a way of classifying texts. The purposes of the speaker, writer, or producer, as well as the purposes of the audience, contribute to the meaning derived from a text.

The continuum of language uses represented on the previous page describes

- the range of language purposes at play when texts are produced
- the range of language purposes with which audiences may listen to, read, or view texts

Note that an audience may use a text for purposes other than those for which it was produced, and that the audience's purpose may change in the course of listening, viewing, and representing.

Language Learning in Senior 4 ELA

Differentiating between pragmatic and aesthetic language uses in language arts learning is important for several reasons:

- Identifying the purpose of a text enables students to approach it with appropriate expectations as listeners, readers, or viewers (e.g., How does my knowledge of this form contribute to my understanding of the author's/producer's purpose? How may I use my understanding to comprehend this work? Is this narrative told to entertain me, to provide an analogy, or to persuade me of something?).
- Knowing various language uses enables students to focus their efforts appropriately to create the effects they intend as speakers, writers, and producers.

To enable students to explore their interest in a particular language use, the Senior 4 ELA Framework identifies three sets of specific student learning outcomes, one set for each curriculum: Comprehensive Focus, Literary Focus, and Transactional Focus. Each requires students to produce and read texts from the full range of the language continuum:

- **Senior 4 English Language Arts: Comprehensive Focus**
  These student learning outcomes identify the knowledge, skills and strategies, and attitudes students demonstrate in the Comprehensive Focus, which addresses pragmatic and aesthetic purposes and texts in approximate balance.
- **Senior 4 English Language Arts: Literary Focus**
  These student learning outcomes identify the knowledge, skills and strategies, and attitudes students demonstrate in the Literary Focus, which emphasizes aesthetic purposes and texts. Texts read and produced are approximately 70 percent aesthetic and 30 percent pragmatic in purpose.
- **Senior 4 English Language Arts: Transactional Focus**
  These student learning outcomes identify the knowledge, skills and strategies, and attitudes students demonstrate in the Transactional Focus, which emphasizes pragmatic purposes and texts. Texts read are approximately 70 percent pragmatic and 30 percent aesthetic in purpose. Texts produced are pragmatic in purpose.

Please note that while the same text can legitimately be studied from various perspectives, schools will attempt to avoid repetition in the content of each curriculum: Comprehensive Focus, Literary Focus, and Transactional Focus.

The Six English Language Arts

The study of English language arts enables each student to understand and appreciate language and to use it competently and confidently in a variety of situations for communication, personal satisfaction, and learning. Students become competent and confident users of all six language arts through many opportunities to listen, speak, read, write, view, and represent in a variety of combinations and through a wide range of relevant texts.

Instruction in all six language arts equips students for effective participation in a technological society in which information, communication, arts, and entertainment are increasingly conveyed in language forms other than print. In the Senior 4 ELA Framework, the terms "text" and "reading" are used inclusively:

- *Text* refers to all language forms that can be experienced, discussed, and analyzed. These include print texts such as fiction and non-fiction books, essays, and reports, oral texts such as storytelling, dialogues, speeches, and conversations, and visual texts such as pictures, diagrams, tableaux, mime, and non-verbal communication.
- *Reading* refers to constructing meaning from texts of any kind.

Texts are affected and influenced by how they are transmitted, whether by computer, television, radio, print, or in person. Media texts and electronic texts such as videos, films, cartoons, and electronically distributed magazines frequently include oral, written, and visual components simultaneously. The language arts are clearly interrelated and interdependent. To compose, comprehend, and respond to texts, students need knowledge, skills, and strategies in all six language arts.

The student learning outcomes presented in the Senior 4 ELA Framework integrate the six language arts. In selecting learning resources and in planning instruction and assessment, teachers strive to achieve variety and balance in the use of the six language arts.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information, and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs, and traditions.

Listening and speaking enable students to explore ideas and concepts as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems, and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language knowledge and skills. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Reading and Writing

Reading and writing are powerful means of communicating and learning. They enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views, and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts (such as both book-length fiction and non-fiction). Writing enables students to explore, shape, and clarify their thoughts, and to communicate them to others. By using effective writing strategies, students discover and refine ideas and compose and revise with increasing confidence and skill.

Viewing and Representing

Viewing and representing are integral parts of contemporary life. They allow students to understand the ways in which visual language may be used to convey ideas, values, and beliefs.

Viewing is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture, and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading print texts (such as previewing, predicting, and making inferences) may also be used in viewing.

In the process of constructing meaning, students represent their ideas through visual forms such as webs, sketches, and maps. Representing enables students to communicate information and ideas through a variety of media, including charts, graphs, diagrams, video presentations, brochures, multimedia technology, visual art, and the dramatic arts.

The Nature of the Student Learning Outcomes

The general and specific student learning outcomes for Senior 4 English language arts curricula (Comprehensive Focus, Literary Focus, and Transactional Focus) are concise statements of the learning that students are expected to demonstrate by the end of Senior 4. This learning includes:

- *Knowledge:* Students need to know facts, concepts, principles, and generalizations. The knowledge taught in language arts includes the vocabulary of the language arts discipline, aesthetic and pragmatic devices, and the conventions of various forms and genres.
- *Skills and Strategies:* Students need to know and apply processes and strategies in developing skills. This procedural knowledge includes knowledge and skilled use of the six language arts, as well as related processes, including processes of inquiry, interaction, revision and editing, reflection, and metacognition.
- *Attitudes:* This aspect of learning relates to how students are disposed to act. Attitudes and habits of mind fostered by language arts learning include thinking strategically in approaching a task, considering others' ideas, appreciating the clarity and artistry of language, reflecting on one's own performance, and setting goals.

General Student Learning Outcomes

Five general student learning outcomes serve as the foundation for each Senior 4 English language arts curriculum: Comprehensive Focus, Literary Focus, and Transactional Focus. General learning outcomes are broad statements describing student learning. The general student learning outcomes are interrelated and interdependent. Each learning outcome is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

The general student learning outcomes and the icons used to represent them in the ELA Framework documents from Kindergarten through the Senior Years are:

General Learning Outcome 1
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

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.

General Learning Outcome 3
Students will listen, speak, read, write, view, and represent to manage ideas and information.

General Learning Outcome 4
Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

General Learning Outcome 5
Students will listen, speak, read, write, view, and represent to celebrate and build community.

Specific Student Learning Outcomes

In each Senior 4 English language arts curriculum (Comprehensive Focus, Literary Focus, and Transactional Focus), each general student learning outcome is elaborated through clusters of specific learning outcomes, which are categorized under headings. The specific learning outcomes are relevant for students in a variety of learning environments and are cumulative across the grades.

Students are expected to demonstrate the specific learning outcomes for their current grade while building on and maintaining the learning outcomes for previous grades. For this reason, the student learning outcomes for Grade 8, Senior 1, Senior 2, and Senior 3 are provided in this document along with the Senior 4 student learning outcomes.*

* The Grade 8 and Senior 1 student learning outcomes are identified in *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft)* (1996), and the Senior 2, 3, and 4 student learning outcomes are identified in *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998). The order of presentation for all grades reflects the 1998 edition.

Many specific student learning outcomes provide examples, enclosed within brackets:

- Bracketed examples prefaced by *such as* indicate the range and variety of examples teachers need to consider in planning.
- Bracketed terms prefaced by *including* indicate mandatory aspects of curricula.

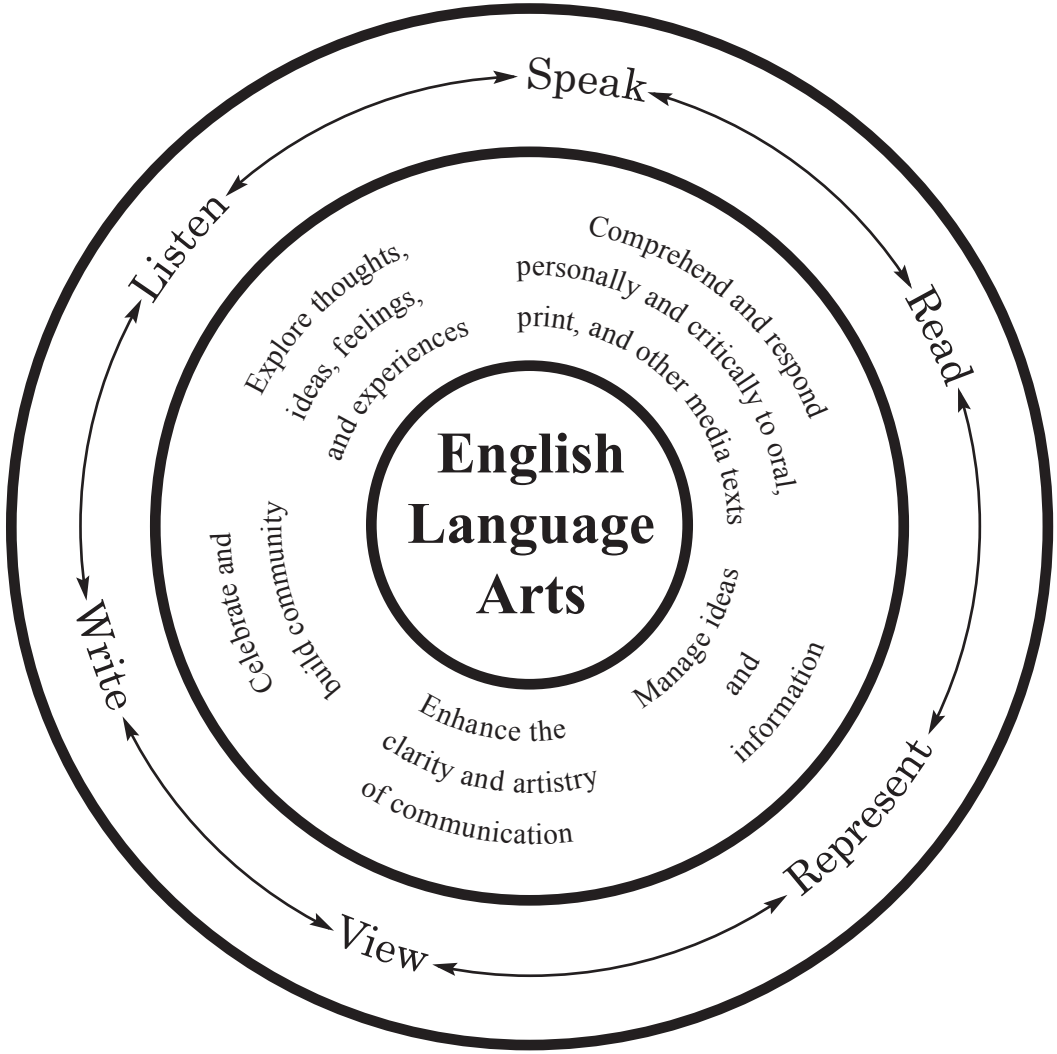
Integrating the Student Learning Outcomes and the Language Arts

Effective language arts classrooms frequently address several student learning outcomes simultaneously. Many of the specific student learning outcomes are intended to be addressed at different times through one or a combination of the six language arts.

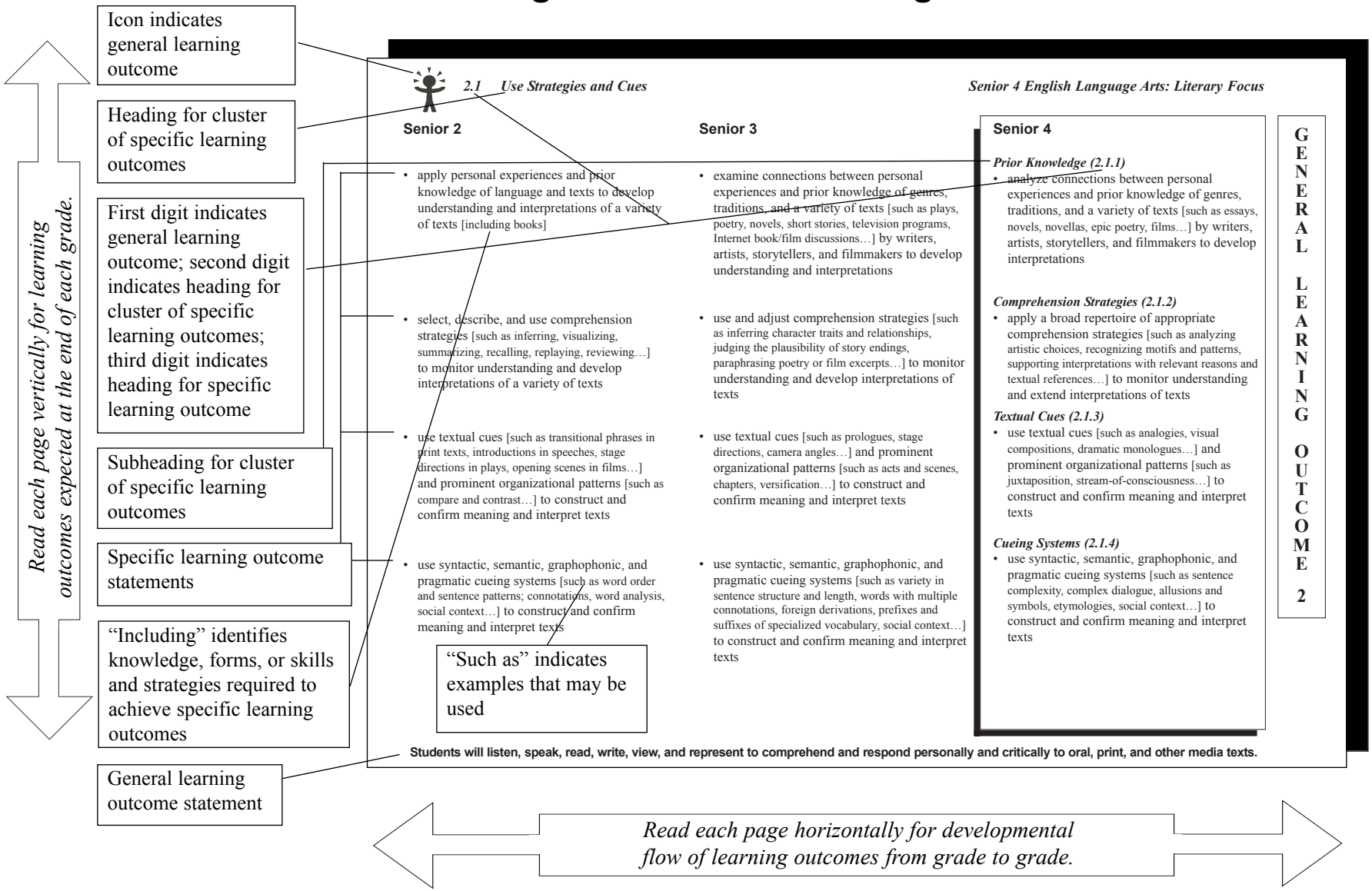
In the course of planning, teachers typically draw from several specific student learning outcomes, both within a general learning outcome and across all five general learning outcomes, and organize these outcomes into logical sequences for instructional experiences. Many aspects of language arts instruction are recursive and are revisited repeatedly, using a range of teaching, learning, and assessment strategies, as well as a variety of learning resources.

An Organizational Framework

The study of the English language arts enables each student to understand and appreciate language and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning. The following figure represents an organizational framework for integrating the five general student learning outcomes and the six language arts.



Guide to Reading the Student Learning Outcomes



Senior 4 English Language Arts: Comprehensive Focus

Student Learning Outcomes

and

Standards of Student Performance

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

Introduction

The specific student learning outcomes for Senior 4 English Language Arts: Comprehensive 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 Comprehensive Focus assists students in becoming increasingly independent in making meaningful and effective language choices.

In the Comprehensive Focus, students develop and refine a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and that help them function more effectively in their private spheres and in the global community. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experience, and bring enjoyment. They explore the denotative and connotative properties of language in communicating information and points of view and in conveying experience.

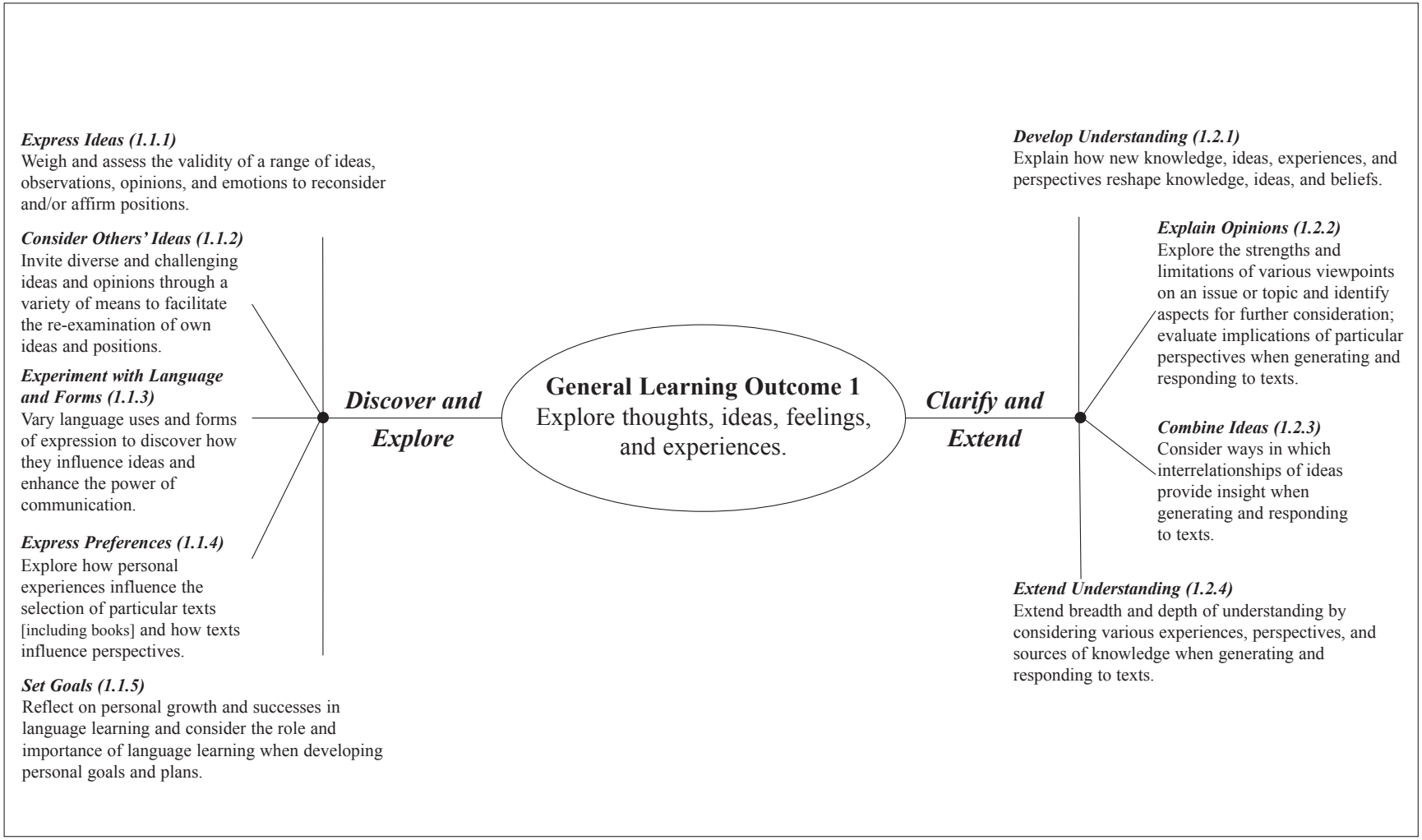
The Comprehensive Focus addresses a variety of informal and formal discourse, ranging from oral discussions, free-writing, letters, improvised drama, and journals to reports, formal presentations, documentaries, short and book-length fiction, and poetry. These texts fall along the continuum of pragmatic, expressive, and aesthetic language uses, with approximately equal time being devoted to pragmatic and aesthetic texts. Texts such as instructions and handbooks use highly pragmatic language to accomplish purposes. Documentaries, docudramas, feature articles, speeches, and creative non-fiction have pragmatic purposes but often convey information or viewpoints through language that has an aesthetic effect. Poetry, short and book-length fiction, and plays use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality.

The Comprehensive Focus provides opportunities to use, compare, and compose a range of pragmatic and aesthetic texts. Students extend their knowledge of forms, structures, and language choices as they learn to evaluate these for appropriateness to audience and purpose as well as effectiveness. Students may gather information or points of view from novels, memoirs, and dramas, as well as from interviews, newspaper articles, electronic sources, documentaries, photographic collections, graphs, and non-fiction books. Similarly, students may compose texts that use the aesthetic properties of language to accomplish pragmatic purposes. They may, for example, use poetic language in creating advertisements, they may develop the central idea of a formal speech through metaphor, and they may write narratives such as anecdotes and allegories with the intention of shaping the attitudes or opinions of the audience.

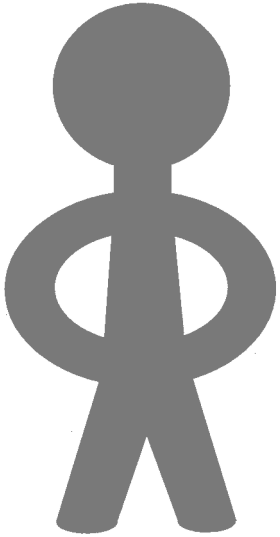
The student learning outcomes of the Comprehensive Focus are an elaboration of the knowledge, skills and strategies, and attitudes that constitute literacy. Students enhance their skills in comprehending and appreciating a range of forms, genres, and media and they learn the conventions of a range of pragmatic and aesthetic forms. As listeners, readers, and viewers, students examine the effects of various language techniques, assess pragmatic texts for accuracy, logic, and relevance, and respond to and interpret aesthetic texts. In speaking, writing, and representing, students learn to shape communication for an audience, express themselves clearly with an intended effect, and select from a range of stances, voices, diction, and forms appropriate for their purpose. Through a wide variety of learning experiences, students use and interpret a range of media, manage data and information efficiently, and plan and work in creative collaboration.

The student learning outcomes of the Comprehensive 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: Comprehensive Focus
Map of General Learning Outcome 1



General Learning Outcome 1



Comprehensive 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. Students discover much of the meaning of texts through exploratory talk, writing, and visual representation.

Exploratory language is used throughout the process of generating texts for both aesthetic and pragmatic purposes:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, sketch, and reflect on things they have experienced, 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 how they can express them most effectively for a particular audience, experimenting with language, various forms, structures, and devices to achieve particular purposes or effects.
- *Revising texts:* Students invite and reflect on the responses of others to their work in order to ensure that it achieves their purposes effectively.

An atmosphere that invites and supports exploration and risk taking is essential to the Comprehensive 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 produce texts that are precise and 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.

	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.

