Manitoba Curriculum Framework of Outcomes and Senior 4 Standards
SENIOR 4
ENGLISH LANGUAGE ARTS

Manitoba Curriculum Framework of Outcomes
and Senior 4 Standards

2000
Manitoba Education and Training
Acknowledgements

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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.

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.

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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.
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

<table>
<thead>
<tr>
<th>Pragmatic</th>
<th>Expressive</th>
<th>Aesthetic</th>
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<tr>
<td><strong>Pragmatic language purposes</strong></td>
<td><strong>Expressive language purposes</strong></td>
<td><strong>Aesthetic language purposes</strong></td>
</tr>
<tr>
<td>• to prompt a decision or action</td>
<td>• to shape or interpret experience for self</td>
<td>• to capture and represent experience, feelings, or vision for self or others</td>
</tr>
<tr>
<td>• to set up an interaction</td>
<td>• to rehearse or recall experience for self or others</td>
<td>• to create an imagined reality</td>
</tr>
<tr>
<td>• to inform, instruct, direct, explain, persuade, argue, analyze, or plan</td>
<td>• to inform, instruct, direct, explain, persuade, argue, analyze, or plan</td>
<td>• to enlighten, foster understanding and empathy, and bring enjoyment</td>
</tr>
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#### 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 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 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

<table>
<thead>
<tr>
<th>The audience for <strong>pragmatic</strong> text</th>
<th>The audience for <strong>expressive</strong> text</th>
<th>The audience for <strong>aesthetic</strong> text</th>
</tr>
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<tr>
<td>• is often specific or known</td>
<td>• is private, or there is no audience</td>
<td>• is often unknown to the creator of the text</td>
</tr>
<tr>
<td>• attempts to gain information or alternative viewpoints</td>
<td>• may identify with and enjoy the text</td>
<td>• participates through the imagination</td>
</tr>
<tr>
<td>• decides whether to respond by — following instructions — revising previous understanding — modifying opinion</td>
<td>• is not required to respond</td>
<td>• approaches the text with the purpose of — deriving aesthetic pleasure from the text — extending own experience and understanding</td>
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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 repetion 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.*

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.

* 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.
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 2**

**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]

**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 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; constellations, word analysis, social context…] to construct and confirm meaning and interpret 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
- 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

**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

**Senior 3**

**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
- use and adjust comprehension strategies [such as analyzing 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

**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
- 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

**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

**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
- use and adjust comprehension strategies [such as analyzing 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 analogies, visual compositions, dramatic monologues…] and prominent organizational patterns [such as juxtaposition, stream-of-consciousness…] 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

**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
- 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

**Cueing Systems (2.1.4)**
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context…] to construct and confirm meaning and interpret texts

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.
Senior 4 English Language Arts: Comprehensive Focus

Student Learning Outcomes and Standards of Student Performance
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.
General Learning Outcome 1

Senior 4 English Language Arts: Comprehensive Focus

Map of General Learning Outcome 1

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.

Consider Others’ Ideas (1.1.2)
Invite diverse and challenging ideas and opinions through a variety of means to facilitate the re-examination of own ideas and positions.

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.

Express Preferences (1.1.4)
Explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives.

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.

General Learning Outcome 1
Explore thoughts, ideas, feelings, and experiences.

Discover and Explore

Clarify and Extend

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.
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.
### 1.1 Discover and Explore

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Express Ideas</strong></td>
<td><strong>Consider Others’ Ideas</strong></td>
</tr>
<tr>
<td>• explore diverse ideas to develop predictions, opinions, conclusions, and understanding</td>
<td>• question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances</td>
</tr>
<tr>
<td><strong>Experiment with Language and Forms</strong></td>
<td><strong>Experiment with Language and Forms</strong></td>
</tr>
<tr>
<td>• experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms</td>
<td>• use memorable language effectively and experiment with different personas for dynamic self-expression</td>
</tr>
<tr>
<td><strong>Express Preferences</strong></td>
<td><strong>Express Preferences</strong></td>
</tr>
<tr>
<td>• pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers</td>
<td>• discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers</td>
</tr>
<tr>
<td><strong>Set Goals</strong></td>
<td><strong>Set Goals</strong></td>
</tr>
<tr>
<td>• self-monitor growth in language learning and use, using predetermined criteria</td>
<td>• reflect on attainment of personal goals for effective language learning and use</td>
</tr>
</tbody>
</table>

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

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**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 through a variety of means to develop a train of thought and test tentative positions

- seek others’ responses through a variety of means [such as consulting elders, e-mail correspondence, surveys…] to clarify and rework ideas and positions

- experiment with language and forms of expression to achieve particular effects

- explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes

- establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests

**Senior 4**

**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

**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

**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

**Express Preferences (1.1.4)**

- explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives

**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

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

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

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
General Learning Outcome 2

Comprehend and respond personally and critically to oral, print, and other media texts.

Prior Knowledge (2.1.1)
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)
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 and prominent organizational patterns to construct and confirm meaning and interpret texts.

Cueing Systems (2.1.4)
Use syntactic, semantic, graphophonemic, and pragmatic cueing systems to construct and confirm meaning and interpret texts.

Use Strategies and Cues

Use Strategies and Cues

General Learning Outcome 2
Comprehend and respond personally and critically to oral, print, and other media texts.

Understand Forms and Techniques

Forms and Genres (2.3.1)
Evaluate the effect of forms and genres on content and purpose.

Techniques and Elements (2.3.2)
Analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular

Vocabulary (2.3.3)
Analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities.

Create Original Texts (2.3.5)
Create original texts to communicate ideas and enhance understanding of forms and techniques.