GENERAL LEARNING OUTCOME 1

Senior 2	Senior 3	Senior 4
• 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	• connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions	***Express Ideas (1.1.1)*** • weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm positions
• seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue…] to expand understanding	• seek others' responses through a variety of means [such as consulting elders, e-mail correspondence, surveys…] to clarify and rework ideas and positions	***Consider Others' Ideas (1.1.2)*** • invite diverse and challenging ideas and opinions through a variety of means [such as listening actively, reserving judgement, asking clarifying questions…] to facilitate the re-examination of own ideas and positions
• 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…]	• experiment with language and forms of expression to achieve particular effects	***Experiment with Language and Forms (1.1.3)*** • vary language uses and forms of expression to discover how they influence ideas and enhance the power of communication
• 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	• explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes	***Express Preferences (1.1.4)*** • explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives
• assess personal language learning and select strategies to enhance growth in language learning	• establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests	***Set Goals (1.1.5)*** • reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans

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

	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

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

- examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others
- explore various viewpoints and consider the consequences of particular positions when generating and responding to texts
- combine ideas and information through a variety of means to clarify understanding when generating and responding to texts
- extend understanding by exploring and acknowledging multiple perspectives and ambiguities when generating and responding to texts

Senior 4

Develop Understanding (1.2.1)
- explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs

Explain Opinions (1.2.2)
- explore the strengths and limitations of various viewpoints on an issue or topic and identify aspects for further consideration; evaluate implications of particular perspectives when generating and responding to texts

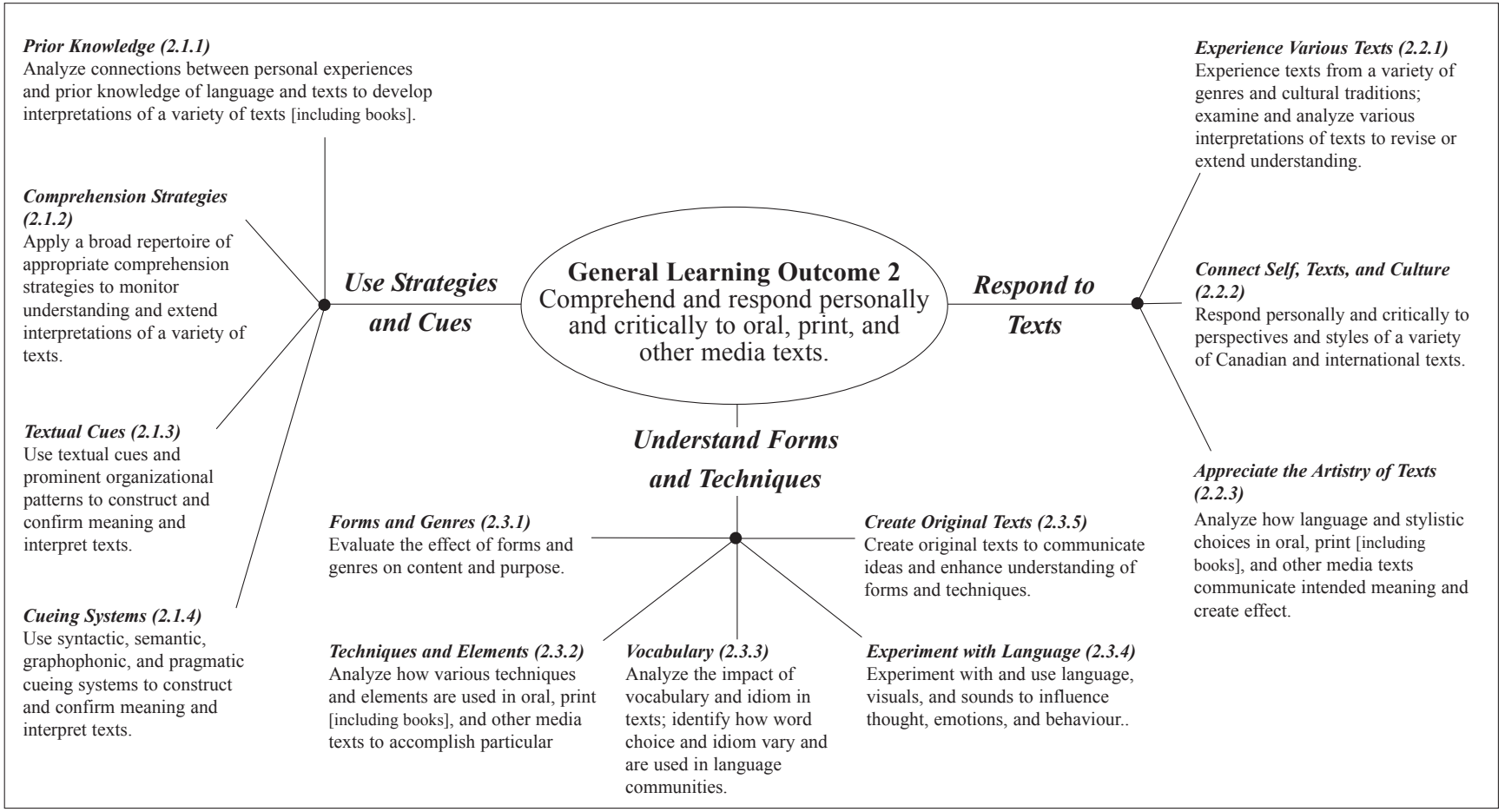
Combine Ideas (1.2.3)
- consider ways in which interrelationships of ideas provide insight when generating and responding to texts

Extend Understanding (1.2.4)
- extend breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge when generating and responding to texts

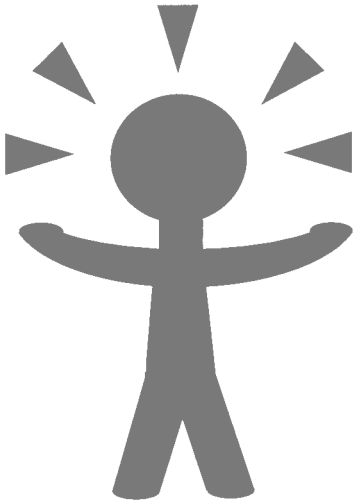
GENERAL LEARNING OUTCOME 1

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

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



General Learning Outcome 2



Comprehensive 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 Comprehensive Focus, students listen to, read, and view a wide variety of texts (including books), with approximate balance between texts written or produced for aesthetic and for pragmatic purposes:

- When students engage with a text for aesthetic purposes, they enter the world of the text for the pleasure that aesthetic language brings, for the satisfaction of discovering a created world that illuminates their own, or for the stimulation of encountering alternative perspectives. Students move from response to criticism, comparing their responses with those of others and using questions generated through discussion to deepen their understanding of texts.
- When students engage with a text for pragmatic purposes, their intent is to gain information and to illuminate and broaden their own and alternative perspectives. Students move from identifying purpose and intended audience and examining the validity of arguments to comparing their responses and conclusions with those of others and assessing the effects of forms and techniques, recognizing that the medium of a communication shapes its meaning.

Regardless of the purpose of texts they explore, 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 fiction and non-fiction 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 Comprehensive Focus students review and reinforce a range of strategies for responding personally and critically to texts written or produced for aesthetic and pragmatic purposes. Students' metacognitive skills enable them to select and adjust listening, reading, and viewing strategies according to the type of text, their prior knowledge, and their purpose. The Comprehensive Focus provides students with opportunities to increase their repertoire of comprehension strategies. Students examine the interplay and contribution to meaning of vocabulary and idiom, stylistic choices, techniques, and structures 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 forms and techniques increases students' skill in reading critically, enhances their appreciation of texts, 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 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 common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts
Cueing Systems	• use syntactic, semantic, and graphophonic cueing systems [including word order; sentence structure; context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]	• use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

GENERAL LEARNING OUTCOME 2

Senior 2	Senior 3	Senior 4
		Prior Knowledge (2.1.1)
• apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]	• examine connections between personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]	• analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books]
		Comprehension Strategies (2.1.2)
• 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 and adjust comprehension strategies to monitor understanding and develop interpretations of a variety of texts	• apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts
		Textual Cues (2.1.3)
• 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 textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts	• use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
		Cueing Systems (2.1.4)
• 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	• use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts	• use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

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

	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

Senior 2

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

Senior 3

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

Senior 4

Experience Various Texts (2.2.1)
- experience texts from a variety of genres and cultural traditions; examine and analyze 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 Canadian and international texts

Appreciate the Artistry of Texts (2.2.3)
- analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect

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.

	Grade 8	Senior 1
Forms and Genres →	• demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	• explain preferences for particular forms and genres of oral, literary, and media texts
Techniques and Elements →	• 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	• examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts
Vocabulary →	• explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	• appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
Experiment with Language →	• identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts	• examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style
Create Original Texts →	• 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	• 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

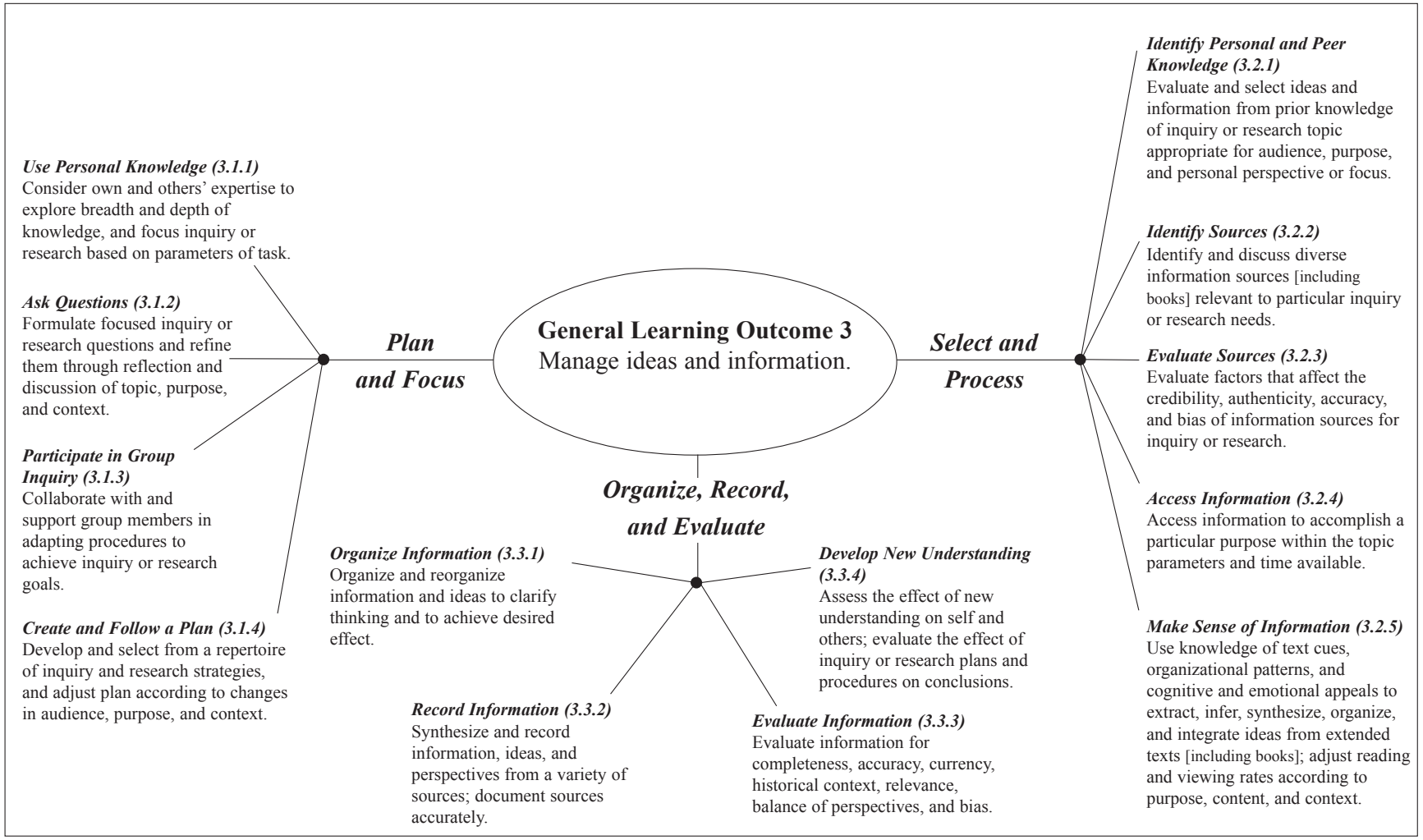
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

Senior 2	Senior 3	Senior 4
		Forms and Genres (2.3.1)
• recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters…] for various audiences and purposes	• analyze how various forms and genres are used for particular audiences and purposes	• evaluate the effect of forms and genres on content and purpose
		Techniques and Elements (2.3.2)
• 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	• examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes	• analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
		Vocabulary (2.3.3)
• recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology…]; select and use register appropriate for context	• demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts	• analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities
		Experiment with Language (2.3.4)
• experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts	• experiment with language, visuals, and sounds to convey intended meaning and impact	• experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour
		Create Original Texts (2.3.5)
• create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations…] to communicate ideas and enhance understanding of forms and techniques	• create original texts to communicate ideas and enhance understanding of forms and techniques	• create original texts to communicate ideas and enhance understanding of forms and techniques

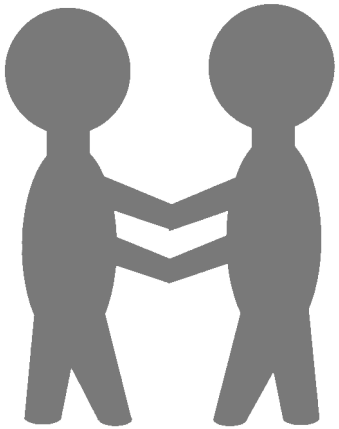
GENERAL LEARNING OUTCOME 2

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

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



General Learning Outcome 3



Comprehensive 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 that underlies much of students' work in the Comprehensive Focus. Inquiry projects equip students for both the ongoing personal learning that will enrich their lives and the demands of an increasingly technological and information-based society. 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 to share their findings
- *skills and strategies:* in developing a plan, in identifying a focus, and in accessing, collecting, assessing, synthesizing, and organizing information to share it with particular audiences
- *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 Comprehensive Focus may lead students to other aesthetic and pragmatic texts and to community-based research and surveys.

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 attitudes and habits of mind that enable them to manage ideas and information in their private and public lives and to learn independently.

	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

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

- determine inquiry or research focus and parameters based on personal knowledge and on others' expertise
- formulate and revise questions to focus inquiry or research topic and purpose
- explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures
- develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedures

Senior 4

Use Personal Knowledge (3.1.1)
- consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task

Ask Questions (3.1.2)
- formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context

Participate in Group Inquiry (3.1.3)
- collaborate with and support group members in adapting procedures to achieve inquiry or research goals

Create and Follow a Plan (3.1.4)
- develop and select from a repertoire of inquiry and research strategies [such as posing, refining, and eliminating questions; clarifying thesis statement or core message…], and adjust plan according to changes in audience, purpose, and context

GENERAL LEARNING OUTCOME 2

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	Senior 3	Senior 4
• select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic	• select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus	***Identify Personal and Peer Knowledge (3.2.1)*** • evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
• 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	• identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs	***Identify Sources (3.2.2)*** • identify and discuss diverse information sources [including books] 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	• evaluate how perspectives and biases influence the choice of information sources for inquiry or research	***Evaluate Sources (3.2.3)*** • evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research
• access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories…]	• access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose	***Access Information (3.2.4)*** • access information to accomplish a particular purpose within the topic parameters and time available
• 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	• use knowledge of text cues, organizational patterns, and persuasive techniques to sort and relate ideas in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context	***Make Sense of Information (3.2.5)*** • use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

GENERAL LEARNING OUTCOME 2

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

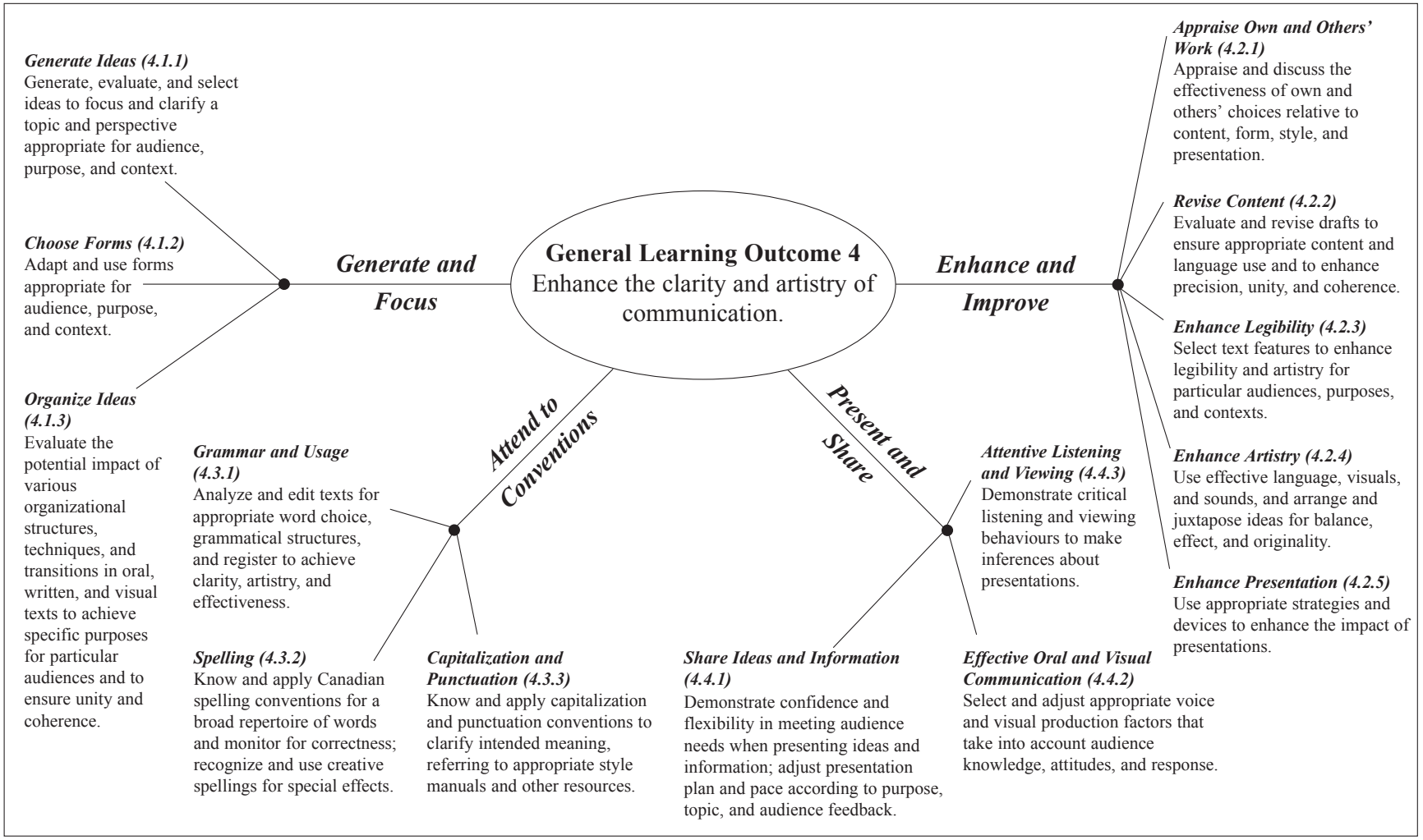
	Grade 8	Senior 1
Organize Information →	• organize information and ideas in order of priority according to topic and task requirements	• organize information and ideas by developing and selecting appropriate categories and organizational structures
Record Information →	• make notes in point form, summarizing 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

GENERAL LEARNING OUTCOME 2

Senior 2	Senior 3	Senior 4
• organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes…] for specific purposes	• organize and reorganize information and ideas in a variety of ways for different audiences and purposes	***Organize Information (3.3.1)*** • organize and reorganize information and ideas to clarify thinking and to achieve desired effect
• select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately	• summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately	***Record Information (3.3.2)*** • synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately
• evaluate information for completeness, accuracy, usefulness, and relevance	• evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives	***Evaluate Information (3.3.3)*** • evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
• integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals	• explain the importance of new understanding to self and others; assess own inquiry and research skills	***Develop New Understanding (3.3.4)*** • assess the effect of new understanding on self and others; evaluate the effect of inquiry or research plans and procedures on conclusions

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

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



General Learning Outcome 4

Comprehensive 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 attaining the specific learning outcomes, students in the Comprehensive Focus produce a wide range of texts to share information and ideas, to explore their own creativity, and to engage an audience.

Approximately half the texts that students produce in the Comprehensive Focus accomplish aesthetic purposes, appealing primarily to the imagination, senses, and emotions. The other half accomplish pragmatic purposes for specific audiences. The processes students use in generating texts may differ according to the purposes of the texts.

- In creating aesthetic texts, students may generate early drafts as a means of discovering and exploring ideas or forms.
- In generating texts with pragmatic purposes, students often begin with more explicit purposes and audiences whose requirements may shape all aspects of the texts (i.e., content, form, medium, organizational structure, voice, register, and diction).

Students use a wide range of techniques: while some are common to aesthetic texts, others typify pragmatic communication. Students demonstrate and take responsibility for their knowledge of the conventions of language and may experiment with these for effect. They learn to communicate simply and directly through explanation and description, as well as through indirect means such as inference, understatement, tone, and juxtaposition. They employ aesthetic properties of language for both aesthetic and pragmatic purposes, selecting and adjusting language and techniques for effectiveness and appropriateness for purpose and audience.

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 Comprehensive 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 critical listening and viewing skills.

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

	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

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, evaluate, and select ideas to develop a topic, express a perspective, engage an audience, and achieve a purpose
- select and use a variety of forms appropriate for content, audience, and purpose
- select and use a variety of organizational structures and techniques and appropriate transitions in oral, written, and visual texts to communicate clearly and effectively

Senior 4

Generate Ideas (4.1.1)

- generate, evaluate, and select ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context

Choose Forms (4.1.2)

- adapt and use forms appropriate for audience, purpose, and context

Organize Ideas (4.1.3)

- evaluate the potential impact of various organizational structures, techniques, and transitions in oral, written, and visual texts to achieve specific purposes for particular audiences 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.

Senior 2	Senior 3	Senior 4
• appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form	• appraise own choices of ideas, language use, and forms relative to purpose and audience, and provide others with constructive appraisals	***Appraise Own and Others' Work (4.2.1)*** • appraise and discuss the effectiveness of own and others' choices relative to content, form, style, and presentation
• analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness	• analyze and revise drafts to ensure appropriate content and to enhance unity, clarity, and coherence	***Revise Content (4.2.2)*** • evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence
• use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification…] to enhance legibility for particular audiences, purposes, and contexts	• use appropriate text features to enhance legibility for particular audiences, purposes, and contexts	***Enhance Legibility (4.2.3)*** • select text features to enhance legibility and artistry for particular audiences, purposes, and contexts
• use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect	• use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect	***Enhance Artistry (4.2.4)*** • use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, effect, and originality
• experiment with strategies and devices [such as diagrams, sound effects, demonstrations…] to enhance the clarity of presentations	• use appropriate strategies and devices to enhance the clarity and appeal of presentations	***Enhance Presentation (4.2.5)*** • use appropriate strategies and devices to enhance the impact of presentations

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
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

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 for audience, purpose, and context

- know and apply Canadian spelling conventions and monitor for correctness using appropriate resources; recognize adapted spellings for particular effects

- know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required

Senior 4

Grammar and Usage (4.3.1)
- analyze and edit texts for appropriate word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness

Spelling (4.3.2)
- know and apply Canadian spelling conventions for a broad repertoire of words and monitor for correctness; recognize and use creative spellings for special effects

Capitalization and Punctuation (4.3.3)
- know and apply capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources

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)

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

- demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions

- use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication

- demonstrate critical listening and viewing behaviours [such as analyzing message, qualifications of presenter, support used, reasoning used…] to understand and respond to presentations in a variety of ways

Senior 4

Share Ideas and Information (4.4.1)
- demonstrate confidence and flexibility in meeting audience needs when presenting ideas and information; adjust presentation plan and pace according to purpose, topic, and audience feedback

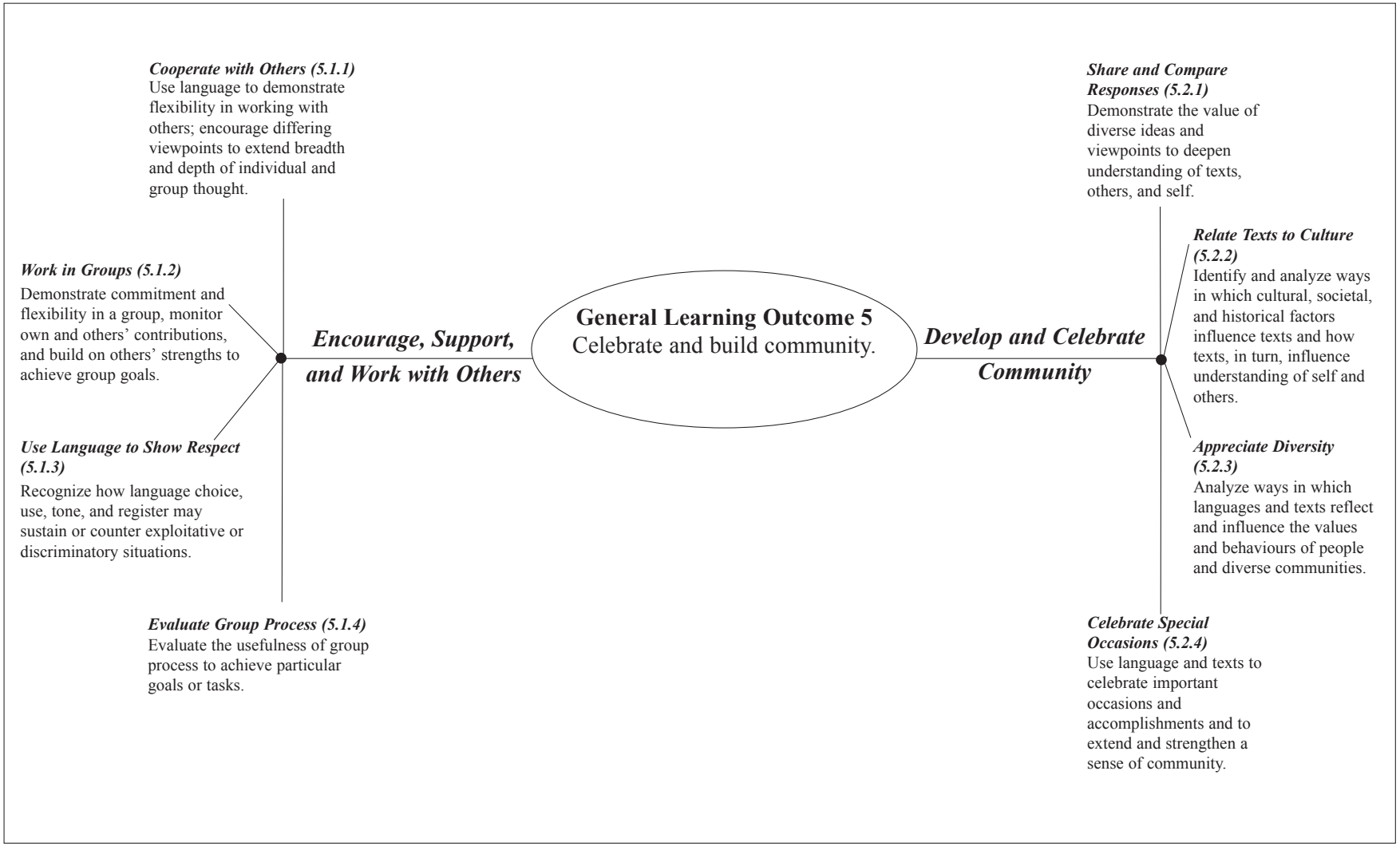
Effective Oral and Visual Communication (4.4.2)
- select and adjust appropriate voice and visual production factors that take into account audience knowledge, attitudes, and response

Attentive Listening and Viewing (4.4.3)
- demonstrate critical listening and viewing behaviours [such as analyzing cognitive and emotional appeals, identifying faulty reasoning, reflecting, summarizing…] to make inferences about presentations

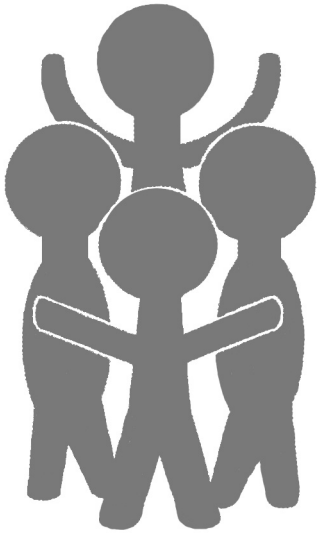
GENERAL LEARNING OUTCOME 4

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

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



General Learning Outcome 5



Comprehensive 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 Comprehensive 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 public hearings, publications, book fairs, oral presentations, broadcasts, and expositions, 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 Comprehensive 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.

	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

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 language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation
- demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals
- recognize and analyze how personal language use may create and sustain an inclusive community
- evaluate the effectiveness of group process to improve subsequent success

Senior 4

Cooperate with Others (5.1.1)
- use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought

Work in Groups (5.1.2)
- demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals

Use Language to Show Respect (5.1.3)
- recognize how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations

Evaluate Group Process (5.1.4)
- evaluate the usefulness of group process to achieve particular goals or tasks

GENERAL LEARNING OUTCOME 5

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

	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

- identify various factors [such as experiences, age, gender, culture...] that shape understanding of texts, others, and self
- identify and examine ways in which culture, society, and language conventions shape texts
- explain ways in which languages and texts [such as oral stories and presentations, fiction and non-fiction books, news stories and television documentaries...] express and shape the perceptions of people and diverse communities
- use language and texts to celebrate personal and community occasions and accomplishments

Senior 4

Share and Compare Responses (5.2.1)
- demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self

Relate Texts to Culture (5.2.2)
- identify and analyze ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others

Appreciate Diversity (5.2.3)
- analyze ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, news stories, reports and documentaries...] reflect and influence the values and behaviours of people and diverse communities

Celebrate Special Occasions (5.2.4)
- use language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community

GENERAL LEARNING OUTCOME 5

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

Standards of Student Performance for Senior 4 English Language Arts: Comprehensive 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 Comprehensive 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 Comprehensive 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 Comprehensive Focus. A student performing Below Level is within range of the expectations for the Senior 4 Comprehensive 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 interaction 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 The student	At Level The student	Below Level The student
Connections	• extends breadth and depth of understanding by analyzing various experiences, perspectives, and sources of knowledge and the ways in which interrelationships of ideas provide insight when generating and responding to texts • explores in depth the strengths and limitations of various viewpoints on an issue or topic and identifies aspects for further consideration; evaluates implications of particular perspectives when generating and responding to texts	• extends breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge and the ways in which interrelationships of ideas provide insight when generating and responding to texts (1.2.4, 1.2.3)* • explores the strengths and limitations of various viewpoints on an issue or topic and identifies aspects for further consideration; evaluates implications of particular perspectives when generating and responding to texts (1.2.2)	• extends breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge; considers, with assistance, the ways in which interrelationships of ideas provide insight when generating and responding to texts • explores some of the strengths and limitations of various viewpoints on an issue or topic but demonstrates limited skill in identifying aspects for further consideration and in evaluating the implications of particular perspectives when generating and responding to texts

Performance Indicators (Standard 1 continued)

	Above Level The student	At Level The student	Below Level The student
Questions	• formulates focused and clarifying inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context • invites diverse and challenging ideas and opinions through a variety of means to assess and reconsider own ideas and positions	• formulates focused inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context (3.1.2) • invites diverse and challenging ideas and opinions through a variety of means to reconsider own ideas and positions (1.1.2)	• formulates focused inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context • invites diverse and challenging ideas and opinions through a variety of means but demonstrates limited reconsideration of own ideas and positions
Focus Topic	• considers own and a wide range of others' expertise to expand depth and breadth of knowledge to focus inquiry or research based on parameters of task	• considers own and others' expertise to explore depth and breadth of knowledge to focus inquiry or research based on parameters of task (1.1.1, 3.1.1)	• considers own and a limited range of others' expertise to explore depth and breadth of knowledge to focus inquiry or research based on parameters of task

* 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 The student	At Level The student	Below Level The student
Use Cues	• reads fluently (orally and silently); uses syntactic, semantic, graphophonic, pragmatic, and textual cues efficiently, strategically, and flexibly to construct and confirm meaning and interpret texts	• reads fluently (orally and silently); applies knowledge of syntactic, semantic, graphophonic, pragmatic, and textual cues* efficiently to construct and confirm meaning and interpret texts (2.1.4, 2.1.3)	• reads with limited fluency and/or inconsistent comprehension and limited interpretation of texts due to inefficient use of syntactic, semantic, graphophonic, pragmatic, and textual cues
Comprehension	• 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	• 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)	• 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 develop interpretations of a variety of texts

Performance Indicators (Standard 2 continued)

	Above Level The student	At Level The student	Below Level The student
Vocabulary	• analyzes how word choice and idiom vary in language communities and evaluates the impact of vocabulary and idiom in texts	• identifies how word choice and idiom vary in language communities and analyzes the impact of vocabulary and idiom in texts (2.3.3)	• identifies how word choice and idiom vary in language communities but demonstrates limited understanding of the impact of vocabulary and idiom in texts
Forms and Genres	• evaluates the interrelationships of form, genre, language, and stylistic choices and their effect on content, purpose, and intended meaning	• evaluates the effect of form, genre, language, and stylistic choices on content, purpose, and intended meaning (2.2.3, 2.3.1)	• analyzes the effect of form, genre, language, and stylistic choices on content, purpose, and intended meaning

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, debate rebuttals, news story formats...].

****Comprehension skills and strategies:** analyzing artistic choices, recognizing motifs and patterns, following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, and using organizational patterns [such as juxtaposition, proposition and support, hierarchical structures...].

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 The student	At Level The student	Below Level The student
Respond	• responds creatively, personally, and critically to perspectives and styles of a wide variety of Canadian and international texts • seeks out and experiences texts from a wide variety of genres and cultural traditions; examines and analyzes various interpretations of texts to revise or extend understanding	• responds personally and critically to perspectives and styles of a variety of Canadian and international texts (2.2.2) • experiences texts from a variety of genres and cultural traditions; examines and analyzes various interpretations of texts to revise or extend understanding (2.2.1)	• demonstrates limited skill in responding personally and critically to perspectives and styles of a variety of Canadian and international texts • experiences texts from a variety of genres and cultural traditions; examines and analyzes various interpretations of texts
Techniques	• recognizes and analyzes how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations • selects and demonstrates appropriate critical listening and viewing behaviours to make inferences about and evaluations of presentations • analyzes and evaluates how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes	• recognizes how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations (5.1.3) • demonstrates critical listening and viewing behaviours to make inferences about presentations (4.4.3) • analyzes how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes (2.3.2)	• demonstrates limited recognition of how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations • demonstrates critical listening and viewing behaviours to make inferences about presentations but with limited skill in identifying the presentation techniques • demonstrates limited skill in analyzing how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes

Performance Indicators (Standard 3 continued)

	Above Level The student	At Level The student	Below Level The student
Self and Texts	• analyzes and evaluates connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts	• analyzes connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts (2.1.1)	• demonstrates limited skill in analyzing connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts
	• analyzes and evaluates ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities	• analyzes ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities (5.2.3)	• demonstrates limited skill in analyzing ways in which languages and texts reflect and influence the values and behaviours of people and diverse communities
	• identifies, analyzes, and evaluates ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others	• identifies and analyzes ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others (5.2.2)	• identifies ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others

Standard 4
Managing and Organizing Ideas and Information

Standard 4 addresses the knowledge, skills and strategies, and attitudes that students develop as they learn to plan and complete research or inquiry projects or use inquiry to explore and create texts. This standard focuses on processes for collecting and evaluating data, and includes skills for accessing and organizing information, citing references, and planning for sharing information.

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	• combines and uses a broad repertoire of inquiry and research strategies to meet particular needs; demonstrates flexibility in overall plan in response to changes in and developing understanding of audience, purpose, and context	• develops and selects from a repertoire of inquiry and research strategies and adjusts plan according to changes in audience, purpose, and context (3.1.4)	• develops and selects from a repertoire of inquiry and research strategies and makes limited adjustments to plan according to changes in audience, purpose, and context
Sources	• identifies and discusses diverse and complex information sources relevant to particular inquiry or research needs • adjusts reading and viewing rates flexibly and fluently according to purpose, content, and context • evaluates the relationship between source and quality of information, the factors that affect authenticity, credibility, and bias, as well as relevance, accuracy, currency, historical context, completeness, and balance of perspectives	• identifies and discusses diverse information sources relevant to particular inquiry or research needs (3.2.2) • adjusts reading and viewing rates according to purpose, content, and context (3.2.5) • evaluates information based on the factors that affect authenticity, credibility, and bias, as well as relevance, accuracy, currency, historical context, completeness, and balance of perspectives (3.3.3, 3.2.3)	• identifies and discusses a limited range of information sources relevant to particular inquiry or research needs • demonstrates limited skill in adjusting reading and viewing rates according to purpose, content, and context • demonstrates limited skill in evaluating information based on the factors that affect authenticity, credibility, and bias, as well as relevance, accuracy, currency, historical context, completeness, and balance of perspectives

Performance Indicators (Standard 4 continued)

	Above Level The student	At Level The student	Below Level The student
Organize	• evaluates the subtleties and distinctiveness of ideas and information when selecting from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus	• evaluates and selects ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus (3.2.1)	• selects but demonstrates limited skill in evaluating ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
	• accesses information to accomplish efficiently a particular purpose within the topic parameters and time available	• accesses information to accomplish a particular purpose within the topic parameters and time available (3.2.4)	• accesses information to accomplish a particular purpose; manages topic parameters and time available with assistance
	• prioritizes, organizes, and reorganizes information and ideas to clarify thinking and to achieve a desired effect	• organizes and reorganizes information and ideas to clarify thinking and to achieve a desired effect (3.3.1)	• organizes and reorganizes information and ideas in a limited way to clarify thinking and to achieve a desired effect
Record	• records and synthesizes information, ideas, and perspectives from a variety of sources; documents a wide range of sources accurately	• records and synthesizes information, ideas, and perspectives from a variety of sources; documents sources accurately (3.3.2)	• records and combines information, ideas, and perspectives from a variety of sources; documents sources accurately

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 The student	At Level The student	Below Level The student
Create	• experiments with, analyzes, and uses language, forms of expression, visuals, and sounds to discover how they influence ideas, thought, emotions, and behaviour and enhance the power of communication	• experiments with and uses language, forms of expression, visuals, and sounds to discover how they influence ideas, thought, emotions, and behaviour and enhance the power of communication (2.3.4, 1.1.3)	• experiments with but demonstrates limited skill in using language, forms of expression, visuals, and sounds to discover how they influence ideas, thought, emotions, and behaviour and enhance the power of communication
	• generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, context, and impact	• generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context (4.1.1)	• generates, evaluates, and selects ideas to focus a topic and perspective with limited consideration for audience, purpose, and context
	• adapts and uses forms appropriate for audience, purpose, context, and impact	• adapts and uses forms appropriate for audience, purpose, and context (4.1.2)	• adapts and uses forms with limited consideration for audience, purpose, and context
	• creates original texts to communicate ideas and enhance understanding of the effects of a wide variety of forms and techniques	• creates original texts* to communicate ideas and enhance understanding of forms and techniques (2.3.5)	• creates original texts to communicate ideas and enhance understanding of a limited number of forms and techniques

Performance Indicators (Standard 5 continued)

	Above Level The student	At Level The student	Below Level The student
Revise and Edit	• evaluates the potential impact of a broad range of organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence	• evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence (4.1.3)	• considers the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence
	• appraises and suggests alternatives when discussing the effectiveness of own and others' choices relative to content, form, style, and presentation; evaluates and revises drafts to ensure appropriateness of content and language use and to enhance precision, unity, and coherence	• appraises and discusses the effectiveness of own and others' choices relative to content, form, style, and presentation; evaluates and revises** drafts to ensure appropriateness of content and language use and to enhance precision, unity, and coherence (4.2.1, 4.2.2)	• discusses the effectiveness of own and others' choices relative to content, form, style, and presentation; analyzes and revises drafts to ensure appropriateness of content and language use and to enhance precision, unity, and coherence
	• evaluates, edits, and proofreads texts for appropriate word choice, creative spellings, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows Canadian spelling conventions and applies them to a broad repertoire of words; knows and applies capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources	• analyzes, edits, and proofreads** texts for appropriate word choice, creative spellings, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows Canadian spelling conventions and applies them to a broad repertoire of words; knows and applies capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources (4.3.1, 4.3.2, 4.3.3)	• edits and proofreads texts for appropriate word choice, creative spellings, grammatical structures, register, Canadian spelling, capitalization, and punctuation, but demonstrates limited skill in analyzing these elements for clarity, artistry, and effectiveness; refers to appropriate style manuals and other resources

Performance Indicators (Standard 5 continued)

Performance Indicators (Standard 5 continued)

	Above Level The student	At Level The student	Below Level The student
Present	• evaluates and uses appropriate strategies and devices to enhance the impact of presentations for particular audiences, purposes, and contexts • demonstrates mastery of topic as well as confidence and flexibility in meeting audience needs when presenting ideas and information; adjusts presentation plan and pace according to purpose, topic, and audience feedback	• selects and uses appropriate strategies and devices*** to enhance the impact of presentations for particular audiences, purposes, and contexts (4.2.3, 4.2.4, 4.2.5, 4.4.2) • demonstrates confidence and flexibility in meeting audience needs when presenting ideas and information; adjusts presentation plan and pace according to purpose, topic, and audience feedback (4.4.1)	• selects and uses appropriate strategies and devices in presentations for particular audiences, purposes, and contexts, but with limited or inconsistent impact • demonstrates confidence in meeting audience needs when presenting ideas and information; makes limited adjustments to presentation plan and pace according to purpose, topic, and audience feedback

Notes on Standard 5: Composing, Revising, and Presenting

* **Original texts:** parodies, essays, manuals, documentaries, 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
- formatting

Revising 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 processes to check for any remaining errors, inconsistencies, or omissions.

*** **Strategies and devices:** dramatization, enunciation, pauses, props, posters, handouts, computer-generated graphics, 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 The student	At Level The student	Below Level The student
Consider Others	• demonstrates the value of and initiates and promotes the expression of diverse ideas and viewpoints to deepen understanding of texts, others, and self, as well as to extend breadth and depth of individual and group thought • uses language to enhance and facilitate group interaction	• demonstrates the value of and encourages the expression of diverse ideas and viewpoints to deepen understanding of texts, others, and self, as well as to extend breadth and depth of individual and group thought (5.2.1, 5.1.1) • uses language to demonstrate flexibility in working with others (5.1.1)	• demonstrates the value of and accepts the expression of diverse ideas and viewpoints to deepen understanding of texts, others, and self, as well as to extend breadth and depth of individual and group thought • demonstrates limited flexibility in using language to work with others
Group Participation	• collaborates with, supports, and leads group members in adapting procedures to achieve inquiry or research goals • evaluates the usefulness of group process to achieve particular goals or tasks and uses findings in future learning tasks	• collaborates with and supports group members in adapting procedures to achieve inquiry or research goals (3.1.3) • evaluates the usefulness of group process to achieve particular goals or tasks (5.1.4)	• demonstrates limited skill in collaborating with and supporting group members in adapting procedures to achieve inquiry or research goals • demonstrates limited skill in evaluating the usefulness of group process to achieve particular goals or tasks

Performance Indicators (Standard 6 continued)

	Above Level The student	At Level The student	Below Level The student
Build Community	• demonstrates leadership, commitment, and flexibility in a group, monitors own and others' contributions, and builds on others' strengths to achieve group goals • uses language and texts to celebrate important occasions and accomplishments and to create, extend, and strengthen a sense of community	• demonstrates commitment and flexibility in a group, monitors own and others' contributions, and builds on others' strengths to achieve group goals (5.1.2) • uses language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community (5.2.4)	• demonstrates limited commitment and flexibility in a group, monitors own and others' contributions, and builds on others' strengths to achieve group goals • uses language and texts to celebrate important occasions and accomplishments and to maintain a sense of community

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 The student	At Level The student	Below Level The student
Monitor	• evaluates personal growth and successes in language learning and considers the role and importance of language learning when developing personal goals and plans	• reflects on personal growth and successes in language learning and considers the role and importance of language learning when developing personal goals and plans (1.1.5)	• reflects on personal growth and successes in language learning and considers, with assistance, the role and importance of language learning when developing personal goals and plans
	• analyzes how personal experiences influence the selection of particular texts and how texts influence perspectives	• explores how personal experiences influence the selection of particular texts and how texts influence perspectives (1.1.4)	• explores, with assistance, how personal experiences influence the selection of particular texts and how texts influence perspectives
	• evaluates and explains how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs	• explains how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs (1.2.1)	• explains, with assistance, how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs
	• assesses the effect of new understanding on self and others; evaluates the effect of inquiry or research plans and procedures on conclusions and uses findings in future research plans	• assesses the effect of new understanding on self and others; evaluates the effect of inquiry or research plans and procedures on conclusions (3.3.4)	• examines the effect of new understanding on self and others; recognizes that inquiry or research plans and procedures affect conclusions

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.

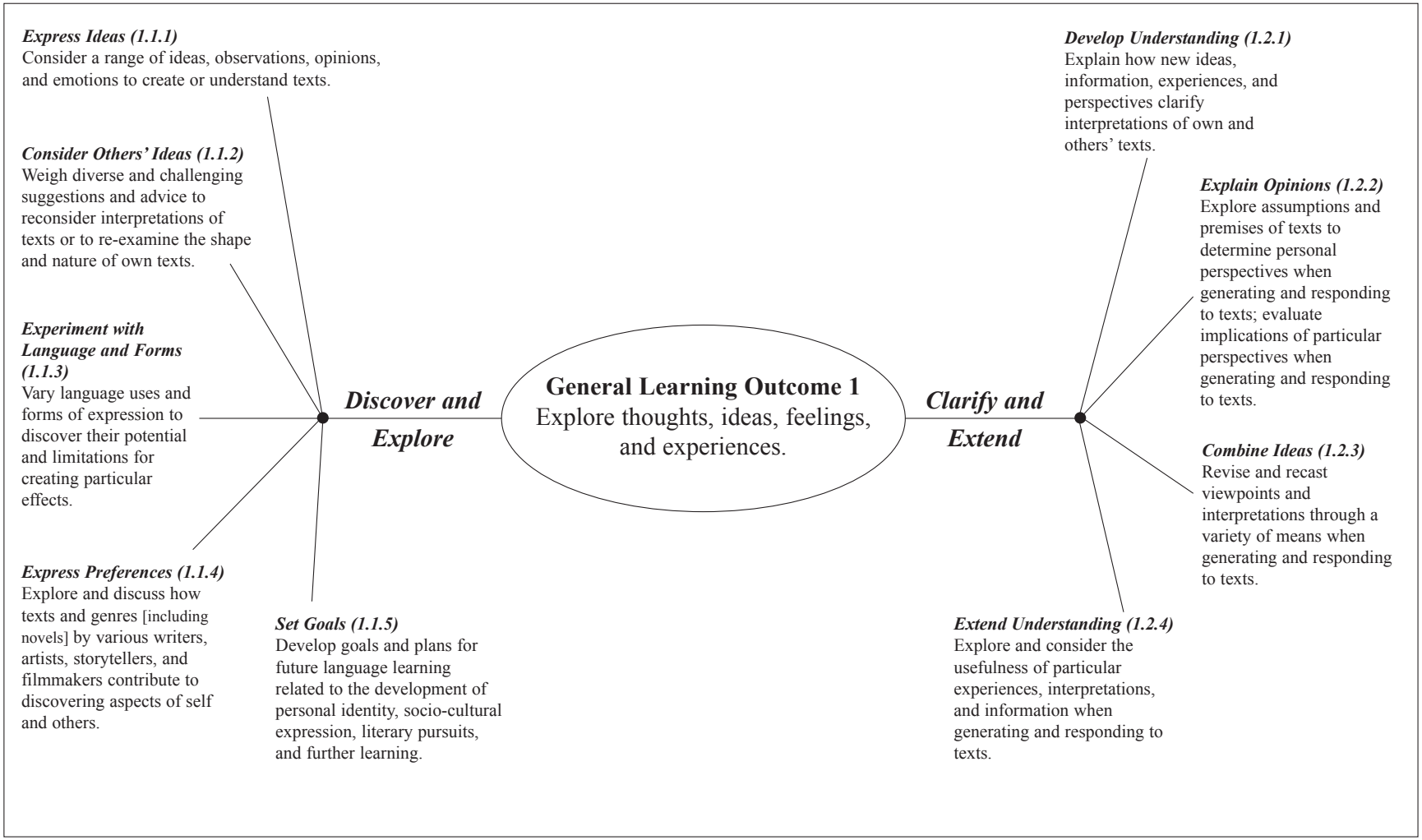
Students' engagement with texts is fundamental to the Literary Focus. Although these texts fall along a continuum of pragmatic, expressive, and aesthetic texts, students in the Literary Focus engage for the most part with texts that accomplish aesthetic purposes — that is, texts that use language primarily 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.

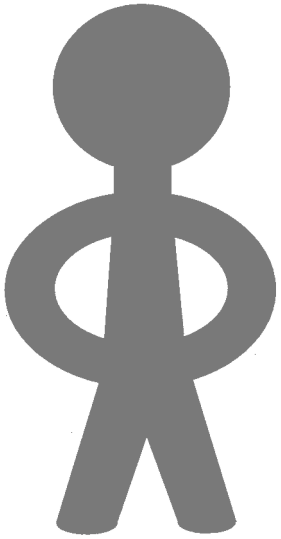
The student learning outcomes within the Literary Focus identify the knowledge, skills and strategies, and attitudes that characterize effective aesthetic communication. Students enhance their skills in comprehending and appreciating a range of forms, genres, and media. Students learn the conventions 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.

	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.