Experiment with Language (2.3.4)
Experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour.

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

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.
2.1 Use Strategies and Cues

Grade 8

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

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

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

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

Senior 1

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

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

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

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

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

Senior 2

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

• select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing…] to monitor understanding and develop interpretations of a variety of texts

• use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films…] and prominent organizational patterns [such as compare and contrast…] to construct and confirm meaning and interpret texts

• use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order and sentence patterns; connotations, word analysis, social context…] to construct and confirm meaning and interpret texts

Senior 3

• examine connections between personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]

• use and adjust comprehension strategies to monitor understanding and develop interpretations of a variety of texts

• use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts

• use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

Senior 4

Prior Knowledge (2.1.1)
• 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)
• 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 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 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.
Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.
2.2  Respond to Texts

Senior 2

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

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

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

Senior 3

• experience texts from a variety of genres and cultural traditions; compare various interpretations of texts

• respond personally and critically to ideas and values presented in a variety of Canadian and international texts

• examine how language and stylistic choices in oral, print [including books], and other media texts accomplish a variety of purposes

Senior 4

Experience 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

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

**Forms and Genres**
- Grade 8: demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content
- Senior 1: explain preferences for particular forms and genres of oral, literary, and media texts

**Techniques and Elements**
- Grade 8: 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
- Senior 1: 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**
- Grade 8: explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language
- Senior 1: 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**
- Grade 8: 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
- Senior 1: 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**
- Grade 8: create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques
- Senior 1: create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques

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

Senior 2

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

• explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve...] are used in oral, print [including books], and other media texts to create particular effects

• recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context

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

• create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations...] to communicate ideas and enhance understanding of forms and techniques

Senior 3

• analyze how various forms and genres are used for particular audiences and purposes

• examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes

• demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts

• experiment with language, visuals, and sounds to convey intended meaning and impact

• create original texts to communicate ideas and enhance understanding of forms and techniques

Senior 4

Forms and Genres (2.3.1)
• evaluate the effect of forms and genres on content and purpose

Techniques and Elements (2.3.2)
• 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)
• 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 and use language, visuals, and sounds to influence thought, emotions, and behaviour

Create Original Texts (2.3.5)
• create original texts to communicate ideas and enhance understanding of forms and techniques

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.
General Learning Outcome 3

Manage ideas and information.

**Plan and Focus**

- **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, and adjust plan according to changes in audience, purpose, and context.

**Select and Process**

- **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 Sources (3.2.2)**
  Identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs.

- **Evaluate Sources (3.2.3)**
  Evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research.

- **Access Information (3.2.4)**
  Access information to accomplish a particular purpose within the topic parameters and time available.

- **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.

**Organize, Record, and Evaluate**

- **Organize Information (3.3.1)**
  Organize and reorganize information and ideas to clarify thinking and to achieve desired effect.

- **Record Information (3.3.2)**
  Synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately.

- **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.

- **Evaluate Information (3.3.3)**
  Evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias.
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.
3.1 Plan and Focus

**Use Personal Knowledge**
- determine personal knowledge of a topic to generate possible areas of inquiry or research

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

**Participate in Group Inquiry**
- contribute ideas, knowledge, and strategies to help identify group information needs and sources

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

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**Senior 4 English Language Arts: Comprehensive Focus**

**Grade 8**
- determine personal knowledge of a topic to generate possible areas of inquiry or research

**Senior 1**
- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research

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

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

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

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

Senior 2

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

Senior 3

- 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

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

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

Identify Sources

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

Evaluate Sources

- develop and use criteria for evaluating information sources 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]

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

Senior 1

- 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

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

- 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]

- 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]

Grade 8

- distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams…]

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

- 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]

- 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

Students will listen, speak, read, write, view, and represent to manage ideas and information.
Senior 2

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic

- identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources...] relevant to particular inquiry or research needs

- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan

- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories...]

- identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 3

- select 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 information sources [including books] relevant to particular inquiry or research needs

- evaluate how perspectives and biases influence the choice of information sources for inquiry or research

- access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose

- 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

Senior 4

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 Sources (3.2.2)
- identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs

Evaluate Sources (3.2.3)
- evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research

Access Information (3.2.4)
- access information to accomplish a particular purpose within the topic parameters and time available

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

Students will listen, speak, read, write, view, and represent to manage ideas and information.
Students will listen, speak, read, write, view, and represent to manage ideas and information.
3.3 Organize, Record, and Evaluate

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 information and ideas in a variety of ways for different audiences and purposes
- summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives
- explain the importance of new understanding to self and others; assess own inquiry and research skills

Senior 4

Organize Information (3.3.1)
- organize and reorganize information and ideas to clarify thinking and to achieve desired effect

Record Information (3.3.2)
- synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately

Evaluate Information (3.3.3)
- evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias

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.
General Learning Outcome 4

Generate and Focus

General Learning Outcome 4
Enhance the clarity and artistry of communication.

Enhance and Improve

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.

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.

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.

Enhance Legibility (4.2.3)
Select text features to enhance legibility and artistry for particular audiences, purposes, and contexts.

Revise Content (4.2.2)
Evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence.

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.

Attentive Listening and Viewing (4.4.3)
Demonstrate critical listening and viewing behaviours to make inferences about presentations.

Enhance Presentation (4.2.5)
Use appropriate strategies and devices to enhance the impact of presentations.