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

GENERAL LEARNING OUTCOME 1

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

	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

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

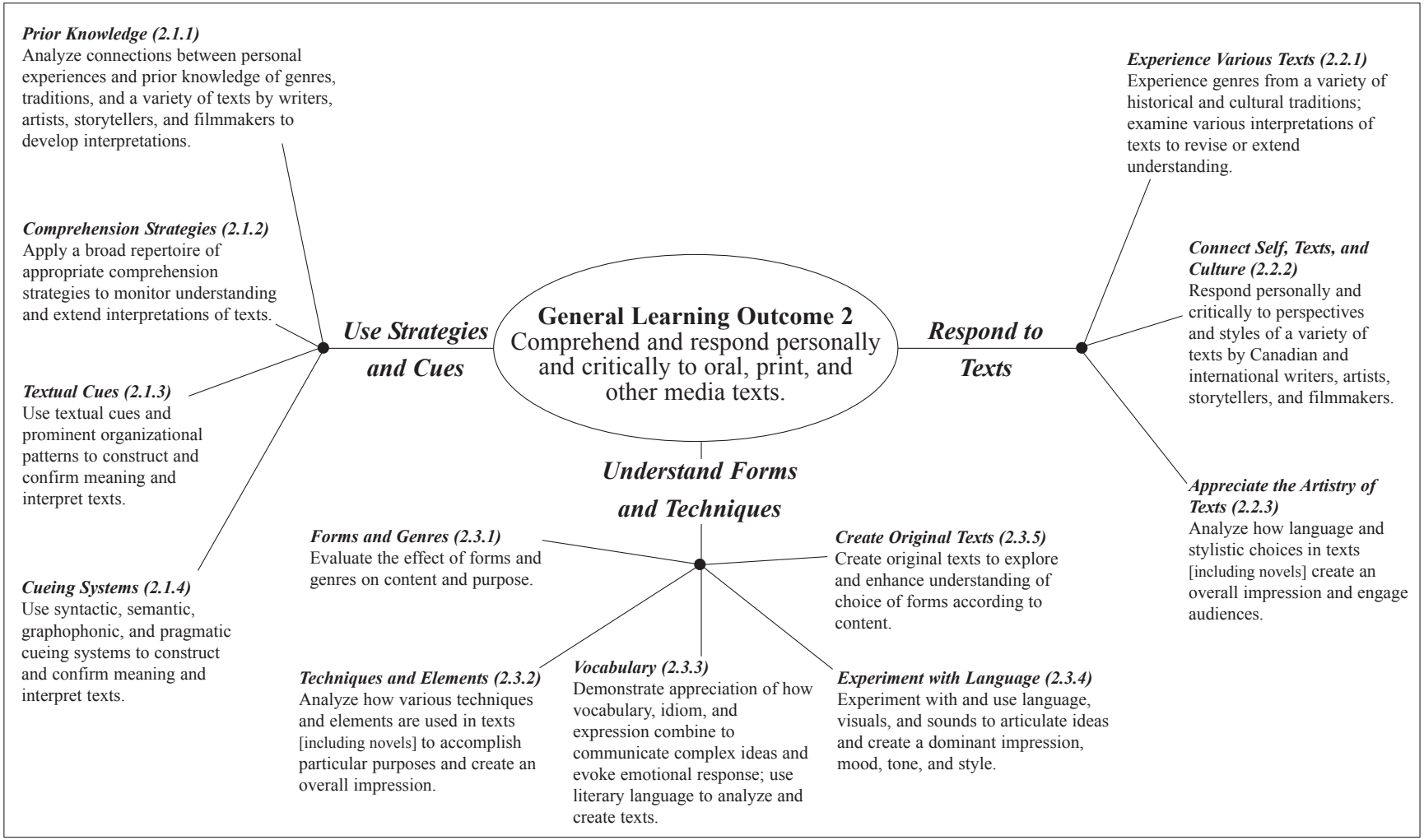
Combine Ideas (1.2.3)
- revise and recast viewpoints and interpretations through a variety of means [such as role-playing, reordering, restructuring, using alternative forms, changing setting, adding detail…] when generating and responding to texts

Extend Understanding (1.2.4)
- explore and consider the usefulness of particular experiences, interpretations, and information when generating and responding to texts

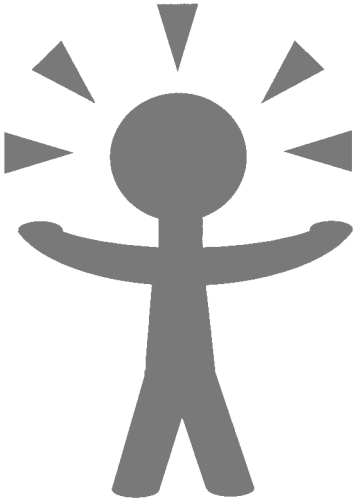
GENERAL LEARNING OUTCOME 1

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

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

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.

	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

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.

	Grade 8	Senior 1
Forms and Genres →	• demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	• explain preferences for particular forms and genres of oral, literary, and media texts
Techniques and Elements →	• 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	• 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]
Vocabulary →	• explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	• appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
Experiment with Language →	• identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts	• examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style
Create Original Texts →	• 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	• 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

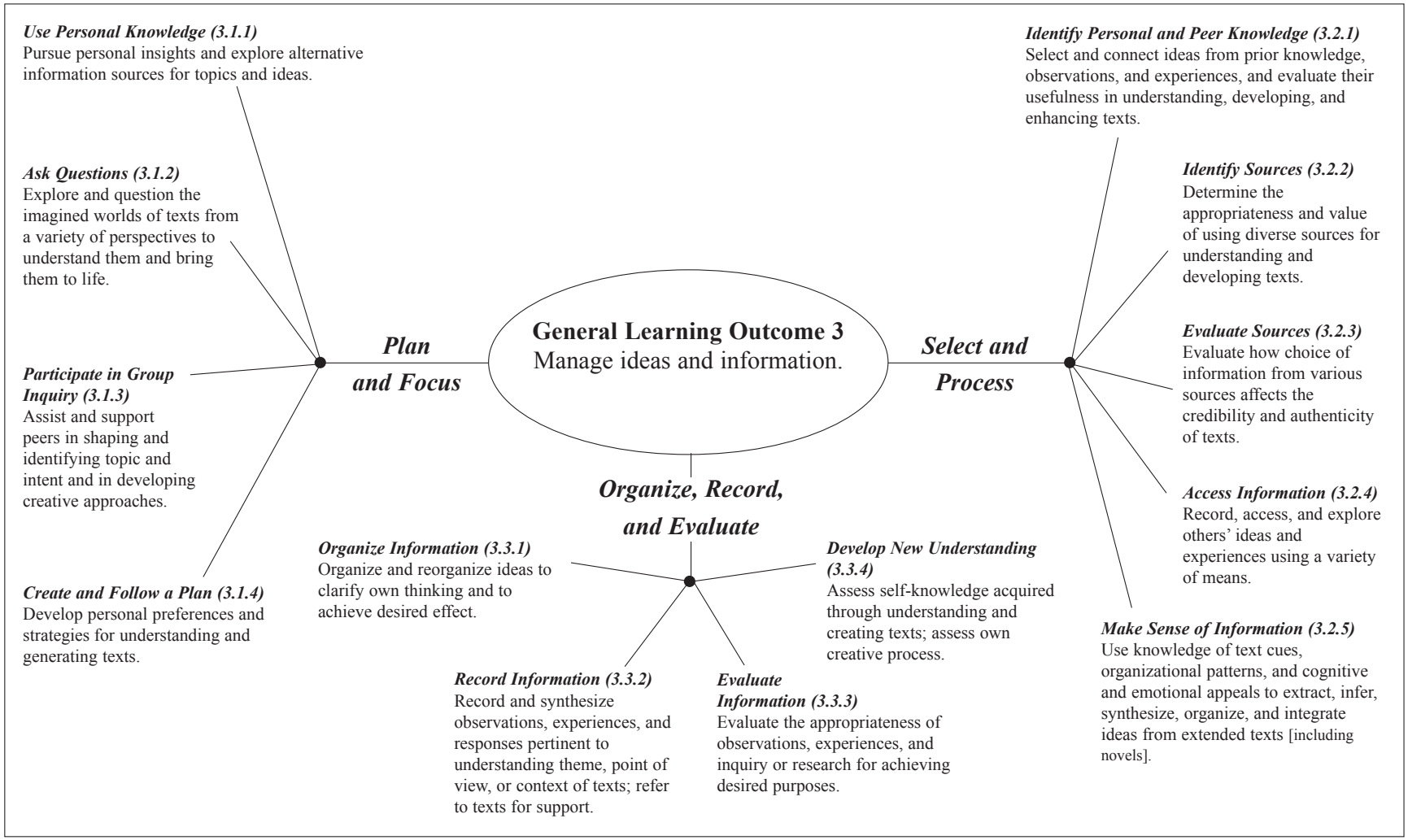
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

GENERAL LEARNING OUTCOME 2

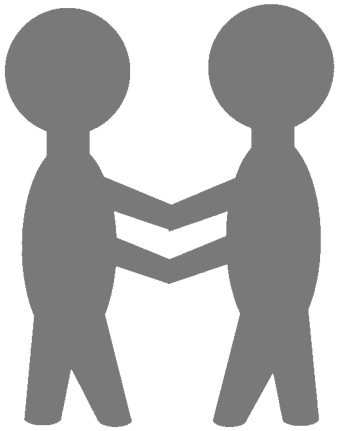
Senior 2	Senior 3	Senior 4
• recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters…] for various audiences and purposes	• analyze how characteristics of various forms and genres [such as sonnets, novels, feature films, scripts…] are used for various audiences and purposes [such as to persuade, inform, entertain, create mood and theme...]	***Forms and Genres (2.3.1)*** • evaluate the effect of forms and genres [such as dramatic monologues, novels, docudramas…] on content and purpose
• 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	• 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	***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
• recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology…]; select and use register appropriate for context	• 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	***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, visuals, and sounds to create effects for particular audiences, purposes, and contexts	• 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	***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 [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations…] to communicate ideas and enhance understanding of forms and techniques	• create original texts [such as poetry, scripts, short stories, storyboarding, children's books…] to explore and enhance understanding of literary forms and techniques	***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.

	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

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]

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]

GENERAL LEARNING OUTCOME 3

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

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

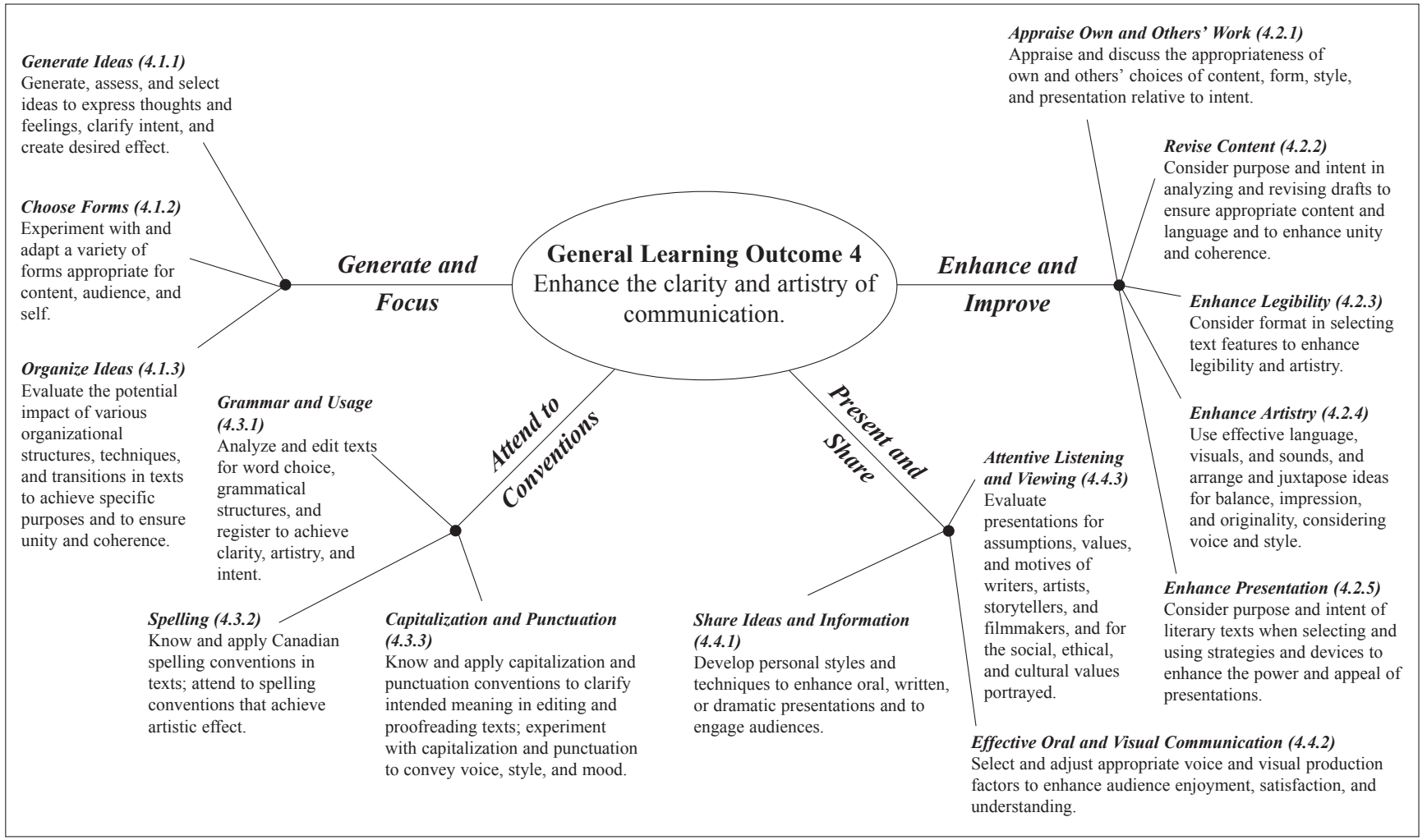
Evaluate Information (3.3.3)
- evaluate the appropriateness of observations, experiences, and inquiry or research for achieving desired purposes [such as to inspire action, evoke sympathy, generate fear, surprise…]

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.

	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

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

Senior 2	Senior 3	Senior 4
• appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form	• appraise choices of content, language use, and form in own and others' drafts relative to intent	***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
• analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness	• consider purpose and intent in revising drafts to ensure appropriate content and to enhance unity and coherence	***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
• use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification…] to enhance legibility for particular audiences, purposes, and contexts	• consider format in selecting text features [such as illustrations, chapter headings, white space, charts and maps, music…] to enhance legibility	***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
• use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect	• use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering voice and style	***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
• experiment with strategies and devices [such as diagrams, sound effects, demonstrations…] to enhance the clarity of presentations	• consider purpose and intent when experimenting with strategies and devices [such as props, mime, visuals, sound effects, fonts, page layout…] to enhance presentations	***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

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
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

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

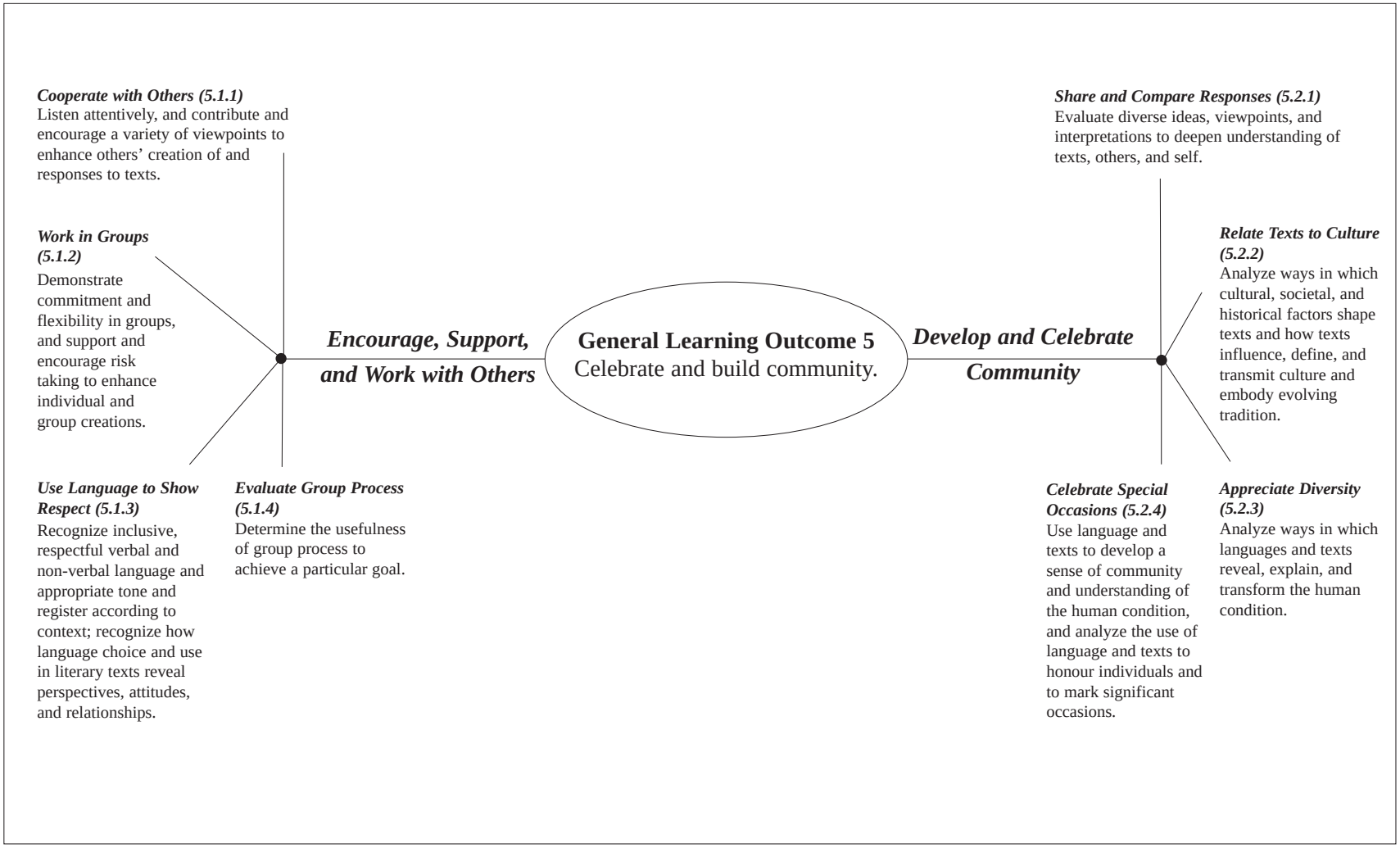
Attentive Listening and Viewing (4.4.3)

- 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.

	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

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…]

GENERAL LEARNING OUTCOME 5

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

	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

GENERAL LEARNING OUTCOME 5

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 The student	At Level The student	Below Level The student
Connections	• 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	• 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)	• 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 The student	At Level The student	Below Level The student
Questions	• 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	• 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)	• 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	• 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	• 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)	• 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 The student	At Level The student	Below Level The student
Use Cues	• 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	• 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)	• 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	• 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	• 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)	• 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 The student	At Level The student	Below Level The student
Vocabulary	• 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	• 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)	• 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	• 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	• 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)	• 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 The student	At Level The student	Below Level The student
Respond	• responds creatively, personally, and critically to perspectives and styles of a wide variety of texts by Canadian and international writers, artists, storytellers, and filmmakers	• 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)	• 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
	• seeks out and experiences genres from a wide variety of historical and cultural traditions; examines various interpretations of texts to revise or extend understanding	• experiences genres from a variety of historical and cultural traditions; examines various interpretations of texts to revise or extend understanding (2.2.1)	• experiences genres from a variety of historical and cultural traditions; examines various interpretations of texts

Performance Indicators (Standard 3 continued)

	Above Level The student	At Level The student	Below Level The student
Techniques	• 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	• 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 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
	• 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	• 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)	• 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
	• analyzes and evaluates how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression	• analyzes how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression (2.3.2)	• 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	• 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 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)	• 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
	• analyzes and evaluates ways in which languages and texts reveal, explain, and transform the human condition	• analyzes ways in which languages and texts reveal, explain, and transform the human condition (5.2.3)	• demonstrates limited skill in analyzing 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	• 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)	• 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	• develops personal preferences and uses a broad repertoire of strategies for understanding and generating texts	• develops personal preferences and strategies for understanding and generating texts (3.1.4)	• demonstrates limited skill in developing personal preferences and strategies for understanding and generating texts
Sources	• determines the appropriateness and value of using diverse and complex sources for understanding and developing texts	• determines the appropriateness and value of using diverse sources for understanding and developing texts (3.2.2)	• demonstrates limited skill in determining the appropriateness and value of using diverse sources for understanding and developing texts
	• adjusts viewing and reading rates flexibly and fluently according to purpose, content, and context	• adjusts viewing and reading rates according to purpose, content, and context (3.2.5)	• demonstrates limited skill in adjusting viewing and reading rates 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	• evaluates how choice of information from various sources affects credibility, authenticity, and intended purpose of texts (3.2.3, 3.3.3)	• analyzes how choice of information from various sources affects credibility, authenticity, and intended purpose of texts

Performance Indicators (Standard 4 continued)

	Above Level The student	At Level The student	Below Level The student
Organize	• selects and connects diverse ideas from prior knowledge, observations, and experiences and evaluates their usefulness in understanding, developing, and enhancing texts	• selects and connects ideas from prior knowledge, observations, and experiences and evaluates their usefulness in understanding, developing, and enhancing texts (3.2.1)	• selects and connects ideas from prior knowledge, observations, and experiences but demonstrates limited skill in evaluating their usefulness in understanding, developing, and enhancing texts
	• accesses, records, and explores others' ideas and experiences using a wide variety of means	• accesses, records, and explores others' ideas and experiences using a variety of means (3.2.4)	• demonstrates limited skill in accessing, recording, and exploring others' ideas and experiences using a variety of means
	• organizes and reorganizes ideas and perspectives to clarify own thinking and to achieve desired effect	• organizes and reorganizes ideas to clarify own thinking and to achieve desired effect (3.3.1)	• demonstrates limited skill in organizing and reorganizing ideas to clarify own thinking and to achieve desired effect
Record	• records and synthesizes observations, experiences, and responses to enhance understanding of theme, point of view, or context of texts; refers to texts for support	• 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)	• 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 The student	At Level The student	Below Level The student
Create	• 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	• 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)	• 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 refine thoughts and feelings, clarify intent, and create desired effect	• generates, assesses, and selects ideas to express thoughts and feelings, clarify intent, and create desired effect (4.1.1)	• generates, assesses, and selects ideas to express thoughts, feelings, and intent but with limited effect
	• experiments with and adapts a variety of forms appropriate for content, audience, effect, and self	• experiments with and adapts a variety of forms appropriate for content, audience, and self (4.1.2)	• experiments with and adapts a variety of forms with limited consideration for content, audience, and self
	• creates a wide variety of original texts to explore and enhance understanding of choice of forms according to content	• creates original texts* to explore and enhance understanding of choice of forms according to content (2.3.5)	• 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	• 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	• 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)	• considers the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence
	• 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	• 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)	• 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
	• 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	• 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)	• 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 The student	At Level The student	Below Level The student
Present	• evaluates and uses strategies and devices appropriate for purpose and intent to enhance audience appeal and understanding and the power of presentations	• 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)	• 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 and a wide range of techniques to enhance the artistry and clarity of oral, written, or dramatic presentations and to engage audiences	• develops personal styles and techniques to enhance oral, written, or dramatic presentations and to engage audiences (4.4.1)	• 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
- formatting

Revising 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 The student	At Level The student	Below Level The student
Consider Others	• 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	• 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)	• 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	• 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	• 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)	• 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 The student	At Level The student	Below Level The student
Build Community	• 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	• 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)	• 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 The student	At Level The student	Below Level The student
Monitor	• 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	• 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)	• 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, analyzes, and discusses how texts and genres by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others	• 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)	• explores, with assistance, 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	• explains how new ideas, information, experiences, and perspectives clarify interpretations of own and others' texts (1.2.1)	• explains, with assistance, 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	• assesses self-knowledge acquired through understanding and creating texts; assesses own creative process (3.3.4)	• assesses, with assistance, self-knowledge acquired through understanding and creating texts; assesses own creative process

Senior 4 English Language Arts: Transactional Focus

Student Learning Outcomes
and
Standards of Student Performance

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

Introduction

The specific student learning outcomes for Senior 4 English Language Arts: Transactional 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 Transactional Focus assists students in becoming increasingly independent in making meaningful and effective language choices.

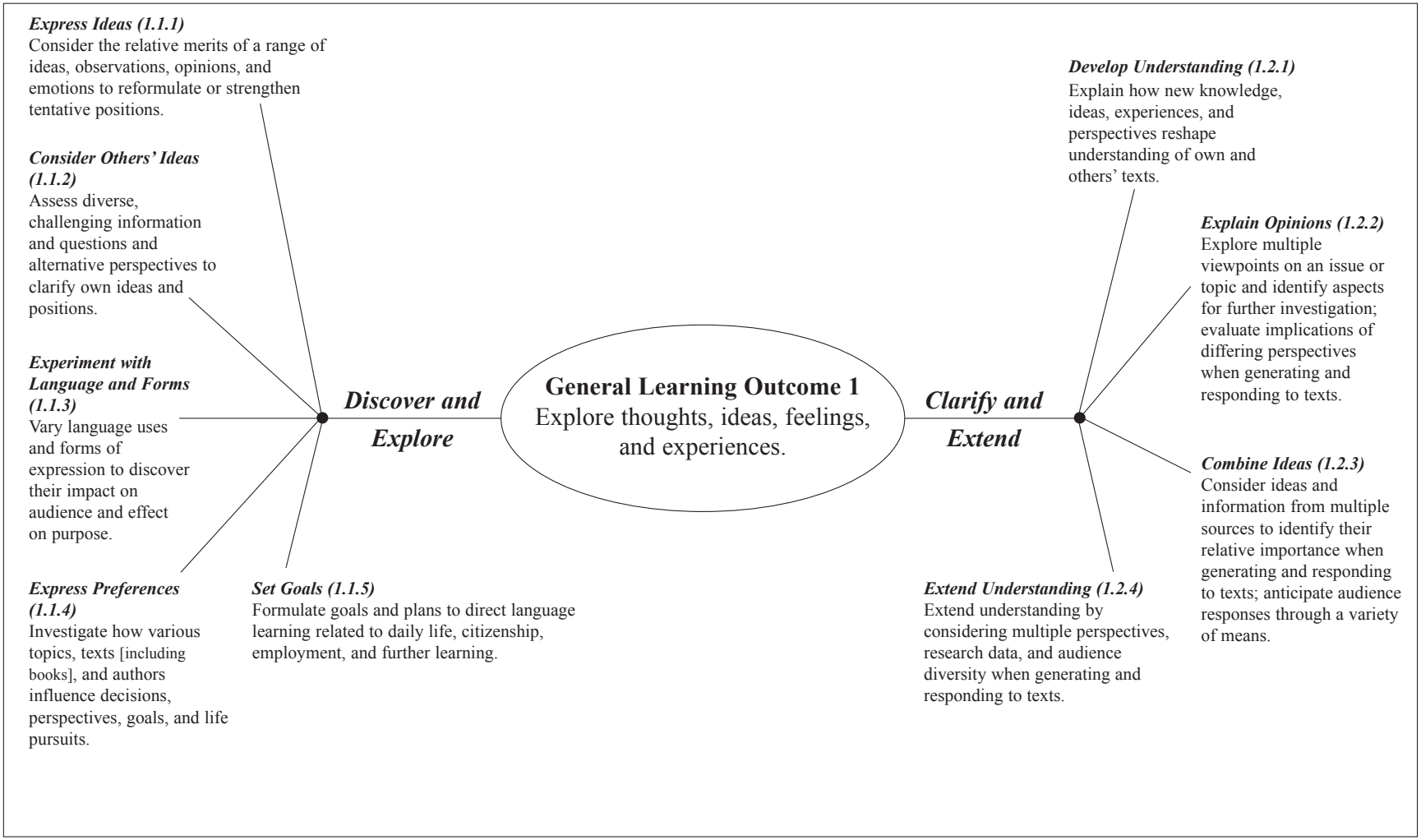
In the Transactional Focus, students develop and refine a range of knowledge, skills and strategies, and attitudes that help them function effectively in various communities. The Transactional Focus emphasizes the pragmatic uses of language: language that informs, directs, persuades, analyzes, argues, and explains. In attaining the learning outcomes of the Transactional Focus, students engage with and compose texts primarily for pragmatic purposes: to gain information or discern another point of view, to compare and weigh ideas, and to conduct daily transactions. The Transactional Focus addresses a variety of informal and formal discourse, ranging from impromptu speech and instructions to debates and formal presentations; from exploratory group discussion to seminar participation and formal interviews; from note taking, data gathering, and representation to illustrated written instructions, case studies, and research reports.

Students' engagement with texts is fundamental to the Transactional Focus. Texts are selected on the basis of purpose, with an emphasis on texts that use language primarily to convey information or viewpoints or to prompt an action from an audience. Some of these texts, such as non-fiction books, technical manuals, and handbooks, use pragmatic language, while others, such as documentaries, feature articles, and creative non-fiction, have pragmatic purposes but convey information or viewpoints through language that often has an aesthetic effect. Of the various texts students read in the Transactional Focus, approximately 70 percent are pragmatic and 30 percent are aesthetic in purpose. The texts students produce in the Transactional Focus are mainly pragmatic in purpose; however, students often use highly aesthetic language to compose texts, such as editorials, speeches, and advertisements, that accomplish pragmatic purposes.

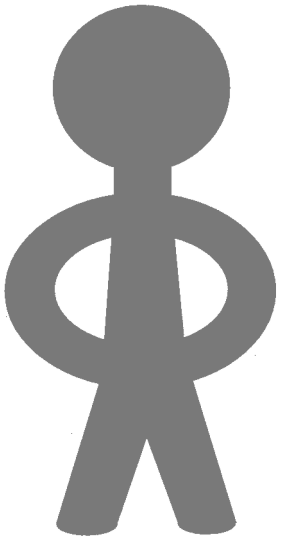
The student learning outcomes of the Transactional Focus identify the knowledge, skills and strategies, and attitudes that characterize effective pragmatic communication. Because pragmatic communication is audience-specific, students enhance their skills in shaping communication for their audience. They learn the conventions of various pragmatic forms and the purpose and effect of these conventions. As listeners, readers, and viewers, they examine and analyze the effect of various language techniques and learn to evaluate information for accuracy, logic, and relevance. As speakers, writers, and representers, they learn to express themselves clearly and logically and to select the language register and tone appropriate for their purpose and audience. Through a wide range of projects and learning experiences, students learn to use and interpret a variety of oral, print, and other media texts, to manage data and information efficiently, and to plan and work collaboratively.

The student learning outcomes of the Transactional 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: Transactional Focus
Map of General Learning Outcome 1



General Learning Outcome 1



Transactional 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. Students discover much of the meaning of texts 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, sketch, and reflect 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 how they can express them most effectively for a particular audience, experimenting with language, various forms, structures, and devices for achieving particular purposes and effects.
- *Revising texts:* Students invite and reflect on the responses of others to their work in order to ensure that their communication is clear and achieves their purposes effectively.

An atmosphere that invites and supports exploration and risk taking is essential to the Transactional 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 produce texts that are precise and have impact, students need to explore, experiment, and discuss their intent with others. Through interaction with others, students learn to seek and consider 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.

	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.

GENERAL LEARNING OUTCOME 1

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 develop a train of thought and formulate tentative positions
- seek others' ideas to clarify and rework positions, keeping in mind audience and context
- experiment with language and forms of expression to discover their impact on audience and effect on purpose
- explore a range of texts [including books] and genres and discuss their appeal and potential for affecting particular audiences
- formulate goals and plans for personal language learning [such as using visuals, making effective presentation, enhancing clarity of design…] based on self-assessment of achievements and needs

Senior 4

Express Ideas (1.1.1)
- consider the relative merits of a range of ideas, observations, opinions, and emotions to reformulate or strengthen tentative positions

Consider Others' Ideas (1.1.2)
- assess diverse, challenging information and questions and alternative perspectives to clarify own ideas and positions

Experiment with Language and Forms (1.1.3)
- vary language uses and forms of expression to discover their impact on audience and effect on purpose

Express Preferences (1.1.4)
- investigate how various topics, texts [including books], and authors influence decisions, perspectives, goals, and life pursuits

Set Goals (1.1.5)
- formulate goals and plans to direct language learning related to daily life, citizenship, employment, and further learning

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

	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

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

- examine and adjust initial understanding of texts according to new knowledge, ideas, experiences, and responses from others
- explore and consider the consequences of own and others' viewpoints; confirm or revise personal viewpoints when generating and responding to texts
- combine ideas and information from multiple sources through a variety of means [such as pro-con charts, alternative Internet search engines, comparison tables…] to ensure consideration of various perspectives when generating and responding to texts
- clarify understanding by considering multiple perspectives, research data, and intended audience when generating and responding to texts

Senior 4

Develop Understanding (1.2.1)
- explain how new knowledge, ideas, experiences, and perspectives reshape understanding of own and others' texts

Explain Opinions (1.2.2)
- explore multiple viewpoints on an issue or topic and identify aspects for further investigation; evaluate implications of differing perspectives when generating and responding to texts

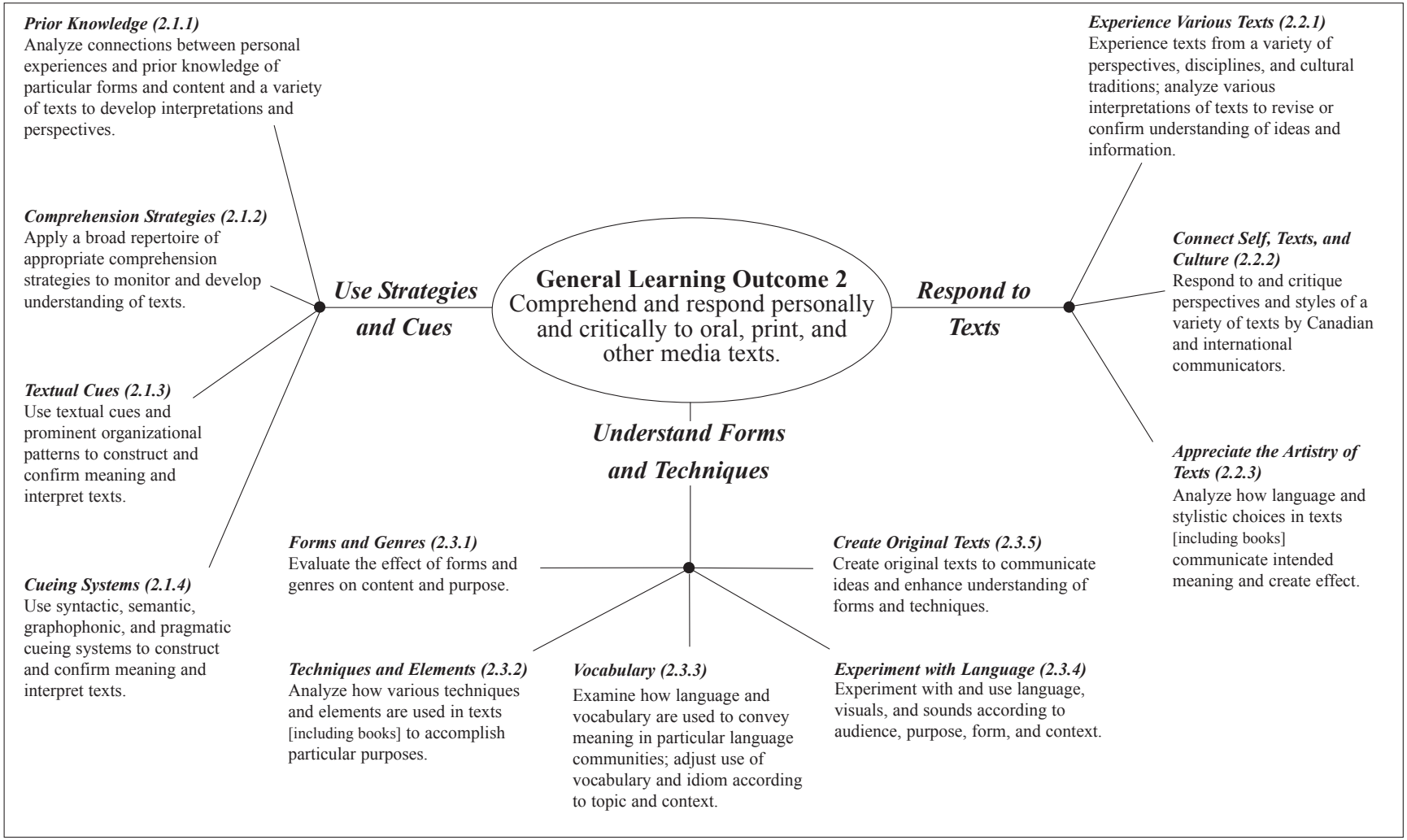
Combine Ideas (1.2.3)
- consider ideas and information from multiple sources to identify their relative importance when generating and responding to texts; anticipate audience responses through a variety of means [such as rating scales, flow charts…]

Extend Understanding (1.2.4)
- extend understanding by considering multiple perspectives, research data, and audience diversity [such as culture, age, gender…] when generating and responding to texts

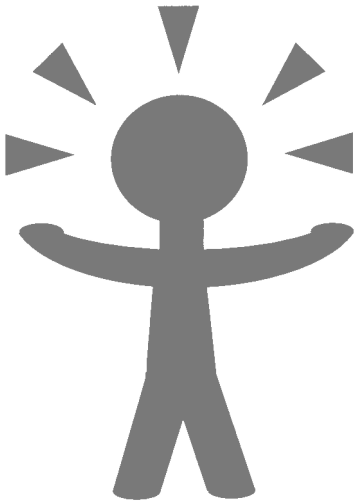
GENERAL LEARNING OUTCOME 1

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

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



General Learning Outcome 2



Transactional 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 Transactional Focus, students listen to, read, and view texts principally for pragmatic purposes — for the information they take away from the texts, for support and illumination of their own perspectives, and for alternative ways of seeing. When students' purposes are pragmatic, their objectives are often clearly defined; therefore, their listening, reading, and viewing may be seen as problem solving.

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; 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 Transactional Focus, students review and reinforce a range of strategies for scanning, skimming, and in-depth reading of pragmatic texts, including graphics, print, and other media. Students entering Senior 4 have a high degree of metacognition and are able to select and adjust listening, reading, and viewing strategies according to the type of text, their own degree of prior knowledge on the topic, and their purpose. The Transactional Focus provides students with opportunities to increase their repertoire of comprehension strategies. Students examine the interplay and contribution to meaning of vocabulary and idiom, stylistic choices, techniques, and structure 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 forms and techniques they may use confidently 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 common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts
Cueing Systems →	• use syntactic, semantic, and graphophonic cueing systems [including word order; sentence structure; context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]	• use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

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 particular forms and content and a variety of texts [such as books, research reports, interviews, articles…] to develop understanding and interpretations
- use and adjust comprehension strategies [such as skimming to preview texts, varying and adjusting reading and viewing rates to accomplish purpose, paraphrasing and summarizing, remembering pertinent information…] to monitor and develop understanding of texts
- use textual cues [such as visual images, sound tracks, structured overviews, headings and subheadings, summaries…] and prominent organizational patterns [such as generalizations, examples…] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as subject-verb-object sequences and qualifiers, prefixes and suffixes of technical vocabulary, acronyms, 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 particular forms and content and a variety of texts [such as demonstrations, books, technical reports, editorials, multimedia presentations…] to develop interpretations and perspectives

Comprehension Strategies (2.1.2)

- apply a broad repertoire of appropriate comprehension strategies [such as following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, paraphrasing arguments…] to monitor and develop understanding of texts

Textual Cues (2.1.3)

- use textual cues [such as colour, debate rebuttals, news story formats…] and prominent organizational patterns [such as proposition and support, hierarchical structures, data matrices…] to construct and confirm meaning and interpret texts

Cueing Systems (2.1.4)

- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as transitional sentences, specialized symbols and codes, social context…] to construct and confirm meaning and interpret texts

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.

	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

Senior 2

- experience texts from a variety of genres and cultural traditions [such as talking circles, legends, human interest stories, situation comedies…]; explore others' responses to texts

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

- explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience

Senior 3

- experience texts [such as traditional knowledge, ethnic/arts/community newspapers, books, docudramas…] from a variety of perspectives, disciplines, and cultural traditions; compare various interpretations of texts to clarify understanding of ideas and information

- examine ideas, issues, and values presented in a variety of texts by Canadian and international communicators [such as writers, photo-journalists, commentators…]

- examine how visuals and concise language [such as choice of fonts, short and medium sentences, precise nouns, active voice, tables, graphs…] in texts [including books] communicate ideas and information to accomplish particular purposes

Senior 4

Experience Various Texts (2.2.1)

- experience texts [such as debates, oral and written historical accounts, books, editorials…] from a variety of perspectives, disciplines, and cultural traditions; analyze various interpretations of texts to revise or confirm understanding of ideas and information

Connect Self, Texts, and Culture (2.2.2)

- respond to and critique perspectives and styles of a variety of texts by Canadian and international communicators [such as editors, television producers, lecturers…]

Appreciate the Artistry of Texts (2.2.3)

- analyze how language and stylistic choices [such as word choice, graphics, sounds, non-verbal cues…] in texts [including books] communicate intended meaning and create effect

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.

	Grade 8	Senior 1
Forms and Genres →	• demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	• explain preferences for particular forms and genres of oral, literary, and media texts
Techniques and Elements →	• 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	• examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts
Vocabulary →	• explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	• appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
Experiment with Language →	• identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts	• examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style
Create Original Texts →	• 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	• 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

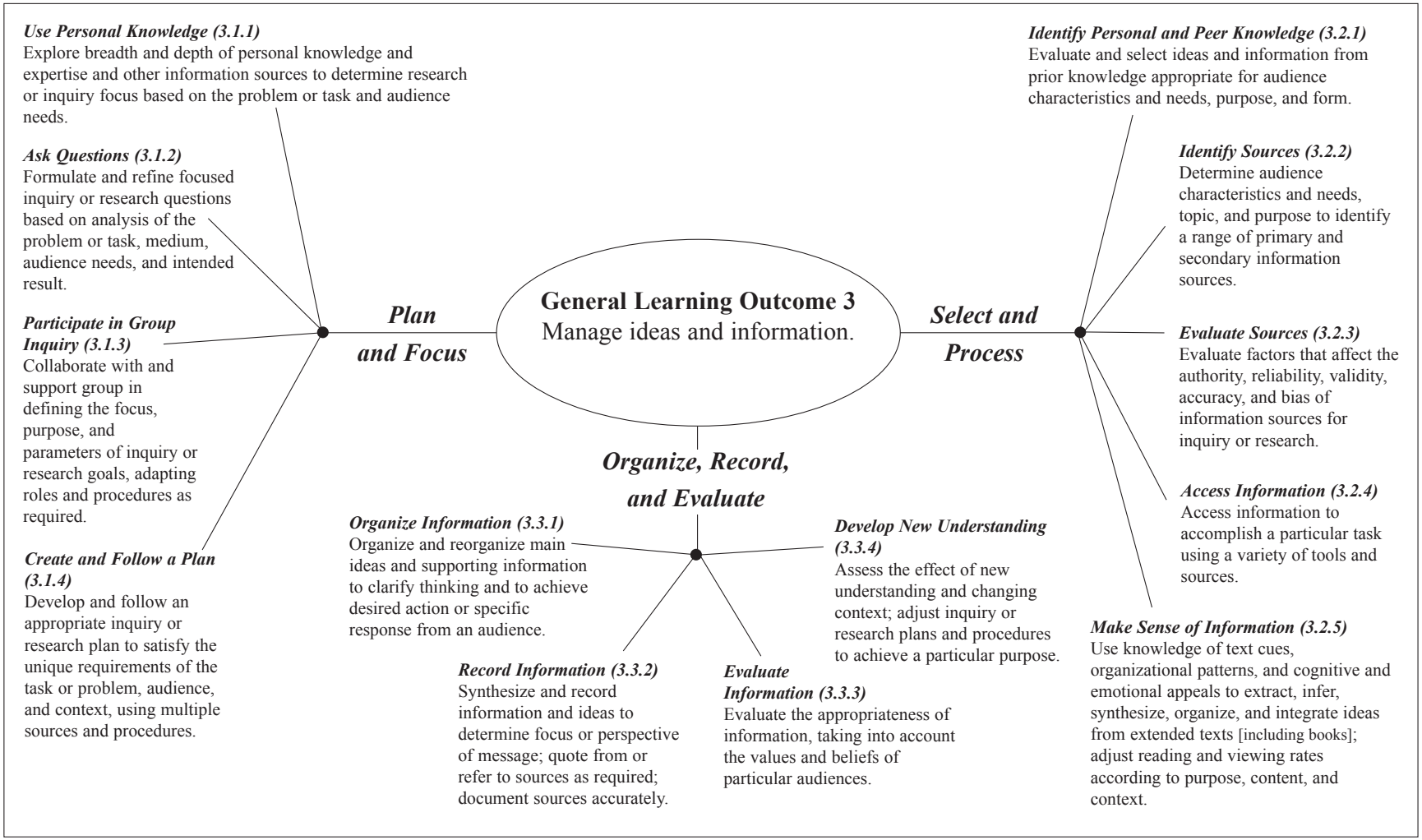
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

Senior 2	Senior 3	Senior 4
		Forms and Genres (2.3.1)
• recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters…] for various audiences and purposes	• analyze how characteristics of various forms and genres [such as biographies, editorials, television commercials, print advertisements, instructional manuals, proposals...] are used for various audiences and purposes [such as to advise, persuade, inform, entertain, create mood...]	• evaluate the effect of forms and genres [such as formal research reports, lectures, non-fiction books, news magazines, billboard campaigns…] on content and purpose [such as to explain, promote action...]
		Techniques and Elements (2.3.2)
• 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	• examine how various techniques and elements [such as exaggeration, illustrations, flashbacks, comparisons and contrasts, sound tracks, charts and graphs, highlighting, formatting...] are used in texts [including books] to accomplish particular purposes	• analyze how various techniques and elements [such as summaries, jolts, camera angles, voice-over narration, bulleted lists, concise headings...] are used in texts [including books] to accomplish particular purposes
		Vocabulary (2.3.3)
• recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology…]; select and use register appropriate for context	• explain how choice of vocabulary and idiom [such as media and advertising jargon, technical language…] affect meaning and create impact; use vocabulary appropriate for topic and language community	• examine how language and vocabulary [such as acronyms, technical terminology, professional terms and jargon…] are used to convey meaning in particular language communities; adjust use of vocabulary and idiom according to topic and context
		Experiment with Language (2.3.4)
• experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts	• use creative combinations of language, visuals, and sounds in a variety of texts [such as advertising visuals and logos, graphs and charts in reports…] to communicate clearly and effectively	• experiment with and use language, visuals, and sounds according to audience, purpose, form, and context
		Create Original Texts (2.3.5)
• create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations…] to communicate ideas and enhance understanding of forms and techniques	• create original texts [such as speeches, news stories, computer graphics, video essays, e-zines, brochures, advertisements…] to communicate ideas and enhance understanding of forms and techniques	• create original texts [such as technical manuals, instructional booklets, multimedia presentations, travelogues, documentaries, newscasts…] to communicate ideas and enhance understanding of forms and techniques

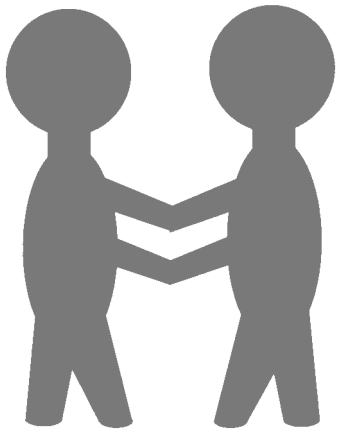
GENERAL LEARNING OUTCOME 2

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

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



General Learning Outcome 3



Transactional 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 that underlies much of students' work in the Transactional Focus. Inquiry projects equip students for both the ongoing personal learning that will enrich their lives and the demands of an increasingly technological and information-based society. 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 to share their findings
- *skills and strategies:* in developing a plan, in identifying a focus, and in accessing, collecting, assessing, synthesizing, and organizing information to share with particular audiences
- *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 Transactional Focus may lead students to community-based research and surveys as well as to specialized publications and databases.

Through inquiry, students collect information from a variety of primary and secondary sources 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 their sources of information for 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 attitudes and habits of mind that enable them to manage ideas and information in their private and public lives and to learn independently.