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.
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.
4.1 Generate and Focus

**Generate Ideas**
- Grade 8: experiment with several ways to generate ideas and focus a topic
- Senior 1: use a variety of techniques to generate and select ideas for oral, written, and visual texts

**Choose Forms**
- Grade 8: 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
- Senior 1: 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**
- Grade 8: 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
- Senior 1: identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution...] in own oral, written, and visual texts; use effective transitions

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

Senior 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 to create oral, written, and visual texts; use effective introduction, well-organized body, and effective conclusion to engage and sustain audience interest

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

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

#### Senior 4 English Language Arts: Comprehensive Focus

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appraise Own and Others’ Work</strong></td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td><strong>Revise Content</strong></td>
<td>• review previous draft and revise to refine communication and enhance self-expression</td>
</tr>
<tr>
<td>• revise to enhance meaning and effect according to audience and purpose</td>
<td></td>
</tr>
<tr>
<td><strong>Enhance Legibility</strong></td>
<td>• format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals</td>
</tr>
<tr>
<td>• 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...]</td>
<td></td>
</tr>
<tr>
<td><strong>Enhance Artistry</strong></td>
<td>• experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry</td>
</tr>
<tr>
<td>• experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions</td>
<td></td>
</tr>
<tr>
<td><strong>Enhance Presentation</strong></td>
<td>• prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding</td>
</tr>
<tr>
<td>• prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]</td>
<td></td>
</tr>
</tbody>
</table>

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
Senior 2

• appraise drafts of own work and respond to others’ drafts with constructive suggestions on content, language use, and form

• analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness

• use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification…] to enhance legibility for particular audiences, purposes, and contexts

• use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect

• experiment with strategies and devices [such as diagrams, sound effects, demonstrations…] to enhance the clarity of presentations

Senior 3

• appraise own choices of ideas, language use, and forms relative to purpose and audience, and provide others with constructive appraisals

• analyze and revise drafts to ensure appropriate content and to enhance unity, clarity, and coherence

• use appropriate text features to enhance legibility for particular audiences, purposes, and contexts

• use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect

• use appropriate strategies and devices to enhance the clarity and appeal of presentations

Senior 4

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

Revise Content (4.2.2)
• evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence

Enhance Legibility (4.2.3)
• select text features to enhance legibility and artistry for particular audiences, purposes, and contexts

Enhance Artistry (4.2.4)
• use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, effect, and originality

Enhance Presentation (4.2.5)
• use appropriate strategies and devices to enhance the impact of presentations

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

**Grammar and Usage**

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

**Spelling**

- Know spelling conventions and apply them to familiar and unfamiliar words; use appropriate 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

**Grade 8**

**Senior 1**

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

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

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

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

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

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

**Senior 4 English Language Arts: Comprehensive Focus**

<table>
<thead>
<tr>
<th>Share Ideas and Information</th>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 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...]</td>
<td>• plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic</td>
</tr>
</tbody>
</table>

**Effective Oral and Visual Communication**

<table>
<thead>
<tr>
<th></th>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 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</td>
<td>• 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</td>
</tr>
</tbody>
</table>

**Attentive Listening and Viewing**

<table>
<thead>
<tr>
<th></th>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• 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)</td>
<td>• 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)</td>
</tr>
</tbody>
</table>

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Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
<table>
<thead>
<tr>
<th>Senior 2</th>
<th>Senior 3</th>
<th>Senior 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• present ideas and information using a variety of print and other resources and interactive approaches [such as dramatizations, multimedia presentations, photographs and slides, audiotapes…]</td>
<td>• demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication</td>
<td>• select and adjust appropriate voice and visual production factors that take into account audience knowledge, attitudes, and response</td>
</tr>
<tr>
<td>• 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…]</td>
<td>• 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</td>
<td>• demonstrate critical listening and viewing behaviours [such as analyzing cognitive and emotional appeals, identifying faulty reasoning, reflecting, summarizing…] to make inferences about presentations</td>
</tr>
</tbody>
</table>

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
General Learning Outcome 5

Celebrate and build community.

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.

Encourage, Support, and Work with Others

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 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.

Develop and Celebrate Community
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.
<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperate with Others</strong></td>
<td></td>
</tr>
<tr>
<td>• engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony</td>
<td>• recognize the importance of effective communication in working with others</td>
</tr>
<tr>
<td><strong>Work in Groups</strong></td>
<td></td>
</tr>
<tr>
<td>• organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency</td>
<td>• plan, organize, and participate in presentations of group findings</td>
</tr>
<tr>
<td><strong>Use Language to Show Respect</strong></td>
<td></td>
</tr>
<tr>
<td>• demonstrate respect for other people’s language, history, and culture</td>
<td>• use inclusive language and actions that support people across races, cultures, genders, ages, and abilities</td>
</tr>
<tr>
<td><strong>Evaluate Group Process</strong></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development</td>
</tr>
</tbody>
</table>

Students will listen, speak, read, write, view, and represent to celebrate and build community.
5.1 Encourage, Support, and Work with Others

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

Students will listen, speak, read, write, view, and represent to celebrate and build community.
Grade 8

Share and Compare Responses
• express personal reactions to a variety of experiences and texts and compare them with the reactions of others

Relate Texts to Culture
• recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history

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

Celebrate Special Occasions
• use appropriate language to participate in public events, occasions, or traditions

Senior 1

• recognize that differing perspectives and unique reactions enrich understanding

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

• 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

• 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.
5.2 Develop and Celebrate 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

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

- 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.