	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

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

- determine inquiry or research focus based on personal knowledge and experiences, others' expertise, time parameters, available resources, purpose, and audience needs
- formulate questions to define the inquiry or research problem or task relative to context, medium, and anticipated audience needs
- identify group knowledge and expertise, and clarify group topic, perspective, and procedures according to audience, purpose, and context
- develop, use, and adapt an inquiry or research plan appropriate for the task or problem, audience needs, and context, using multiple sources

Senior 4

Use Personal Knowledge (3.1.1)
- explore breadth and depth of personal knowledge and expertise and other information sources to determine research or inquiry focus based on the problem or task and audience needs

Ask Questions (3.1.2)
- formulate and refine focused inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result

Participate in Group Inquiry (3.1.3)
- collaborate with and support group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required

Create and Follow a Plan (3.1.4)
- develop and follow an appropriate inquiry or research plan to satisfy the unique requirements of the task or problem, audience, and context, using multiple sources and procedures

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]

Senior 2	Senior 3	Senior 4
		Identify Personal and Peer Knowledge (3.2.1)
• select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic	• select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form	• evaluate and select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form
		Identify Sources (3.2.2)
• 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	• assess audience characteristics and needs, topic, and purpose to identify appropriate primary and secondary information sources [such as journals, reference books, surveys, reports, newspapers, periodicals…]	• determine audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources [such as transcripts, field studies, reference books, literary and film reviews, works of art…]
		Evaluate Sources (3.2.3)
• determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan	• explain how audience perspectives and biases influence the choice and effectiveness of information sources for inquiry or research	• evaluate factors [such as medium, ownership…] that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research
		Access Information (3.2.4)
• access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories…]	• access information using a variety of tools, skills, and sources [such as books, databases, CD-ROMs, manuals, textbooks…]	• access information to accomplish a particular task using a variety of tools and sources [such as web sites, spreadsheets, specialized publications, periodical guides…]
		Make Sense of Information (3.2.5)
• 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	• use knowledge of text cues, organizational patterns [such as logical order…], and persuasive techniques [such as flattery, appeals to success, happiness, prejudice…] to sort and relate ideas in extended texts [including books]	• use knowledge of text cues, organizational patterns [such as analogies…], and cognitive and emotional appeals [such as rational appeals, innuendo…] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

GENERAL LEARNING OUTCOME 3

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

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 main ideas and supporting information in a variety of ways [such as flow charts, webs, lists…] according to audiences and purposes
- summarize and record important information, ideas, and perspectives from a variety of sources in an organized manner; document sources accurately
- evaluate the completeness and relevance of information for achieving a variety of purposes [such as to develop convincing arguments, provide sequential instructions, initiate action…]
- explain new understanding of breadth or depth of a topic; explain implications of new understanding for future inquiry or research

Senior 4

Organize Information (3.3.1)
- organize and reorganize main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience

Record Information (3.3.2)
- synthesize and record information and ideas to determine focus or perspective of message; quote from or refer to sources as required; document sources accurately

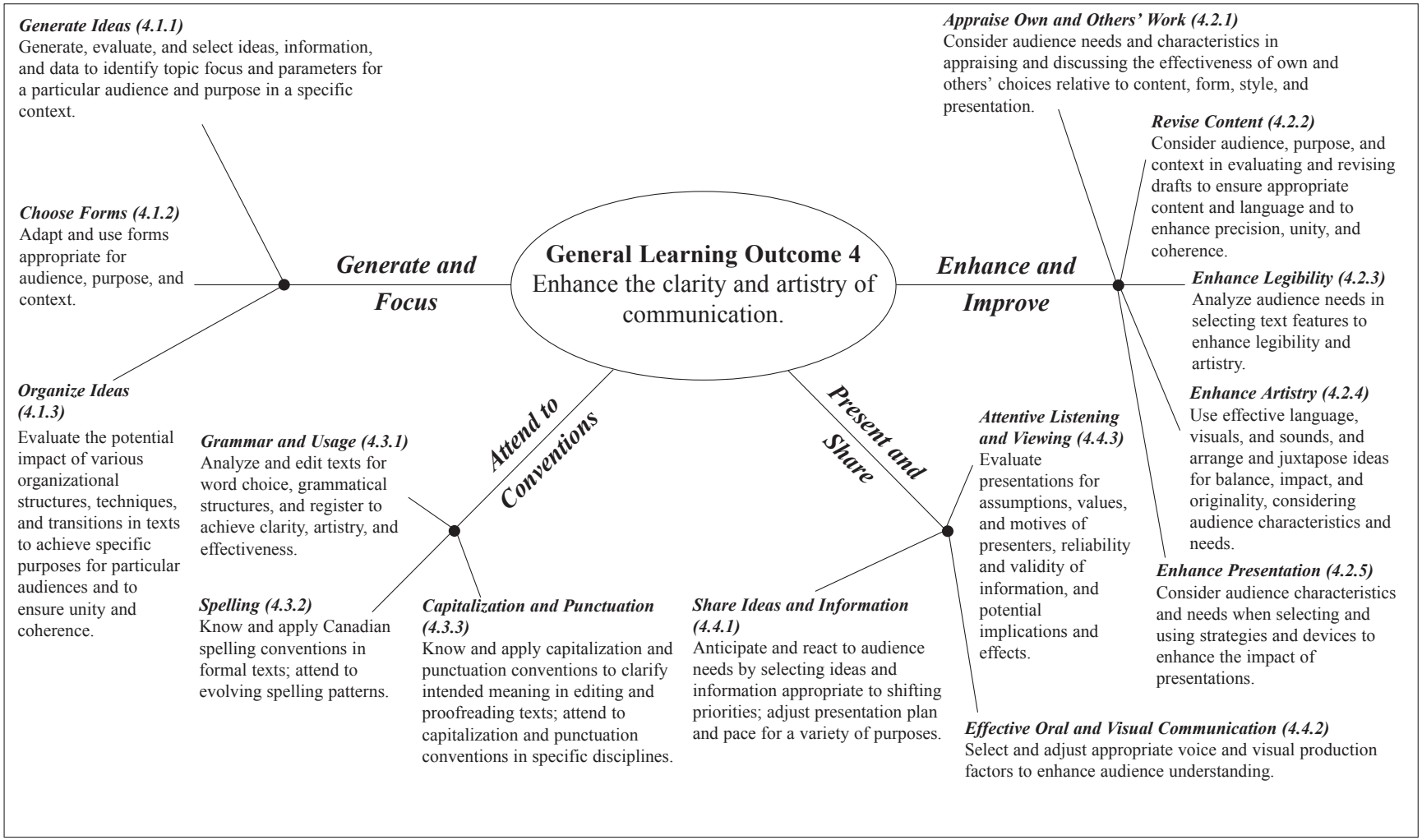
Evaluate Information (3.3.3)
- evaluate the appropriateness of information, taking into account the values and beliefs of particular audiences

Develop New Understanding (3.3.4)
- assess the effect of new understanding and changing context; adjust inquiry or research plans and procedures to achieve a particular purpose

GENERAL LEARNING OUTCOME 3

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

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



General Learning Outcome 4

Transactional 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 Transactional Focus, students generate texts that accomplish pragmatic purposes for specific audiences. The purposes of these texts may be private, such as a letter of complaint, or public, such as a proposal to a group. They may be narrow, such as a memo, or broad, such as an editorial.

The processes students use in generating texts in the Transactional Focus are shaped by the nature of pragmatic communication, which is designed to accomplish particular purposes for particular audiences. These requirements shape all aspects of the texts: content, form, medium, organizational structure, voice, language register, and diction.

Pragmatic communication requires students to use the conventions specific to journalistic, business, technical, and other media texts. In certain pragmatic texts, students express their engagement with topics by choosing language that is clear, direct, and appropriate for the purpose and audience. In other texts that accomplish pragmatic purposes, such as feature articles, persuasive essays, debates, and advertisements, students find creative ways to engage and appeal to audiences, for example, by using anecdotes, evocative language, or stylistic devices.

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 Transactional 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, clarity, and artistry of their communication.

	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

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, evaluate, and select ideas, information, and data to solve a problem or accomplish a task [such as addressing a local community issue, identifying a situation that needs change, preparing a speech…] for a particular audience with a specific need at a specific time and place

- select and use a variety of forms [such as letters of commendation/complaint, debates, commercials, scenarios…] appropriate for audience, purpose, and context

- select and use a variety of organizational structures [such as proposition and support, problem and solution, inverted pyramid…], techniques, and transitions [such as headings and subheadings, arrows in flow charts and cycles, dissolves…] to communicate ideas clearly and effectively

Senior 4

Generate Ideas (4.1.1)

- generate, evaluate, and select ideas, information, and data to identify topic focus and parameters for a particular audience and purpose in a specific context

Choose Forms (4.1.2)

- adapt and use forms [such as research reports, case studies, seminars, multimedia presentations…] appropriate for audience, purpose, and context

Organize Ideas (4.1.3)

- evaluate the potential impact of various organizational structures, techniques, and transitions [such as bulleted or numbered points, sections of newspapers, white space in layout, fonts, illustrated talk, introductions…] in texts to achieve specific purposes for particular audiences 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

Senior 2	Senior 3	Senior 4
• appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form	• consider audience needs and characteristics in appraising choices of content, language use, and form in own and others' drafts	***Appraise Own and Others' Work (4.2.1)*** • consider audience needs and characteristics in appraising and discussing the effectiveness of own and others' choices relative to content, form, style, and presentation
• analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness	• consider audience needs and characteristics in analyzing and revising drafts to ensure appropriate content and to enhance unity, clarity, and coherence	***Revise Content (4.2.2)*** • consider audience, purpose, and context in evaluating and revising drafts to ensure appropriate content and language [such as journalistic, business, advertising, professional, technological…] and to enhance precision, unity, and coherence
• use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification…] to enhance legibility for particular audiences, purposes, and contexts	• consider audience needs in selecting text features [such as graphs, colour, shading, framing…] to enhance legibility	***Enhance Legibility (4.2.3)*** • analyze audience needs in selecting text features [such as bullets, fonts, icons, tables, sounds, visuals…] to enhance legibility and artistry
• use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect	• use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering audience characteristics and needs	***Enhance Artistry (4.2.4)*** • use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impact, and originality, considering audience characteristics and needs
• experiment with strategies and devices [such as diagrams, sound effects, demonstrations…] to enhance the clarity of presentations	• consider audience characteristics and needs when selecting and using strategies and devices [such as graphics, layout and design, music, visuals, fonts, placement of print…] to enhance the clarity and appeal of presentations	***Enhance Presentation (4.2.5)*** • consider audience characteristics and needs when selecting and using strategies and devices [such as multimedia technology, posters, computer-generated graphics, overhead transparencies, handouts…] to enhance the impact of presentations

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
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

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 unambiguous words, short or medium length sentences, subject-verb-object sentences, formal language in technical communication, emotive words, catch phrases, colloquial language in advertising…] according to audience, purpose, and context

- know and apply Canadian spelling conventions [such as eliminating contractions in technical documents…] in formal texts; recognize adapted spellings [such as "congradulations"…] for desired effect

- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts, using resources when required; attend to capitalization and punctuation etiquette in electronic texts [such as e-mail…]

Senior 4

Grammar and Usage (4.3.1)

- analyze and edit texts for word choice, grammatical structures, and register [such as technical vocabulary, clear coordination and subordination, conversational register…] to achieve clarity, artistry, and effectiveness

Spelling (4.3.2)

- know and apply Canadian spelling conventions in formal texts; attend to evolving spelling patterns [such as acronyms, abbreviations…]

Capitalization and Punctuation (4.3.3)

- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attend to capitalization and punctuation conventions in specific disciplines [such as legal agreements and policies…]

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)

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

- present ideas and information using a variety of interactive approaches [such as workshops, demonstrations, oral reports…] for a variety of purposes [such as to inform, motivate…]

- select from a range of voice and visual production factors [such as voice modulation, gestures, graphics, headings…] to communicate and highlight main points

- analyze presentations for development of positions, relevance of examples, and plausibility of recommendations, and respond in a variety of ways [such as asking questions, identifying arguments, stating opinions…]

Senior 4

Share Ideas and Information (4.4.1)

- anticipate and react to audience needs by selecting ideas and information appropriate to shifting priorities; adjust presentation plan and pace for a variety of purposes [such as to clarify, eliminate ambiguity, provide rationale…]

Effective Oral and Visual Communication (4.4.2)

- select and adjust appropriate voice and visual production factors [such as repetition, figures and charts, parallelism…] to enhance audience understanding

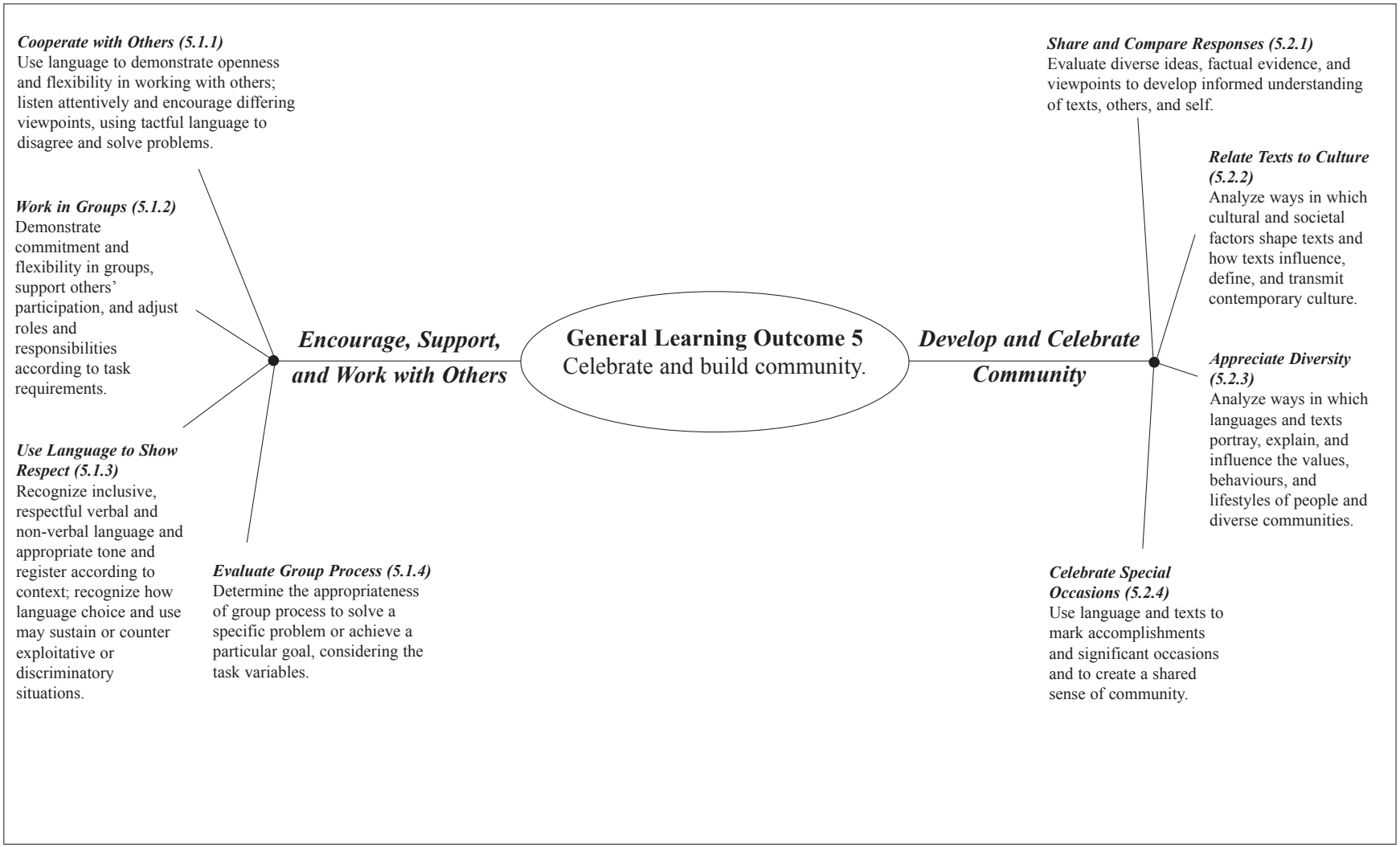
Attentive Listening and Viewing (4.4.3)

- evaluate presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects

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: Transactional Focus
Map of General Learning Outcome 5



General Learning Outcome 5

Transactional 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 Transactional 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 as they, for example, produce technical manuals, surveys, or scripts for documentaries. 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 public hearings, publications, book fairs, oral presentations, broadcasts, and expositions, that 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 Transactional 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.

	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

GENERAL LEARNING OUTCOME 5

Senior 2	Senior 3	Senior 4
• 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	• use language to build and maintain respectful relationships with people in various roles; investigate various viewpoints to solve problems and accomplish tasks, using tactful language for constructive criticism	***Cooperate with Others (5.1.1)*** • use language to demonstrate openness and flexibility in working with others; listen attentively and encourage differing viewpoints, using tactful language to disagree and solve problems
• demonstrate effective group interaction skills and strategies	• demonstrate flexibility in assuming a variety of group roles, support risk taking, and encourage effective participation to accomplish tasks	***Work in Groups (5.1.2)*** • demonstrate commitment and flexibility in groups, support others' participation, and adjust roles and responsibilities according to task requirements
• recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities	• recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic and cultural considerations [such as titles of address, gender inclusive nouns and pronouns…]	***Use Language to Show Respect (5.1.3)*** • recognize inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context [such as using gender-inclusive language, avoiding slang in formal settings…]; recognize how language choice and use may sustain or counter exploitative or discriminatory situations
• evaluate own and others' contributions to group process and provide support where needed	• evaluate the effectiveness of group process using various criteria [such as cost and time effectiveness, compatibility of personalities, relevance of expertise…] to enhance future group performance	***Evaluate Group Process (5.1.4)*** • determine the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables [such as time parameters, availability of resources, complexity…]

	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.

GENERAL LEARNING OUTCOME 5

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

- identify how roles, relationships, and contexts shape varying reactions to ideas and experiences
- identify and examine ways in which society and culture shape the language, content, and forms of texts [such as web sites, catalogues, CD-ROMs, advertisements, self-help books…]
- explain ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, television and other media...] express and shape the perceptions of particular audiences
- use language and texts to acknowledge accomplishments and celebrate significant events and to create desired effect and promote action [such as support for an organization, charity, or group…]

Senior 4

Share and Compare Responses (5.2.1)

- evaluate diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self

Relate Texts to Culture (5.2.2)

- analyze ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture

Appreciate Diversity (5.2.3)

- analyze ways in which languages and texts [such as interviews and speeches, proposals and reports, fiction and non-fiction media...] portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities

Celebrate Special Occasions (5.2.4)

- use language and texts to mark accomplishments and significant occasions and to create a shared sense of community

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

Standards of Student Performance for Senior 4 English Language Arts: Transactional 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 Transactional 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 Transactional 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 Transactional Focus. A student performing Below Level is within range of the expectations for the Senior 4 Transactional 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 interaction 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 The student	At Level The student	Below Level The student
Connections	• extends understanding by analyzing ideas and information from multiple sources and perspectives, as well as from research data and audience diversity when generating and responding to texts; anticipates audience responses through a variety of means	• extends understanding by considering ideas and information from multiple sources and perspectives, as well as from research data and audience diversity when generating and responding to texts; anticipates audience responses through a variety of means (1.2.4, 1.2.3)*	• extends understanding by considering ideas and information from multiple sources and perspectives, as well as from research data and audience diversity when generating and responding to texts; demonstrates limited skill in anticipating audience responses
	• explores in depth multiple viewpoints on an issue or topic and identifies aspects for further investigation; evaluates implications of differing perspectives when generating and responding to texts	• explores multiple viewpoints on an issue or topic and identifies aspects for further investigation; evaluates implications of differing perspectives when generating and responding to texts (1.2.2)	• explores multiple viewpoints on an issue or topic but demonstrates limited skill in identifying aspects for further investigation and in evaluating implications of differing perspectives when generating and responding to texts

Performance Indicators (Standard 1 continued)

	Above Level The student	At Level The student	Below Level The student
Questions	• formulates and refines focused and clarifying inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result	• formulates and refines focused inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result (3.1.2)	• formulates focused inquiry or research questions but demonstrates limited skill in refining them through analysis of the problem or task, medium, audience needs, and intended result
	• invites and assesses diverse, challenging information, questions, and alternative perspectives to clarify own ideas and positions	• assesses diverse, challenging information, questions, and alternative perspectives to clarify own ideas and positions (1.1.2)	• assesses diverse information, questions, and alternative perspectives to clarify own ideas and positions
Focus Topic	• explores and considers a wide range of information sources to focus, reformulate, or strengthen tentative positions, or to determine research or inquiry focus based on the task and audience needs	• explores and considers a range of information sources to focus, reformulate, or strengthen tentative positions, or to determine research or inquiry focus based on the task and audience needs (1.1.1, 3.1.1)	• explores and considers a range of information sources to focus tentative positions, or to determine research or inquiry focus based on the task and audience needs

* 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 The student	At Level The student	Below Level The student
Use Cues	• reads fluently (orally and silently); uses syntactic, semantic, graphophonic, pragmatic, and textual cues efficiently, strategically, and flexibly to construct and confirm meaning and interpret texts	• reads fluently (orally and silently); applies knowledge of syntactic, semantic, graphophonic, pragmatic, and textual cues* to construct and confirm meaning and interpret texts (2.1.4, 2.1.3)	• 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	• 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 and develop understanding of a wide range and variety of texts	• 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 and develop understanding of texts (2.1.2)	• 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 and develop understanding of texts

Performance Indicators (Standard 2 continued)

	Above Level The student	At Level The student	Below Level The student
Vocabulary	• analyzes how language and vocabulary are used to convey meaning in particular language communities; adjusts use of vocabulary and idiom according to topic and context	• examines how language and vocabulary are used to convey meaning in particular language communities; adjusts use of vocabulary and idiom according to topic and context (2.3.3)	• recognizes how language and vocabulary are used to convey meaning in particular language communities; adjusts use of vocabulary and idiom according to topic and context
Forms and Genres	• evaluates the interrelationships of form and genre and their effect on content, audience, and purpose • evaluates how language and stylistic choices in texts communicate intended meaning and create effect	• evaluates the effect of form and genre on content, audience, and purpose (2.3.1) • analyzes how language and stylistic choices in texts communicate intended meaning and create effect (2.2.3)	• analyzes the effect of form and genre on content, audience, and purpose • examines how language and stylistic choices in texts communicate intended meaning and create effect

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 colour, debate rebuttals, news story formats...].

****Comprehension skills and strategies:** following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, paraphrasing arguments, and using organizational patterns [such as proposition and support, hierarchical structures, data matrices...].

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 The student	At Level The student	Below Level The student
Respond	• responds creatively to and critiques perspectives and styles of a wide variety of texts by Canadian and international communicators • seeks out and experiences texts from a wide variety of perspectives, disciplines, and cultural traditions; analyzes various interpretations of texts to revise or confirm understanding of ideas and information	• responds to and critiques perspectives and styles of a variety of texts by Canadian and international communicators (2.2.2) • experiences texts from a variety of perspectives, disciplines, and cultural traditions; analyzes various interpretations of texts to revise or confirm understanding of ideas and information (2.2.1)	• demonstrates limited skill in responding to and critiquing perspectives and styles of a variety of texts by Canadian and international communicators • experiences texts from a variety of perspectives, disciplines, and cultural traditions; analyzes various interpretations of texts

Performance Indicators (Standard 3 continued)

	Above Level The student	At Level The student	Below Level The student
Techniques	• 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 may sustain or counter exploitative or discriminatory situations	• recognizes inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognizes how language choice and use may sustain or counter exploitative or discriminatory situations (5.1.3)	• demonstrates limited skill in recognizing inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; demonstrates limited skill in recognizing how language choice and use may sustain or counter exploitative or discriminatory situations
	• selects and demonstrates appropriate critical listening and viewing behaviours and evaluates presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects	• demonstrates critical listening and viewing behaviours and evaluates presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects (4.4.3)	• demonstrates critical listening and viewing behaviours but with limited skill in evaluating presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects
	• analyzes and evaluates how various techniques and elements are used in texts to accomplish particular purposes	• analyzes how various techniques and elements are used in texts to accomplish particular purposes (2.3.2)	• demonstrates limited skill in analyzing how various techniques and elements are used in texts to accomplish particular purposes
Self and Texts	• analyzes and evaluates connections between personal experiences and prior knowledge of particular forms and content and a variety of texts to develop interpretations and perspectives	• analyzes connections between personal experiences and prior knowledge of particular forms and content and a variety of texts to develop interpretations and perspectives (2.1.1)	• demonstrates limited skill in analyzing connections between personal experiences and prior knowledge of particular forms and content and a variety of texts to develop interpretations and perspectives
	• analyzes and evaluates ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities	• analyzes ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities (5.2.3)	• demonstrates limited skill in analyzing ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities
	• analyzes and evaluates ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture	• analyzes ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture (5.2.2)	• identifies ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture

Standard 4
Managing and Organizing Ideas and Information

Standard 4 addresses the knowledge, skills and strategies, and attitudes that students develop as they learn to plan and complete research or inquiry projects. This standard focuses on processes for collecting and evaluating data, and includes skills for accessing and organizing information, citing references, and planning for sharing information.