<table>
<thead>
<tr>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, <strong>but exceed</strong>, the expected student performance level.</td>
<td>The indicators identify the knowledge, skills and strategies, and attitudes that <strong>meet</strong> the expected student performance level.</td>
<td>The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, <strong>but do not yet meet</strong>, the expected student performance level.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Connections</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
<td>The student</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)*</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
Performance Indicators (Standard 1 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>The student</th>
<th>At Level</th>
<th>The student</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions</strong></td>
<td>• formulates focused and clarifying inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context <strong>(3.1.2)</strong></td>
<td>• formulates focused inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context <strong>(3.1.2)</strong></td>
<td>• formulates focused inquiry or research questions and refines them through reflection and discussion of topic, purpose, and context <strong>(3.1.2)</strong></td>
<td>• invites diverse and challenging ideas and opinions through a variety of means to reconsider own ideas and positions <strong>(1.1.2)</strong></td>
<td>• invites diverse and challenging ideas and opinions through a variety of means to reconsider own ideas and positions <strong>(1.1.2)</strong></td>
</tr>
<tr>
<td><strong>Focus Topic</strong></td>
<td>• 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</td>
<td>• considers own and others’ expertise to explore depth and breadth of knowledge to focus inquiry or research based on parameters of task <strong>(1.1.1, 3.1.1)</strong></td>
<td>• 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</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use Cues</strong></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• applies a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a wide range and variety of texts</td>
<td>• 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)</td>
<td>• applies appropriate comprehension strategies to monitor understanding and develop interpretations of a variety of texts</td>
</tr>
</tbody>
</table>
Performance Indicators (Standard 2 continued)

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

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.
  * Graphophonetic 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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>The student</th>
<th>At Level</th>
<th>The student</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond</td>
<td>• responds creatively, personally, and critically to perspectives and styles of a wide variety of Canadian and international texts</td>
<td>• responds personally and critically to perspectives and styles of a variety of Canadian and international texts (2.2.2)</td>
<td>• 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)</td>
<td>• demonstrates limited skill in responding personally and critically to perspectives and styles of a variety of Canadian and international texts</td>
<td>• experiences texts from a variety of genres and cultural traditions; examines and analyzes various interpretations of texts</td>
</tr>
<tr>
<td>Techniques</td>
<td>• recognizes and analyzes how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations</td>
<td>• recognizes how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations (5.1.3)</td>
<td>• demonstrates limited recognition of how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations</td>
<td>• demonstrates critical listening and viewing behaviours to make inferences about presentations (4.4.3)</td>
<td>• demonstrates critical listening and viewing behaviours to make inferences about presentations but with limited skill in identifying the presentation techniques</td>
</tr>
<tr>
<td></td>
<td>• selects and demonstrates appropriate critical listening and viewing behaviours to make inferences about and evaluations of presentations</td>
<td>• demonstrates critical listening and viewing behaviours to make inferences about presentations (4.4.3)</td>
<td>• analyzes and evaluates how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes (2.3.2)</td>
<td>• analyzes and evaluates how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes</td>
<td>• demonstrates limited skill in analyzing how various techniques and elements are used in oral, print, and other media texts to accomplish particular purposes</td>
</tr>
</tbody>
</table>
### Performance Indicators (Standard 3 continued)

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

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan</strong></td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>• identifies and discusses diverse and complex information sources relevant to particular inquiry or research needs</td>
<td>• identifies and discusses diverse information sources relevant to particular inquiry or research needs (3.2.2)</td>
<td>• identifies and discusses a limited range of information sources relevant to particular inquiry or research needs</td>
<td></td>
</tr>
<tr>
<td>• adjusts reading and viewing rates flexibly and fluently according to purpose, content, and context</td>
<td>• adjusts reading and viewing rates according to purpose, content, and context (3.2.5)</td>
<td>• demonstrates limited skill in adjusting reading and viewing rates according to purpose, content, and context</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
### Performance Indicators (Standard 4 continued)

<table>
<thead>
<tr>
<th>Organize</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• accesses information to accomplish efficiently a particular purpose within the topic parameters and time available</td>
<td>• accesses information to accomplish a particular purpose within the topic parameters and time available (3.2.4)</td>
<td>• accesses information to accomplish a particular purpose; manages topic parameters and time available with assistance</td>
</tr>
<tr>
<td></td>
<td>• prioritizes, organizes, and reorganizes information and ideas to clarify thinking and to achieve a desired effect</td>
<td>• organizes and reorganizes information and ideas to clarify thinking and to achieve a desired effect (3.3.1)</td>
<td>• organizes and reorganizes information and ideas in a limited way to clarify thinking and to achieve a desired effect</td>
</tr>
<tr>
<td>Record</td>
<td>• records and synthesizes information, ideas, and perspectives from a variety of sources; documents a wide range of sources accurately</td>
<td>• records and synthesizes information, ideas, and perspectives from a variety of sources; documents sources accurately (3.3.2)</td>
<td>• records and combines information, ideas, and perspectives from a variety of sources; documents sources accurately</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
</table>
| 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  
• generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, context, and impact  
• adapts and uses forms appropriate for audience, purpose, context, and impact  
• creates original texts to communicate ideas and enhance understanding of the effects of a wide variety of forms and techniques | • 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)  
• generates, evaluates, and selects ideas to focus and clarify a topic and perspective appropriate for audience, purpose, context, and impact (4.1.1)  
• adapts and uses forms appropriate for audience, purpose, context, and impact (4.1.2)  
• creates original texts* to communicate ideas and enhance understanding of forms and techniques (2.3.5) | • 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 a topic and perspective with limited consideration for audience, purpose, and context  
• 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 limited number of forms and techniques |
### Performance Indicators (Standard 5 continued)