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	• develops, follows, and refines an appropriate inquiry or research plan, using multiple sources and procedures, to satisfy the unique requirements of the task or problem, audience, and context	• develops and follows an appropriate inquiry or research plan, using multiple sources and procedures, to satisfy the unique requirements of the task or problem, audience, and context (3.1.4)	• develops and follows an appropriate inquiry or research plan, using multiple sources and procedures, but demonstrates limited skill in satisfying the unique requirements of the task or problem, audience, and context

Performance Indicators (Standard 4 continued)

	Above Level The student	At Level The student	Below Level The student
Sources	• determines audience characteristics and needs, topic, and purpose to identify and evaluate a range of primary and secondary information sources	• determines audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources (3.2.2)	• determines audience characteristics and needs, topic, and purpose but demonstrates limited skill in identifying a range of primary and secondary information sources
	• adjusts viewing and reading rates flexibly and fluently according to purpose, content, and context	• adjusts viewing and reading rates according to purpose, content, and context (3.2.5)	• demonstrates limited skill in adjusting viewing and reading rates according to purpose, content, and context
	• evaluates how the interaction of factors affects the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research	• evaluates factors that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research (3.2.3)	• explains how factors affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research
	• evaluates the appropriateness of information and perspectives, taking into account the values and beliefs of particular audiences	• evaluates the appropriateness of information, taking into account the values and beliefs of particular audiences (3.3.3)	• analyzes the appropriateness of information, taking into account the values and beliefs of particular audiences
Organize	• evaluates the subtleties and distinctiveness of ideas and information when selecting ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form	• evaluates and selects ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form (3.2.1)	• demonstrates limited skill in evaluating and selecting ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form
	• accesses relevant information efficiently to accomplish a particular task using a variety of tools and sources	• accesses information to accomplish a particular task using a variety of tools and sources (3.2.4)	• uses a variety of tools and sources but demonstrates limited skill in accessing information to accomplish a particular task
	• organizes and reorganizes main ideas and supporting information to clarify and extend thinking and to achieve desired action or specific response from an audience	• organizes and reorganizes main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience (3.3.1)	• demonstrates limited skill in organizing and reorganizing main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience
Record	• records and synthesizes diverse information and ideas to determine focus or perspective of message; quotes from or refers to sources as required; documents sources accurately	• records and synthesizes information and ideas to determine focus or perspective of message; quotes from or refers to sources as required; documents sources accurately (3.3.2)	• records but demonstrates limited skill in synthesizing information and ideas to determine focus or perspective of message; quotes from or refers to sources as required; documents sources accurately

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 The student	At Level The student	Below Level The student
Create	• experiments with, analyzes, and uses language, visuals, and sounds to discover their impact on audience, purpose, form, and context	• experiments with and uses language, visuals, and sounds to discover their impact on audience, purpose, form, and context (2.3.4, 1.1.3)	• experiments with and uses language, visuals, and sounds but with limited impact on audience, purpose, form, and context
	• generates, evaluates, and selects ideas, information, and data to clarify and identify topic focus and parameters for a particular audience and purpose in a specific context	• generates, evaluates, and selects ideas, information, and data to identify topic focus and parameters for a particular audience and purpose in a specific context (4.1.1)	• generates, evaluates, and selects ideas, information, and data to identify topic focus and parameters but with limited consideration for a particular audience and purpose in a specific context
	• adapts and uses forms appropriate for audience, purpose, context, and impact	• adapts and uses forms appropriate for audience, purpose, and context (4.1.2)	• adapts and uses forms but with limited consideration for audience, purpose, and context
	• creates a wide variety of original texts to communicate ideas and enhance understanding of forms and techniques	• creates original texts* to communicate ideas and enhance understanding of forms and techniques (2.3.5)	• creates a limited number of original texts to communicate ideas and enhance understanding of forms and techniques

Performance Indicators (Standard 5 continued)

	Above Level The student	At Level The student	Below Level The student
Revise and Edit	• evaluates the potential impact of a wide range of organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity, coherence, and artistry	• evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence (4.1.3)	• considers the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes for particular audiences and to ensure unity and coherence
	• appraises and suggests alternatives when discussing the effectiveness of own and others' choices relative to content, form, style, and presentation; evaluates and revises drafts to ensure appropriateness of content and language for audience, purpose, and context and to enhance precision, unity, and coherence	• appraises and discusses the effectiveness of own and others' choices relative to content, form, style, and presentation; evaluates and revises drafts to ensure appropriateness of content and language for audience, purpose, and context and to enhance precision, unity, and coherence (4.2.1, 4.2.2)	• discusses the effectiveness of own and others' choices relative to content, form, style, and presentation; evaluates and revises drafts to ensure appropriateness of content and language for audience, purpose, and context and to enhance precision, unity, and coherence
	• evaluates, edits, and proofreads texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows and applies Canadian spelling conventions and evolving spelling patterns; knows and applies capitalization and punctuation conventions in specific disciplines	• analyzes, edits, and proofreads** texts for word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness; knows and applies Canadian spelling conventions and evolving spelling patterns; knows and applies capitalization and punctuation conventions in specific disciplines (4.3.1, 4.3.2, 4.3.3)	• edits and proofreads texts for word choice, grammatical structures, and register but demonstrates limited skill in analyzing these elements for clarity, artistry, and effectiveness; knows and applies Canadian spelling conventions and evolving spelling patterns; knows and applies capitalization and punctuation conventions in specific disciplines

Performance Indicators (Standard 5 continued)

Performance Indicators (Standard 5 continued)

	Above Level The student	At Level The student	Below Level The student
Present	• evaluates and uses strategies and devices appropriate for audience characteristics and needs to enhance audience understanding and impact of presentations	• selects and uses strategies and devices*** appropriate for audience characteristics and needs to enhance audience understanding and impact of presentations (4.2.3, 4.2.4, 4.2.5, 4.4.2)	• selects and uses strategies and devices appropriate for audience characteristics and needs to enhance audience understanding but with limited or inconsistent impact
	• anticipates and addresses audience needs by selecting ideas and information appropriate to shifting priorities; adjusts presentation plan and pace for a variety of purposes	• anticipates and reacts to audience needs by selecting ideas and information appropriate to shifting priorities; adjusts presentation plan and pace for a variety of purposes (4.4.1)	• demonstrates limited skill in anticipating and reacting to audience needs by selecting ideas and information appropriate to shifting priorities and in adjusting presentation plan and pace for a variety of purposes

Notes on Standard 5: Composing, Revising, and Presenting

* **Original texts:** technical manuals, instructional booklets, multimedia presentations, travelogues, documentaries, newscasts, 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
- formatting

Revising and editing involve the use of sources [such as dictionaries, thesauruses, electronic spell-check functions, classroom resources…].

Proofreading refers to re-reading texts after the revising and editing process to check for any remaining errors, inconsistencies, or omissions.

*** **Strategies and devices:** multimedia technology, posters, computer-generated graphics, overhead transparencies, handouts, voice and visual production factors [such as repetition, figures and charts, parallelism...], 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 The student	At Level The student	Below Level The student
Consider Others	• promotes and evaluates a wide range of diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self	• evaluates diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self (5.2.1)	• considers diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self
	• listens actively and uses language to demonstrate leadership, openness, flexibility, and tact in working with others	• listens attentively and uses language to demonstrate openness, flexibility, and tact in working with others (5.1.1)	• listens attentively and uses language to demonstrate tact, but with limited openness and flexibility, in working with others
Group Participation	• collaborates with, supports, and leads group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required	• collaborates with and supports group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required (3.1.3)	• demonstrates limited skill in collaborating with and supporting group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required
	• determines the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables, and uses findings in future learning tasks	• determines the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables (5.1.4)	• demonstrates limited skill in determining the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables

Performance Indicators (Standard 6 continued)

	Above Level The student	At Level The student	Below Level The student
Build Community	• demonstrates leadership, commitment, and flexibility in groups, encourages others' participation, and adjusts roles and responsibilities according to task requirements • uses language and texts to mark accomplishments and significant occasions and to create, extend, and strengthen a shared sense of community	• demonstrates commitment and flexibility in groups, supports others' participation, and adjusts roles and responsibilities according to task requirements (5.1.2) • uses language and texts to mark accomplishments and significant occasions and to create a shared sense of community (5.2.4)	• demonstrates limited commitment and flexibility in groups, supports others' participation, and accepts roles and responsibilities according to task requirements • uses language and texts to mark accomplishments and significant occasions and to share a sense of community

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 achievements, and develop personal language learning goals.

Students
- monitor language learning

Performance Indicators

	Above Level The student	At Level The student	Below Level The student
Monitor	• formulates, analyzes, and revises goals and plans to direct language learning related to daily life, citizenship, employment, and further learning	• formulates goals and plans to direct language learning related to daily life, citizenship, employment, and further learning (1.1.5)	• formulates goals and plans, with assistance, to direct language learning related to daily life, citizenship, employment, and further learning
	• investigates and analyzes how various topics, texts, and authors influence decisions, perspectives, goals, and life pursuits	• investigates how various topics, texts, and authors influence decisions, perspectives, goals, and life pursuits (1.1.4)	• investigates, with assistance, how various topics, texts, and authors influence decisions, perspectives, goals, and life pursuits
	• evaluates and explains how new knowledge, ideas, experiences, and own and others' perspectives reshape understanding of texts	• explains how new knowledge, ideas, experiences, and own and others' perspectives reshape understanding of texts (1.2.1)	• explains, with assistance, how new knowledge, ideas, experiences, and own and others' perspectives reshape understanding of texts
	• assesses and explains the effect of new understanding and changing context; evaluates and adjusts inquiry or research plans and procedures to achieve a particular purpose	• assesses the effect of new understanding and changing context; adjusts inquiry or research plans and procedures to achieve a particular purpose (3.3.4)	• demonstrates limited skill in assessing the effect of new understanding and changing context and in adjusting inquiry or research plans and procedures to achieve a particular purpose

References

References

Abrami, Philip C., et al. *Classroom Connections: Understanding and Using Cooperative Learning*. Toronto, ON: Harcourt Brace, 1995.

Alberta Department of Education. *Elementary Language Arts.* Rev. ed. Edmonton, AB: Curriculum Standards Branch, 1991.

- - -. *Focus on Research: A Guide to Developing Students' Research Skills.* Edmonton, AB: Curriculum Support Branch, 1990.

- - -. *Junior High School English Language Arts*. Edmonton, AB: Curriculum Standards Branch, 1987.

- - -. *Junior High School Language Arts Program of Studies*. Draft. Edmonton, AB: Curriculum Standards Branch, 1995.

- - -. *Senior High School Language Arts Program of Studies*. Edmonton, AB: Curriculum Standards Branch, 1981.

Allington, R.L., and S.A. Walmsley, eds. *No Quick Fix: Rethinking Literacy Programs in America's Elementary Schools*. Newark, DE: Teachers College Press/International Reading Association, 1995.

Alvermann, D.E. "The Discussion Web: A Graphic Aid for Learning across the Curriculum." *The Reading Teacher* 45.2 (1991): 92–99.

Alvermann, D.E., and S.F. Phelps. *Content Reading and Literacy: Succeeding in Today's Diverse Classroom*. Boston, MA: Allyn and Bacon, 1994.

Anthony, R., T. Johnson, N. Mickelson, and A. Preece. *Evaluating Literacy: A Perspective for Change*. Toronto, ON: Irwin, 1991.

Applebee, A.N. *Literature in the Secondary School: Studies of Curriculum and Instruction in the United States*. Urbana, IL: National Council of Teachers of English, 1993.

- - -. *Writing in the Secondary School: English and the Content Areas*. Urbana, IL: National Council of Teachers of English, 1993.

Armstrong, Thomas. *Multiple Intelligences in the Classroom.* Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Atwell, N. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Boynton Cook, 1987.

Australian Education Council, the National Council of Ministers of Education. *English: A Curriculum Profile for Australian Schools*. Carlton, Australia: Curriculum Corporation, 1994.

- - -. *A Statement on English for Australian Schools*. Carlton, Australia: Curriculum Corporation, 1994.

- - -. *Using the English Profile*. Carlton, Australia: Curriculum Corporation, 1994.

Badger, L., P. Cormack, and J. Hancock. *Success Stories from the Classroom.* Rozelle, Australia: Primary English Teaching Association, 1990.

Barbieri, Maureen, and Linda Rief, eds. *Voices from the Middle*. Urbana, IL: National Council of Teachers of English, 1995.

Baron, Mark A., and Floyd Boschee. "Dispelling the Myths Surrounding OBE." *Phi Delta Kappan* 77.8 (April 1996): 574–76.

Baumann, J.E., and M.C. Schmitt. "The What, Why, How and When of Comprehension Instruction." *The Reading Teacher* 39.9 (March 1986): 640–46.

Beach, R. *A Teacher's Introduction to Reader-Response Theories*. Urbana, IL: National Council of Teachers of English, 1993.

Bean, J. "Introduction: What Is a Coherent Curriculum?" In *Toward a Coherent Curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development, 1995. 1–14.

Bellanca, James, and Robin Fogarty. *Blueprints for Thinking in the Cooperative Classroom.* Arlington Heights, IL: IRI/Skylight, 1990.

Bennett, Barrie, Carol Rolheiser-Bennett, and Laurie Stevahn. *Where Heart Meets Mind.* Toronto, ON: Educational Connections, 1991.

Bloom, B.S., ed. *Taxonomy of Educational Objectives: Handbook I: Cognitive Domain*. New York, NY: David McKay, 1956.

Bonilla, J. *Response Journals: Inviting Students to Think and Write about Literature.* Richmond Hill, ON: Scholastic, 1991.

Booth, David. *Classroom Voices.* Toronto, ON: Harcourt Brace, 1994.

Boschee, Floyd, Bruce M. Whitehead, and Marlys Ann Boschee. *Effective Reading Programs: The Administrator's Role.* Lancaster, PA: Technomic, 1993.

Brandon School Division No. 40. Draft. *Assessment for Learning.* Brandon, MB: Brandon School Division No. 40, 1996.

British Columbia Ministry of Education. *Evaluating Group Communication Skills across Curriculum*. Victoria, BC: British Columbia Ministry of Education, 1995.

- - -. *Evaluating Problem Solving across Curriculum*. Victoria, BC: British Columbia Ministry of Education, 1995.

- - -. *Evaluating Reading across Curriculum: Using the Reading Reference Set to Support Learning and Enhance Communication*. Victoria, BC: British Columbia Ministry of Education, 1994.

British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights. *Evaluating Writing across Curriculum: Student Samples for the Writing Reference Set.* Victoria, BC: British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1992.

- - -. *Evaluating Writing across Curriculum: Using the Writing Reference Set to Support Learning*. Victoria, BC: British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1992.

- - -. *Language Arts English Primary-Graduation, The Research Base: Research about Teaching and Learning*. Victoria, BC: British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, reprinted 1992.

- - -. *Primary through Graduation Curriculum/Assessment Framework: Humanities Strand, Language Arts English*. Victoria, BC: British Columbia Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, 1992.

Britton, James. *Language and Learning*. Coral Gables, FL: University of Miami Press, 1970.

Britton, J., T. Burgess, N. Martin, A. McLeod, and H. Rosen. *The Development of Writing Abilities (11–18)*. New York, NY: Macmillan Education, 1975.

Bromley, Karen. *Journaling.* Richmond Hill, ON: Scholastic, 1993.

Bromley, Karen, Linda Irwin De-Vitis, and Marcia Modlo. *Graphic Organizers: Visual Strategies for Active Learning*. New York, NY: Scholastic Professional Books, 1995.

Brooks, Jacqueline Grennon, and Martin G. Brooks. *The Case for the Constructivist Clasroom.* Alexandria, VA: Association for Supervision and Curriculum Development, 1993.

Brown, A.L. "Learning to Learn How to Read." In *Reader Meets Author—Bridging the Gap: A Psycholinguistic and Sociolinguistic Perspective*. Ed. J. Langer and T. Smith-Burke. Newark, DE: International Reading Association, 1982. 26–54.

Brown, C.S., and S.L. Lytle. "Merging Assessment and Instruction: Protocols in the Classroom." In *Re-examining Reading Diagnosis: New Trends and Procedures.* Ed. S.M. Glazer and L.W. Searfoss. Newark, DE: International Reading Association, 1988.

Brown, R. "Introduction." In *Teaching the Universe of Discourse*. By James Moffett. Boston, MA: Houghton Mifflin, 1968. v–ix.

Brownlie, Faye, and Susan Close. *Beyond Chalk and Talk: Collaborative Strategies for the Middle and High School Years.* Markham, ON: Pembroke, 1992.

Brownlie, Faye, Susan Close, and Linda Wingren. *Tomorrow's Classroom Today.* Markham, ON: Pembroke, 1990.

Buchanan, Ethel. *Spelling for Whole Language Classrooms.* Winnipeg, MB: Whole Language Consultants, 1989.

Buehl, Doug. *Classroom Strategies for Interactive Learning.* Schofield, WI: Wisconsin State Reading Association, 1995.

Burke, Kay, ed. *Authentic Assessment: A Collection*. 2nd ed. Arlington Heights, IL: IRI/Skylight, 1992.

Butler, Andrea, and Jan Turbill. *Toward a Reading-Writing Classroom.* Portsmouth, NH: Heinemann Educational Books, 1987.

Calkins, Lucy M. *The Art of Teaching Writing*. New ed. Portsmouth, NH: Heinemann Educational Books, 1994.

- - -. *Lessons from a Child: On the Teaching and Learning of Writing.* Portsmouth, NH: Heinemann Educational Books, 1983.

Calkins, L.M., and Shelley Harwayne. *Living Between the Lines*. Portsmouth, NH: Heinemann, 1991.

- - -. *The Writing Workshop: A World of Difference*. Toronto, ON: Irwin, 1987.

Cambourne, Brian. "Basic Conditions for Language Development." Paper presented at the Meeting of the 10th Annual Australian Reading Association. Sydney, Australia, 1984.

- - -. *The Whole Story: Natural Learning and the Acquisition of Literacy in the Classroom.* Portsmouth, NH: Ashton Scholastic, 1988.

Carletti, Silvana, Suzanne Girard, and Kathlene Willing. *The Library/Classroom Connection*. Markham, ON: Pembroke, 1991.

Carlton Board of Education. *Outcome-Based Unit Planner: Support Document.* Nepean, ON: Carlton Board of Education, 1995.

Carr, Eileen, and Donna Ogle. "K-W-L Plus: A Strategy for Comprehension and Summarization." *Journal of Reading* 30.7 (April 1987): 626–31.

Chall, Jeanne S., Vicki A. Jacobs, and L.E. Baldwin. *The Reading Crisis.* Cambridge, MA: Harvard University Press, 1990.

Chapman, Carolyn. *If the Shoe Fits . . . How to Develop Multiple Intelligences in the Classroom.* Palatine, IL: IRI/Skylight, 1993.

Clarke, Judy, Ron Wideman, and Susan Eadie. *Together We Learn.* Scarborough, ON: Prentice-Hall, 1990.

Clay, M. *Becoming Literate: The Construction of Inner Control*. Auckland, NZ: Heinemann Educational Publishers, 1991.

Clifford, John, ed. *The Experience of Reading: Louise Rosenblatt and Reader-Response Theory.* Portsmouth, NH: Boynton/Cook, 1991.

Cochrane, O., D. Cochrane, S. Scalena, and E. Buchanan. *Reading, Writing and Caring.* Winnipeg, MB: Whole Language Consultants, 1984.

Collerson, John. *Writing for Life.* Rozelle, Australia: Primary English Teaching Association, 1988.

Colorado State Board of Education. *Colorado Model Content Standards for Reading and Writing.* Denver, CO: Colorado State Board of Education, 1995.

Cook, Doris M., ed. *Guide to Curriculum Planning in English Language Arts*. Madison, WI: Wisconsin Department of Education, 1991.

- - -. *A Guide to Curriculum Planning in Reading*. Madison, WI: Wisconsin Department of Public Instruction, 1986.

- - -. *Strategic Learning in the Content Areas.* Madison, WI: Wisconsin Department of Public Instruction, 1989.

Cooper, D. *Literacy: Helping Children Construct Meaning.* Houghton-Mifflin, 1993.

Cornfield, R.J., et al. *Making the Grade: Evaluating Student Progress.* Scarborough, ON: Prentice-Hall Canada, 1987.

The Corporate Council of Education. *Employability Skills Profile: The Critical Skills Required of Canadian Workers*. Ottawa, ON: The Conference Board of Canada, n.d.

Costa, Arthur, James Bellanca, and Robin Fogarty. *If Minds Matter.* Vol. I and II. Palatine, IL: Skylight, 1992.

Council of Ministers of Education, Canada. *Common Framework of Science Learning Outcomes, K to 12, Pan-Canadian Protocol for Collaboration on School Curriculum.* Toronto, ON: Council of Ministers of Education, Canada, 1997.

Crystal, D. *The Cambridge Encyclopedia of the English Language*. New York, NY: Cambridge University Press, 1995.

Daniels, H. *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Markham, ON: Pembroke, 1994.

Davey, B. "Think-Aloud: Modeling the Cognitive Processes of Reading Comprehension." *Journal of Reading* 27.1 (Oct. 1983): 44–47.

Davies, Anne, Caren Cameron, Colleen Politano, and Kathleen Gregory. *Together Is Better: Collaborative Assessment, Evaluation and Reporting.* Winnipeg, MB: Peguis, 1992.

Delaware Department of Public Instruction. *English Language Arts Content Standards*. Draft. Dover, DE: Delaware Department of Public Instruction, 1995.

Duffield, G. "The Narrative Reading Strategy." Winnipeg, MB: The Winnipeg School Division No. 1, Diagnostic Learning Centre, 1994.

Duffy, Gerald G., Laura Roehler, and Jana Mason. *Comprehension Instruction: Perspectives and Suggestions.* New York, NY: Longman, 1984.

Dwyer, John, ed. *A Sea of Talk.* Victoria, Australia: Primary English Teaching Association, Australian Print Group Maryborough, 1989.

Education Department of South Australia. *Literacy Assessment in Practice: Language Arts*. Urbana, IL: National Council of Teachers of English, 1991.

Elbow, P. *Writing with Power: Techniques for Mastering the Writing Process*. New York, NY: Oxford University Press, 1981.

England and Wales Department of Education, Welsh Office. *English in the National Curriculum*. London, England: Her Majesty's Stationery Office, 1995.

Fish, S. *Is There a Text in This Class? The Authority of Interpretive Communities*. Cambridge, MA: Harvard University Press, 1980.

Flood, J., J. Jensen, D. Lapp, and J.R. Squire, eds. *Handbook of Research on Teaching the English Language Arts.* Toronto, ON: Collier Macmillan Canada, 1991.

Fogarty, Robin. *The Mindful School: How to Teach for Metacognitive Reflection.* Palatine, IL: IRI/Skylight, 1994. (Kitchener, ON: Mind Resources.)

Forrester, A., and M. Reinhard. *The Learners' Way.* Winnipeg, MB: Peguis, 1989.

Frayer, Dorothy, Wayne C. Fredrick, and Herbert J. Klausmeier. *A Schema for Testing the Level of Cognitive Mastery.* Working Paper No. 16. Madison, WI: Wisconsin Center for Education Research, 1969.

Fredericks, Anthony D. *Frantic Frog and Other Frankly Fractured Folktales for Reader's Theatre.* Englewood, CO: Teacher Ideas Press, 1993.

Frender, Gloria. *Learning to Learn: Strengthening Study Skills and Brain Power.* Nashville, TN: Incentive, 1990. (Kitchener, ON: Mind Resources.)