<table>
<thead>
<tr>
<th>Revise and Edit</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student</strong></td>
<td><strong>The student</strong></td>
<td><strong>The student</strong></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
Performance Indicators (Standard 5 continued)

<table>
<thead>
<tr>
<th></th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>• evaluates and uses appropriate strategies and devices to enhance the impact of presentations for particular audiences, purposes, and contexts</td>
<td>• 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)</td>
<td>• selects and uses appropriate strategies and devices in presentations for particular audiences, purposes, and contexts, but with limited or inconsistent impact</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider Others</td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td>• uses language to enhance and facilitate group interaction</td>
<td>• uses language to demonstrate flexibility in working with others (5.1.1)</td>
<td></td>
<td>• demonstrates limited flexibility in using language to work with others</td>
</tr>
<tr>
<td>Group Participation</td>
<td>• collaborates with, supports, and leads group members in adapting procedures to achieve inquiry or research goals</td>
<td>• collaborates with and supports group members in adapting procedures to achieve inquiry or research goals (3.1.3)</td>
<td>• demonstrates limited skill in collaborating with and supporting group members in adapting procedures to achieve inquiry or research goals</td>
</tr>
<tr>
<td></td>
<td>• evaluates the usefulness of group process to achieve particular goals or tasks and uses findings in future learning tasks</td>
<td>• evaluates the usefulness of group process to achieve particular goals or tasks (5.1.4)</td>
<td>• demonstrates limited skill in evaluating the usefulness of group process to achieve particular goals or tasks</td>
</tr>
</tbody>
</table>
### Performance Indicators (Standard 6 continued)

<table>
<thead>
<tr>
<th>Build Community</th>
<th><strong>Above Level</strong></th>
<th><strong>At Level</strong></th>
<th><strong>Below Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td></td>
<td>• demonstrates leadership, commitment, and flexibility in a group, monitors own and others’ contributions, and builds on others’ strengths to achieve group goals</td>
<td>• demonstrates commitment and flexibility in a group, monitors own and others’ contributions, and builds on others’ strengths to achieve group goals (5.1.2)</td>
<td>• demonstrates limited commitment and flexibility in a group, monitors own and others’ contributions, and builds on others’ strengths to achieve group goals</td>
</tr>
<tr>
<td></td>
<td>• uses language and texts to celebrate important occasions and accomplishments and to create, extend, and strengthen a sense of community</td>
<td>• uses language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community (5.2.4)</td>
<td>• uses language and texts to celebrate important occasions and accomplishments and to maintain a sense of community</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Monitor</th>
<th>Above Level The student</th>
<th>At Level The student</th>
<th>Below Level The student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• evaluates personal growth and successes in language learning and considers the role and importance of language learning when developing personal goals and plans</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• analyzes how personal experiences influence the selection of particular texts and how texts influence perspectives</td>
<td>• explores how personal experiences influence the selection of particular texts and how texts influence perspectives (1.1.4)</td>
<td>• explores, with assistance, how personal experiences influence the selection of particular texts and how texts influence perspectives</td>
</tr>
<tr>
<td></td>
<td>• evaluates and explains how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs</td>
<td>• explains how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs (1.2.1)</td>
<td>• explains, with assistance, how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td>• 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)</td>
<td>• examines the effect of new understanding on self and others; recognizes that inquiry or research plans and procedures affect conclusions</td>
</tr>
</tbody>
</table>
Senior 4 English Language Arts: 
Literary Focus

Student Learning Outcomes
and
Standards of Student Performance
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.
General Learning Outcome 1

Explore thoughts, ideas, feelings, and experiences.

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.

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 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.

Clarify and Extend
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.
### 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

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

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Senior 2

- consider the potential of emerging ideas through a variety of means [such as talking, mapping, writing journals, rehearsing, drafting, role-playing, brainstorming, sketching...] to develop tentative positions

- seek and consider others’ ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding

- demonstrate a willingness to take risks in language use and experiment with language and forms of expression [such as word choice, dramatic presentations, media interviews...]

- pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers

- assess personal language learning and select strategies to enhance growth in language learning

Senior 3

- connect ideas, observations, opinions, and emotions to create or understand texts

- seek others’ responses through a variety of means to clarify and rethink interpretations of texts or to reconsider the shape and nature of own texts

- experiment with language and forms of expression to explore their effects on content and intent

- explore a range of texts and genres [including novels] by various writers, artists, storytellers, and filmmakers, and discuss ideas, images, feelings, people, and experiences both within and associated with these texts

- develop goals and plans for personal language learning [such as reading new genres or authors, experimenting with various writing forms or styles, developing effective storytelling techniques...]

Senior 4

Express Ideas (1.1.1)

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

Consider Others’ Ideas (1.1.2)

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

Experiment with Language and Forms (1.1.3)

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

Express Preferences (1.1.4)

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

Set Goals (1.1.5)

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

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
### Grade 8

- Discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding.
- Articulate, represent, and explain personal viewpoints clearly.
- Structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding.
- Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity.

### Senior 1

- Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.
- Review and refine personal viewpoints through reflection, feedback, and self-assessment.
- Structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world.
- Consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding.

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

- combine 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)*

- extend understanding by considering real and vicarious experiences, inquiry findings, and divergent interpretations 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

**Extend Understanding (1.2.4)**

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

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Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
General Learning Outcome 2

Comprehend and respond personally and critically to oral, print, and other media texts.

Use Strategies and Cues

Prior Knowledge (2.1.1)
Analyze connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts by writers, artists, storytellers, and filmmakers to develop interpretations.

Comprehension Strategies (2.1.2)
Apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of texts.

Textual Cues (2.1.3)
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 to construct and confirm meaning and interpret texts.

General Learning Outcome 2
Comprehend and respond personally and critically to oral, print, and other media texts.

Understand Forms and Techniques

Forms and Genres (2.3.1)
Evaluate the effect of forms and genres on content and purpose.

Techniques and Elements (2.3.2)
Analyze how various techniques and elements are used in texts [including novels] to accomplish particular purposes and create an overall impression.

Vocabulary (2.3.3)
Demonstrate appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; use literary language to analyze and create texts.

Create Original Texts (2.3.5)
Create original texts to explore and enhance understanding of choice of forms according to content.

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.

Respond to Texts

Experience Various Texts (2.2.1)
Experience genres 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 in texts [including novels] create an overall impression and engage audiences.
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.
2.1 Use Strategies and Cues

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

**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 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 4 English Language Arts: Literary Focus**

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

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2.1 Use Strategies and Cues

Senior 2

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

• select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing…] to monitor understanding and develop interpretations of a variety of texts

• use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films…] and prominent organizational patterns [such as compare and contrast…] to construct and confirm meaning and interpret texts

• use syntactic, semantic, graphophonlic, 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, graphophonlic, 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 compare and contrast…] to construct and confirm meaning and interpret texts

• use syntactic, semantic, graphophonlic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context…] to construct and confirm meaning and interpret texts

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

Senior 4 English Language Arts: Literary Focus

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

Senior 2

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

Senior 3

- experience 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

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

#### Forms and Genres
- Grade 8: demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content
- Senior 1: explain preferences for particular forms and genres of oral, literary, and media texts

#### Techniques and Elements
- Grade 8: 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
- Senior 1: 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
- Grade 8: explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language
- Senior 1: 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
- Grade 8: 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
- Senior 1: 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
- Grade 8: create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques
- Senior 1: create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers’ theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques

*Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.*
Senior 2

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

Senior 3

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

Senior 4

Forms and Genres (2.3.1)
- evaluate the effect of forms and genres [such as dramatic monologues, novels, docudramas...] on content and purpose

Techniques and Elements (2.3.2)
- analyze how various techniques and elements [such as irony, understatement, paradox, allegory, camera angles, analogies, parallel structure, cadence...] are used in texts [including novels] to accomplish particular purposes and create an overall impression

Vocabulary (2.3.3)
- demonstrate appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; use literary language to analyze and create texts

Experiment with Language (2.3.4)
- experiment with and use language, visuals, and sounds to articulate ideas and create a dominant impression, mood, tone, and style

Create Original Texts (2.3.5)
- create original texts [such as sonnets, one-act plays, parodies, pastiches, photographic essays, dramatic monologues...] to explore and enhance understanding of choice of forms according to content

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.
General Learning Outcome 3

Under Personal Knowledge (3.1.1)
- Use Personal Knowledge (3.1.1)
Pursue personal insights and explore alternative information sources for topics and ideas.

Ask Questions (3.1.2)
- 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)
- 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)
- Create and Follow a Plan (3.1.4)
Develop personal preferences and strategies for understanding and generating texts.

Plan and Focus

Organize, Record, and Evaluate

Organize Information (3.3.1)
- Organize Information (3.3.1)
Organize and reorganize ideas to clarify own thinking and to achieve desired effect.

Record Information (3.3.2)
- 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 Information (3.3.3)
Evaluate the appropriateness of observations, experiences, and inquiry or research for achieving desired purposes.

Develop New Understanding (3.3.4)
- Develop New Understanding (3.3.4)
Assess self-knowledge acquired through understanding and creating texts; assess own creative process.

Select and Process

Identify Personal and Peer Knowledge (3.2.1)
- 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)
- 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 Sources (3.2.3)
Evaluate how choice of information from various sources affects the credibility and authenticity of texts.

Access Information (3.2.4)
- Access Information (3.2.4)
Record, access, and explore others’ ideas and experiences using a variety of means.

Make Sense of Information (3.2.5)
- 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 novels].
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.
Students will listen, speak, read, write, view, and represent to manage ideas and information.
3.1 Plan and Focus

Senior 2

• determine inquiry or research focus based on personal knowledge and interests and on others’ expertise

• formulate questions to focus and guide inquiry or research

• collaborate to determine group knowledge base and to define research or inquiry purpose and parameters

• develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources

Senior 3

• consider experiences and explore imagination as sources for topics and ideas

• generate questions to extend initial understanding of the imagined world of texts

• assist and support peers in connecting, shaping, and clarifying ideas for creating texts

• develop strategies [such as keeping journals, revisiting fascinating places...] for gathering and accessing ideas to understand and generate texts

Senior 4

Use Personal Knowledge (3.1.1)

• pursue personal insights and explore alternative information sources for topics and ideas

Ask Questions (3.1.2)

• explore and question the imagined worlds of texts from a variety of perspectives to understand them and bring them to life

Participate in Group Inquiry (3.1.3)

• assist and support peers in shaping and identifying topic and intent and in developing creative approaches

Create and Follow a Plan (3.1.4)

• develop personal preferences and strategies [such as exploring memories of experiences, recording snatches of dialogue...] for understanding and generating texts

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

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

### Evaluate Sources
- develop and use criteria for evaluating information sources 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]

### 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

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### Senior 4 English Language Arts: Literary Focus

**Students will listen, speak, read, write, view, and represent to manage ideas and information.**
Senior 2

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic

- identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources…] relevant to particular inquiry or research needs

- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan

- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories…]

- identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 3

- select and connect ideas from prior knowledge, observations, and experiences to understand and support the development of texts