Fulwiler, T. "Writing: An Act of Cognition." In *Teaching Writing in All Disciplines.* Ed. Kenneth Erle and John Noonan. San Francisco, CA: Jossey Bass, 1982.

Glazer, S.M., and L.W. Searfoss, eds. *Re-examining Reading Diagnosis: New Trends and Procedures.* Newark, DE: International Reading Association, 1988.

Glazer, Susan Mandel. *Reading Comprehension: Self-Monitoring Strategies to Develop Independent Readers.* New York, NY: Scholastic Professional Books, 1992.

Goodman, K., Y. Goodman, and W. Hood. *The Whole Language Evaluation Book.* Toronto, ON: Irwin, 1989.

Goodman, K.S., W.B. Smith, R. Meredith, and Y.M. Goodman. *Language and Thinking in School: A Whole Language Curriculum.* New York, NY: Richard C. Owen, 1987.

Goodman, Yetta M., Carolyn L. Burke, and Dorothy J. Watson. *Reading Miscue Inventory: Alternative Procedures.* New York, NY: Richard C. Owen, 1972.

Graves, D.H. *Writing: Teachers and Children at Work*. Portsmouth, NH: Heinemann, 1983.

Graves, Donald H. *Build a Literate Classroom.* Toronto, ON: Irwin, 1991.

Graves, Michael, and Bonnie Graves. *Scaffolding Reading Experiences: Designs for Student Success.* Norwood, MA: Christopher-Gordon, 1994.

Griffin, P., P. Smith, and L. Burrill. *The American Literacy Profile Scales: A Framework for Authentic Assessment*. Portsmouth, NH: Heinemann, 1995.

Gunning, Thomas G. *Creating Reading Instruction for All Children.* Needham Heights, MA: Allyn and Bacon, 1996.

Halliday, M.A.K. *Learning How to Mean: Explorations in the Development of Language*. New York, NY: Elsevier North-Holland, 1975.

Hamston, J., and K. Murdoch. *Integrating Socially: Planning Integrated Units of Work for Social Education*. Portsmouth, NH: Heinemann, 1996.

Hansen, J., T. Newkirk, and D. Graves. *Breaking Ground.* Portsmouth, NH: Heinemann, 1985.

Harris, T.L., and R.E. Hodges, eds. *The Literacy Dictionary: The Vocabulary of Reading and Writing.* Newark, DE: International Reading Association, 1995.

Harste, J. "Inquiry Based Instruction." *Primary Voices K–6* 1.1 (1992): 2–5.

Hill, Bonnie Campbell, Nancy J. Johnson, and Katherine Schlick Noe. *Literature Circles and Response.* Norwood, MA: Christopher-Gordon, 1995.

Hill, Bonnie Campbell, and Cynthia Ruptic. *Practical Aspects of Authentic Assessment: Putting the Pieces Together.* Norwood, MA: Christopher-Gordon, 1994.

Hill, S., and J. Hancock. *Reading and Writing Communities.* Armadal, Australia: Eleanor Curtain, 1993.

Holborn, Patricia. Field test version. *Vision to Action: Supporting Curriculum Change.* Vancouver, BC: Simon Fraser University, 1992.

Holdaway, D. *The Foundation of Literacy.* New York, NY: Ashton Scholastic, 1979.

- - -. *Independence in Reading.* New York, NY: Ashton Scholastic, 1980.

Hord, Shirley M., and Shirley Huling-Austin. "Effective Curriculum Implementation: Some Promising New Insights." *The Elementary School Journal* 87.1 (1996): 97–115.

Hughes, S. *The Webbing Way: Integrating the Curriculum through Writing.* Winnipeg, MB: Peguis, 1994.

Hyerle, David. *Visual Tools for Constructing Knowledge.* Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

Hynds, S. and D.L. Rubin, eds. *Perspectives on Talk and Learning.* Urbana, IL: National Council of Teachers of English, 1990.

International Reading Association and National Council of Teachers of English. *Standards for the English Language Arts*. Newark, DE: International Reading Association, 1996.

Jasmine, S. *Portfolios and Other Assessments.* Huntington Beach, CA: Teacher Created Materials, 1993.

Jenkins, Carol Brennan. *Inside the Writing Portfolio: What We Need to Know to Assess Children's Writing.* Portsmouth, NH: Heinemann, 1996.

Jeroski, G., F. Brownlie, and L. Kasper. *Reading and Responding: Evaluation Resources for Your Classroom.* Toronto, ON: Nelson, 1990.

Jett-Simpson, M., and L. Leslie. *Ecological Assessment: Under Construction.* Schofield, WI: Wisconsin State Reading Association, 1994.

Johns, Jerry L., Peggy VanLeirsburg, and Susan J. Davis. *Improving Reading: A Handbook of Strategies.* Dubuque, IA: Kendall Hunt, 1994.

Johnson, D., and P. Pearson. *Teaching Reading Vocabulary.* 2nd ed. New York, NY: Holt, Rinehart and Winston, 1984.

Johnson, Terry, and Louis R. Daphne. *Literacy through Literature.* Richmond Hill, ON: Scholastic, 1985.

Jones, B.F., A. Palincsar, D. Ogle, and E. Carr. *Strategic Teaching and Learning: Cognitive Instruction in the Content Areas.* Alexandria, VA: Association for Supervision and Curriculum Development, 1987.

Kagan, Spencer. *Cooperative Learning.* San Juan Capistrano, CA: Resources for Teachers, 1992.

Kendall, John S., and Robert J. Marzano. *The Systematic Identification and Articulation of Content Standards and Benchmarks.* Update. Aurora, CO: Mid-Continent Regional Educational Laboratory, 1995.

Kentucky Department of Public Instruction. *Content Guidelines for Writing and Reading.* Frankfort, KY: Kentucky Department of Public Instruction, 1994.

Kibby. M.W. *Practical Steps for Informing Literacy Instruction: A Diagnostic Decision-Making Model.* Newark, DE: International Reading Association, 1995.

Kovacs, Deborah, and James Preller. *Meet the Authors and Illustrators.* Richmond Hill, ON: Scholastic, 1991.

Langer, J.A. *Envisioning Literature: Literary Understanding and Literature Instruction.* Newark, DE: Teachers College Press/International Reading Association, 1995.

Langer, Judith. "Facilitating Text Processing: The Elaboration of Prior Knowledge." In *Reader Meets Author—Bridging the Gap: A Psycholinguistic and Sociolinguistic Perspective*. Ed. J. Langer and M.T. Smith-Burke. Newark, DE: International Reading Association, 1982. 149–63.

Laura Secord School. *Reading Development Scope and Sequence*. Winnipeg, MB: The Winnipeg School Division No. 1, 1995.

Lazear, David. *Multiple Intelligence Approaches to Assessment.* Tucson, AZ: Zephyr Press, 1994.

Lipson, M., and K. Wixson. *Assessment and Instruction of Reading Disability: An Interactive Approach.* New York, NY: HarperCollins, 1991.

Lyons, Carol, Gay Su Pinnell, and Dianne DeFord. *Partners in Reading.* New York, NY: Teachers College Press, 1993.

MacKenzie, Terry. *Reader's Workshop.* New York, NY: Scholastic, 1993.

Manitoba Education and Training. *The Action Plan*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.

- - -. *A Blueprint for Action.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1994.

- - -. *A Foundation for Excellence.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1995.

- - -. *English Language Arts (9–12)*. Winnipeg, MB: Manitoba Education and Training, 1991.

- - -. *English Language Arts, Grades 9–12*. Winnipeg, MB: Manitoba Education and Training, 1987.

- - -. *English Language Arts Overview K–12*. Winnipeg, MB: Manitoba Education and Training, 1988.

- - -. *Information Literacy Skills K–12*. Work in progress. Winnipeg, MB: Manitoba Education and Training.

- - -. *Grades 5 to 8 English Language Arts: A Foundation for Implementation.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.

- - -. *Grades 5 to 8 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 6 Standards.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996.

- - -. *Kindergarten to Grade 4 English Language Arts: A Foundation for Implementation.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.

- - -. *Kindergarten to Grade 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Grade 3 Standards.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996.

- - -. *Kindergarten to Senior 1 (Grade 9) English Language Arts Learning Resources: Annotated Bibliography: A Reference for Selecting Learning Resources.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.

- - -. *Senior 1 English Language Arts: A Foundation for Implementation.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1997.

- - -. *Senior 1 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 1 Standards.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996.

- - -. *Senior 2 English Language Arts: A Foundation for Implementation.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.

- - -. *Senior 2 English Language Arts: Manitoba Curriculum Framework of Outcomes.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1998.

- - -. *Senior 3 English Language Arts: A Foundation for Implementation.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1999.

- - -. *Senior 3 English Language Arts: Manitoba Curriculum Framework of Outcomes.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1999.

- - -. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996.

- - -. *A Thinking Framework: Teaching Thinking across the Curriculum.* Renewing Education: New Directions series. Winnipeg, MB: Manitoba Education and Training, 1996.

Margulies, Nancy. *Mapping Inner Space.* Tucson, AZ: Zephyr Press, 1991. (Kitchener, ON: Mind Resources.)

Marlyn, Jody, and Marianne Saccardi. *Computer Conversations: Readers and Books Online.* Urbana, IL: National Council of Teachers of English, 1996.

Marzano, R.J. *A Different Kind of Classroom: Teaching with Dimensions of Learning*. Alexandria, VA: Association for Supervision and Curriculum Development, 1992.

Marzano, Robert J., Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model.* Alexandria, VA: Association for Supervision and Curriculum Development, 1993.

Maslow, A.H. *Motivation and Personality*. New York, NY: Harper and Row, 1954.

Massam, Joanne, and Anne Kulik. *And What Else? Integrated Approaches for Emergent Language and Reading Programmes.* Auckland NZ: Shortland, 1986.

Maxwell, Rhoda J., and Mary Jordan Meiser. *Teaching English in Middle and Secondary Schools.* 2nd. ed. Upper Saddle River, NJ: Prentice Hall, 1997.

May, F.B. *Reading As Communication*. 4th ed. Toronto, ON: Maxwell Macmillan Canada, 1993.

McCracken, M., and R. McCracken. *Reading Is Only the Tiger's Tail.* Winnipeg, MB: Peguis, 1987.

McTeague, Frank. *Shared Reading: In the Middle and High School Years.* Markham, ON: Pembroke, 1992.

McTighe, Jay, and Steven Ferrara. *Assessing Learning in the Classroom.* Washington, DC: National Educational Association, 1994.

Meek, M. *On Being Literate*. Portsmouth, NH: Heinemann, 1992.

Michigan Department of Education. *Michigan Model Content Standards for Curriculum in English Language Arts.* Lansing, MI: Michigan Department of Education, 1995.

Miller, Wilma H. *Alternative Assessment Techniques for Reading and Writing.* Paramus, NJ: The Center for Applied Research in Education, 1995.

Minnesota Department of Public Instruction. *Model Learner Outcomes for Language Arts Education*. St. Paul, MN: Department of Public Instruction, 1988.

Moffett, J., and B.J. Wagner. *Student-Centered Language Arts, K–12.* Portsmouth, NH: Boynton Cook, 1991.

Moline, Steve. *I See What You Mean.* Toronto, ON: Stenhouse, 1995.

Murray, Donald M. *Learning by Teaching: Selected Articles on Writing and Teaching.* Portsmouth, NH: Boynton/Cook-Heinemann, 1982.

- - -. *Write to Learn*. 5th ed. Orlando, FL: Harcourt Brace, 1996.

Nessel, Denise. "The New Face of Comprehension Instruction: A Closer Look at Questions." *The Reading Teacher* 40.7 (1987): 604–606.

Newkirk, T. *More Than Stories: The Range of Children's Writing.* Portsmouth, NH: Heinemann, 1989.

Newkirk, Thomas, and Nancie Atwell. *Understanding Writing.* Portsmouth, NH: Heinemann, 1988.

Newman, Judith. *Whole Language Theory in Use.* Toronto, ON: Irwin, 1985.

Northwest Territories Education, Culture and Employment. *Dene Kede: Education: A Dene Perspective*. Yellowknife, NT: Northwest Territories Education, Culture and Employment, 1993.

- - -. *English Language Arts: Junior High*. 1988. Yellowknife, NT: Northwest Territories Education, Culture and Employment, 1994.

Ogle, D.M. "The Know, Want to Know, Learned Strategy." In *Children's Comprehension of Text: Research into Practice.* Ed. K.D. Muth. Newark, DE: International Reading Association, 1989.

- - -. "KWL Plus: A Strategy for Comprehension and Summarization." *Journal of Reading* 30.7 (1987): 626–31.

Ontario Ministry of Education. *Media Literacy: Resource Guide, Intermediate and Senior Divisions*. Toronto, ON: Ontario Ministry of Education, 1989.

Ontario Ministry of Education and Training. *Provincial Standards, Language, Grades 1–9.* Field test version. Toronto, ON: Ontario Ministry of Education and Training, 1995.

Paris, S., M. Lipson, and K. Wixson. "Becoming a Strategic Reader." *Contemporary Educational Psychology* 8.3 (1983): 293–316.

Parsons, Les. *Expanding Response Journals.* Markham, ON: Pembroke, 1994.

Pearson, P.D., and D.D. Johnson. *Teaching Reading Comprehension.* New York, NY: Holt, Rinehart and Winston, 1978.

Pearson, P. David, and Margaret C. Gallagher. "The Instruction of Reading Comprehension." *Contemporary Educational Psychology* 8 (1983): 317–44.

Peterson, R. *Life in a Crowded Place: Making a Learning Community*. Richmond Hill, ON: Scholastic, 1992.

Peterson, R., and M. Eeds. *Grand Conversations: Literature Groups in Action*. Richmond Hill, ON: Scholastic, 1990.

Phinney, Margaret. *Reading with the Troubled Reader.* Richmond Hill, ON: Scholastic, 1988.

Porter, Carol, and Janell Cleland. *The Portfolio as a Learning Strategy.* Portsmouth, NH: Boynton/Cook, Heinemann, 1995.

Pratt, David. *Curriculum Planning: A Handbook for Professionals.* Toronto, ON: Harcourt Brace College Publishers, 1994.

Probst, Robert E. *Response and Analysis: Teaching Literature in Junior and Senior High School.* Portsmouth, NH: Boynton/Cook, 1988.

The Provinces of Nova Scotia, Newfoundland, New Brunswick, and Prince Edward Island. *Foundation for the Atlantic Canada English Language Arts Curriculum*. Validation draft. Halifax, NS: Nova Scotia Department of Education and Culture, 1995.

Purves, A.C., ed. *Encyclopedia of English Studies and Language Arts*. New York, NY: National Council of Teachers of English and Scholastic, 1994.

Raman, M., B. Struch, and P. Dolyniuk. *Dimensions of Literacy: Developmentally Appropriate Reading Instruction in the Early Years.* Winnipeg, MB: n.p., 1993.

Raphael, T.E. "Teaching Question Answer Relationships Revisited." *The Reading Teacher* 39.6 (Feb. 1986): 516–22.

Raphael, T.E., and C.S. Englert. "Writing and Reading: Partners in Constructing Meaning." *The Reading Teacher* 43 (1990): 388–900.

Raphael, T.E., B.W. Kirschner, and C.S. Englert. "Expository Writing Program: Making Connections Between Reading and Writing." *The Reading Teacher* 41 (1988): 790–95.

Rhodes, L., and C. Dudley-Marling. *Readers and Writers with a Difference: A Holistic Approach to Teaching Learning Disabled and Remedial Students.* Portsmouth, NH: Heinemann, 1996.

Rhodes, Lynn, ed. *Literacy Assessment: A Handbook of Instruments.* Portsmouth, NH: Heinemann, 1993.

Rief, L. *Seeking Diversity: Language Arts with Adolescents.* Portsmouth, NH: Heinemann, 1992.

Robinson, Richard D., Michael C. McKenna, and Judy M. Wedman. *Issues and Trends in Literacy Education*. Boston, MA: Allyn and Bacon, 1996.

Romano, T. *Clearing the Way: Working with Teenage Writers*. Portsmouth, NH: Heinemann, 1987.

Rosenblatt, L.M. *Literature as Exploration.* 4th ed. New York, NY: The Modern Language Association, 1993.

- - -. *The Reader, The Text, The Poem: The Transactional Theory of the Literary Work.* Carbondale, IL: Southern Illinois University Press, 1978.

Routman, Regie. *Invitations: Changing as Teachers and Learners, K–12.* Toronto, ON: Irwin, 1991.

Ruddell, R.B. "A Whole Language and Literature Perspective: Creating a Meaning Making Instructional Environment." *Language Arts* 69 (1992): 612–20.

Ruddell, R.B, M. Rapp Ruddell, and H. Singer. *Theoretical Models and Processes of Reading.* 4th ed. Newark, DE: International Reading Association, 1994.

Ruddell, Robert, and Martha Rapp Haggard. *Thinking about Reading: Focus on Story Comprehension.* Scarborough, ON: Ginn, 1986.

Sanborn, J. "Grammar: Good Wine before Its Time." *English Journal* 75.3 (1986): 72–80.

Saskatchewan Education. *Indian and Métis Education Policy from Kindergarten to Grade 12.* Regina, SK: Saskatchewan Education, 1989.

- - -. *Policy for English Language Arts Kindergarten to Grade Twelve for Saskatchewan Schools*. Regina, SK: Saskatchewan Education, 1989.

- - -. *Technological Literacy*. Saskatoon, SK: Saskatchewan Education, 1987.

- - -. *Understanding the Common Essential Learnings: A Handbook for Teachers*. Regina, SK: Saskatchewan Education, 1988.

Schwartz, R.M., and T.E. Raphael. "A Concept of Definition: A Key to Improving Students' Vocabulary." *The Reading Teacher* 39.2 (Nov. 1985): 198–205.

Schwartz, Susan, and Mindy Pollishuke. *Creating the Child-Centered Classroom.* Toronto, ON: Irwin, 1990.

Scott, John. *Teach Thinking Strategies.* Melbourne, Australia: Longman Chesire, 1992. (Winnipeg, MB: Peguis.)

Sergiovanni, Thomas J. *Building Community in Schools*. San Francisco, CA: Jossey-Bass, 1994.

Short, K., J. Harste, and C. Burke. *Creating Classrooms for Authors and Inquirers*. 2nd ed. Portsmouth, NH: Heinemann, 1996.

Short, K.G., et al. *Learning Together through Inquiry: From Columbus to Integrated Curriculum*. York, ME: Stenhouse, 1996.

Simons, Sandra M. *Strategies for Reading Nonfiction.* Eugene, OR: Spring Street Press, 1991.

Smith, F. *Essays into Literacy.* Portsmouth, NJ: Heinemann Educational Books, 1983.

- - -. *Joining the Literacy Club: Further Essays into Education*. Portsmouth, NH: Heinemann, 1988.

- - -. *Reading without Nonsense.* New York, NY: Teachers College Press, 1978.

Smith, P., and G. Tompkins. "Structured Notetaking: A New Strategy for Content Area Readers." *Journal of Reading* 32.1 (Oct. 1988): 46–53.

Solon, C. "The Pyramid Diagram: A College Study Skills Tool." *Journal of Reading* 23.7 (1980): 594–97.

Spiro, R.J., B.C. Bruce, and W.F. Brewer. *Theoretical Issues in Reading Comprehension.* Hillsdale, NJ: Laurence Erlbaum Associates, 1980.

Staab, C. *Oral Language for Today's Classroom.* Markham, ON: Pippin, 1992.

Stiggins, Richard J. *Student-Centered Classroom Assessment.* Toronto, ON: Maxwell Macmillan International, 1994.

Strickland, D., and L. Morrow. *Emerging Literacy.* Newark, DE: International Reading Association, 1990.

Sulzby, E., and W.H. Teale, eds. *Emergent Literacy.* Norwood, NJ: Ablex, 1986.

Swartz, Larry. *Classroom Events through Poetry.* Markham, ON: Pembroke, 1993.

Tarasoff, M. *Reading Instruction That Makes Sense.* Victoria, BC: Active Learning Institute, 1993.

Tarasoff, Mary. *Spelling Strategies You Can Teach.* Victoria, BC: Pixelart Graphics, 1990.

Taylor, B.L., and D.P. Pearson. *Reading Difficulties: Instruction and Assessment.* Mississauga, ON: Random House, 1988.

Tchudi, S., and D. Mitchell. *Explorations in the Teaching of English.* New York, NY: HarperCollins, 1989.

Temple, C., and J.W. Gillet. *Language Arts: Learning Processes and Teaching Practices.* Glenview, IL: Scott, Foresman, 1989.

Templeton, S. *Children's Literacy: Contexts for Meaningful Learning*. Boston, MA: Houghton Mifflin, 1995.

Tierney, R.J., J.E. Readence, and E.K. Dishner. *Reading Strategies and Practices: A Compendium.* 4th ed. Toronto, ON: Allyn and Bacon, 1995.

Tompkins, Gail E. "Becoming an Effective Teacher of Reading." *Wisconsin State Reading Association Journal* 40.2 (Spring/Summer 1996): 1–7.

Tonjes, Marion J. *Secondary Reading, Writing and Learning.* Toronto, ON: Allyn and Bacon, 1991.

Tough, Joan. *Listening to Children Talking.* London, England: Wardlock Educational, 1985.

Traill, Leanna. *Highlight My Strengths: Assessment and Evaluation of Literacy Learning.* Crystal Lake, IL: Rigby, 1993.

Transcona School Division No. 12. *Stages of Reading Development*. Winnipeg, MB: Transcona School Division No. 12, n.d.

Vacca, Richard T., and Jo Anne L. Vacca. *Content Area Reading.* 5th ed. New York, NY: HarperCollins, 1993.

Valencia, S., and P.D. Pearson. "Reading Assessment: Time for a Change." *The Reading Teacher* 30 (1987): 726–31.

Valencia, Sheila W., Elfrieda H. Hiebert, and Peter P. Afflerbach, eds. *Authentic Reading Assessment: Practices and Possibilities.* Newark, DE: International Reading Association, 1994.

Vaughan, J.L., and T.H. Estes. *Reading and Reasoning Beyond the Primary Grades.* Boston, MA: Allyn and Bacon, 1986.

Victoria Ministry of Education and Training. *English Profiles Handbook*. Victoria, Australia: Victoria Ministry of Education and Training, 1991.

Vygotsky, L.S. *Mind in Society: The Development of Higher Psychological Process*. Cambridge, MA: Harvard University, 1978.

- - -. *Thought and Language*. Cambridge, MA: The MIT Press, 1962.

Wagstaff, J. *Phonics That Work: New Strategies for the Reading/Writing Classroom.* New York, NY: Scholastic Professional Books, 1994.

Walshe, R. B. *Every Child Can Write.* Rozelle, Australia: Primary English Teaching Association, 1986.

Weaver, C. *Grammar for Teachers.* Urbana, IL: National Council of Teachers of English, 1979.

Weaver, Constance. *Reading Process and Practice: From Socio-Psycholinguistics to Whole Language.* Portsmouth, NH: Heinemann Educational Books, 1988.

Wells, Gordon. *The Meaning Makers: Children Learning Language and Using Language to Learn.* Portsmouth, NH: Heinemann, 1986.

Wells, Jan, and Linda Hart-Hewins. *Phonics, Too!* Markham, ON: Pembroke, 1994.

The Western Provinces and Territories of Alberta, British Columbia, Manitoba, Northwest Territories, Saskatchewan, and Yukon Territory. *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft).* Winnipeg, MB: Manitoba Education and Training, 1996.

- - -. *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12.* Winnipeg, MB: Manitoba Education and Training, 1998.

Whistler, N., and Judy Williams. *Literature and Cooperative Learning: Pathway to Literacy*. Sacramento, CA: Literature Co-op., 1990.

Wilks, Susan. *Critical and Creative Thinking: Strategies for Classroom Inquiry.* Portsmouth, NH: Heinemann, 1995.

Wood, Karen D., Diane Lapp, and James Flood. *Guiding Readers through Text: A Review of Study Guides.* Newark, DE: International Reading Association, 1992.

Zemelman, S., and H. Daniels. *A Community of Writers: Teaching Writing in the Junior and Senior High School.* Portsmouth, NH: Heinemann, 1988.

Zemelman, Steven, Harvey Daniels, and Arthur Hyde. *Best Practice: New Standards for Teaching and Learning in America's Schools*. Portsmouth, NH: Heinemann, 1993.

Zinsser, W. *On Writing Well.* New York, NY: Harper and Row, 1990.