- identify the need for additional information to supplement prior knowledge, observations, and experiences for understanding and developing texts

- explain how choice of information from various sources affects the credibility and authenticity of texts

- record and explore ideas and information using a variety of means [such as interviewing authors, artists, and elders, observing sights and sounds, listening to others’ responses…]

- use knowledge of text cues, organizational patterns [such as flashbacks, chronological order, stream-of-consciousness…], and sensory and emotional appeals [such as empathy, anecdotes, suspense, narrative hooks…] to sort and relate ideas in extended texts [including novels]

Senior 4

Identify Personal and Peer Knowledge (3.2.1)
- select and connect ideas from prior knowledge, observations, and experiences, and evaluate their usefulness in understanding, developing, and enhancing texts

Identify Sources (3.2.2)
- determine the appropriateness and value of using diverse sources for understanding and developing texts

Evaluate Sources (3.2.3)
- evaluate how choice of information from various sources affects the credibility and authenticity of texts

Access Information (3.2.4)
- record, access, and explore others’ ideas and experiences using a variety of means [such as reflecting, interviewing, reading contemporary texts, collecting media clippings…]

Make Sense of Information (3.2.5)
- use knowledge of text cues, organizational patterns [such as point of view, stream-of-consciousness, play within a play…], and cognitive and emotional appeals [such as appeals generated by historical context, setting…] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including novels]

Students will listen, speak, read, write, view, and represent to manage ideas and information.
### 3.3 Organize, Record, and Evaluate

**Senior 4 English Language Arts: Literary Focus**

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

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organize Information</strong></td>
<td>• organize information and ideas in order of priority according to topic and task requirements</td>
</tr>
<tr>
<td></td>
<td>• organize information and ideas by developing and selecting appropriate categories and organizational structures</td>
</tr>
<tr>
<td><strong>Record Information</strong></td>
<td>• make notes in point form, summarizing major ideas and supporting details; reference sources</td>
</tr>
<tr>
<td></td>
<td>• summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources</td>
</tr>
<tr>
<td><strong>Evaluate Information</strong></td>
<td>• set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Develop New Understanding</strong></td>
<td>• incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information</td>
</tr>
<tr>
<td></td>
<td>• reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals</td>
</tr>
</tbody>
</table>
### 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

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**Students will listen, speak, read, write, view, and represent to manage ideas and information.**
General Learning Outcome 4

Enhance and Improve

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 appropriate for content, audience, and self.

Organize Ideas (4.1.3)
Evaluate the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence.

Generate and Focus

Grammar and Usage (4.3.1)
Analyze and edit texts for word choice, grammatical structures, and register to achieve clarity, artistry, and intent.

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.

Spelling (4.3.2)
Know and apply Canadian spelling conventions in texts; attend to spelling conventions that achieve artistic effect.

Revise Content (4.2.2)
Consider purpose and intent in analyzing and revising drafts to ensure appropriate content and language and to enhance unity and coherence.

Enhance Legibility (4.2.3)
Consider format in selecting text features to enhance legibility and artistry.

Effective Oral and Visual Communication (4.4.2)
Select and adjust appropriate voice and visual production factors to enhance audience enjoyment, satisfaction, and understanding.

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.

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.

Attend to Conventions

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

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.

Share Ideas and Information (4.4.1)
Develop personal styles and techniques to enhance oral, written, or dramatic presentations and to engage audiences.

Present and Share

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

Senior 2

- generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose

- experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories…] appropriate for content, audience, and purpose

- select organizational structures and techniques to create oral, written, and visual texts; use effective introduction, well-organized body, and effective conclusion to engage and sustain audience interest

Senior 3

- generate, assess, and select ideas to develop a topic and achieve a particular purpose [such as to create empathy, commemorate a special event…]

- experiment with a variety of forms [such as poems, one-act plays, reflective essays, impromptu speeches…] to discover preferences

- select and use a variety of organizational structures [such as point-example-conclusion, prologue and epilogue, acts and scenes…], techniques, and transitions [such as transitional paragraphs, fade-outs…] to express ideas clearly and effectively

Senior 4

Generate Ideas (4.1.1)

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

Choose Forms (4.1.2)

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

Organize Ideas (4.1.3)

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

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

**Senior 1**

**Grade 8**

**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

**Revise Content**
- revise to enhance meaning and effect according to audience and purpose

**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...]

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

**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...]

**Senior 4 English Language Arts: Literary Focus**

**Grade 8**

**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

**Revise Content**
- revise to enhance meaning and effect according to audience and purpose

**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...]

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

**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...]

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
Senior 2

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

Senior 3

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

Senior 4

**Appraise Own and Others’ Work (4.2.1)**

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

**Revise Content (4.2.2)**

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

**Enhance Legibility (4.2.3)**

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

**Enhance Artistry (4.2.4)**

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

**Enhance Presentation (4.2.5)**

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

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

#### Senior 4 English Language Arts: Literary Focus

<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar and Usage</strong></td>
<td></td>
</tr>
<tr>
<td>• edit for sentence variety, word choice, and tone</td>
<td>• edit for parallel structure, use of transitional devices, and clarity</td>
</tr>
<tr>
<td>appropriate to audience and purpose, and to</td>
<td></td>
</tr>
<tr>
<td>eliminate misplaced modifiers</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
</tr>
<tr>
<td>• know spelling conventions and apply them to</td>
<td>• know and apply a repertoire of spelling</td>
</tr>
<tr>
<td>familiar and unfamiliar words; use appropriate</td>
<td>conventions when editing and proofreading;</td>
</tr>
<tr>
<td>resources when editing and proofreading</td>
<td>use a variety of resources when editing and proofreading</td>
</tr>
<tr>
<td><strong>Capitalization and Punctuation</strong></td>
<td></td>
</tr>
<tr>
<td>• know and apply capitalization and punctuation</td>
<td>• know and apply capitalization and punctuation</td>
</tr>
<tr>
<td>conventions consistently in a variety of</td>
<td>conventions in dialogues, quotations, footnotes,</td>
</tr>
<tr>
<td>sentence structures and written forms when</td>
<td>endnotes, and references when editing and proofreading</td>
</tr>
<tr>
<td>editing and proofreading</td>
<td></td>
</tr>
</tbody>
</table>

**Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.**
### Senior 4 English Language Arts: Literary Focus

#### 4.3 Attend to Conventions

<table>
<thead>
<tr>
<th>Senior 2</th>
<th>Senior 3</th>
<th>Senior 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• know and apply Canadian spelling conventions for familiar and new vocabulary; monitor for correctness in editing and proofreading using appropriate resources</td>
<td>• 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</td>
<td>• 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…]</td>
</tr>
<tr>
<td>• know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required</td>
<td>• 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</td>
<td>• 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</td>
</tr>
</tbody>
</table>

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

**Senior 4 English Language Arts: Literary Focus**

**Share Ideas and Information**
- Grade 8: 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...]
- Senior 1: plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic

**Effective Oral and Visual Communication**
- Grade 8: 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
- Senior 1: 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**
- Grade 8: 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)
- Senior 1: 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.
4.4 Present and Share

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…]

Student 4 English Language Arts: Literary Focus

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

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

1. 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.

2. Work in Groups (5.1.2)
   - Demonstrate commitment and flexibility in groups, and support and encourage risk taking to enhance individual and group creations.

3. 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.

4. Evaluate Group Process (5.1.4)
   - Determine the usefulness of group process to achieve a particular goal.

5. Share and Compare Responses (5.2.1)
   - Evaluate diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self.

6. 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.

7. Develop and Celebrate Community

8. 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.

9. Appreciate Diversity (5.2.3)
   - Analyze ways in which languages and texts reveal, explain, and transform the human condition.
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.
<table>
<thead>
<tr>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperate with Others</strong></td>
<td>• engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony</td>
</tr>
<tr>
<td></td>
<td>• recognize the importance of effective communication in working with others</td>
</tr>
<tr>
<td><strong>Work in Groups</strong></td>
<td>• organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency</td>
</tr>
<tr>
<td></td>
<td>• plan, organize, and participate in presentations of group findings</td>
</tr>
<tr>
<td><strong>Use Language to Show Respect</strong></td>
<td>• demonstrate respect for other people’s language, history, and culture</td>
</tr>
<tr>
<td></td>
<td>• use inclusive language and actions that support people across races, cultures, genders, ages, and abilities</td>
</tr>
<tr>
<td><strong>Evaluate Group Process</strong></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development</td>
</tr>
</tbody>
</table>

**Students will listen, speak, read, write, view, and represent to celebrate and build community.**
5.1 Encourage, Support, and Work with Others

Senior 2

• make and encourage contributions [such as making accurate notes, exploring others’ viewpoints, listening attentively... ] to assist in developing group ideas; take responsibility for developing and expressing viewpoints

• demonstrate effective group interaction skills and strategies

• recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities

• evaluate own and others’ contributions to group process and provide support where needed

Senior 3

• use respectful and encouraging language to support others in creating or responding to texts

• demonstrate flexibility in assuming a variety of group roles and participate in open, respectful interactions

• recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic, cultural, and historical considerations; recognize that language meaning and use change over time

• evaluate the effectiveness of group process using various criteria [such as breadth of knowledge and experience, richness of discussion, quality of created text... ] to enhance future group experiences

Senior 4

Cooperate with Others (5.1.1)

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

Work in Groups (5.1.2)

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

Use Language to Show Respect (5.1.3)

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

Evaluate Group Process (5.1.4)

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

Students will listen, speak, read, write, view, and represent to celebrate and build community.
### 5.2 Develop and Celebrate Community

**Senior 4 English Language Arts: Literary Focus**

<table>
<thead>
<tr>
<th><strong>Grade 8</strong></th>
<th><strong>Senior 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share and Compare Responses</strong></td>
<td>• express personal reactions to a variety of experiences and texts and compare them with the reactions of others</td>
</tr>
<tr>
<td><strong>Relate Texts to Culture</strong></td>
<td>• recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history</td>
</tr>
<tr>
<td><strong>Appreciate Diversity</strong></td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Celebrate Special Occasions</strong></td>
<td>• use appropriate language to participate in public events, occasions, or traditions</td>
</tr>
</tbody>
</table>

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**Students will listen, speak, read, write, view, and represent to celebrate and build community.**
5.2 Develop and Celebrate Community

Senior 2

• consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self

• identify and examine ways in which texts reflect cultural and societal influences

• discuss ways in which texts [such as oral stories and speeches, novels and poems, magazines and television programs...] convey and challenge individual and community values and behaviours

• use effective language and texts [such as organizing commemorative events, making videos to celebrate events...] to celebrate special community occasions and accomplishments

Senior 3

• demonstrate awareness of how various factors [such as prior knowledge, experiences, cultural background...] affect interpretation of texts and understanding of others and self

• identify and examine ways in which society and culture shape the language, content, and forms of texts [such as post-modern novels, situation comedies, street theatre...]

• explain ways in which languages and texts [such as oral stories, poems, dramas, feature films...] reveal and shape understanding of human diversity and universality

• use language and texts to appeal to imagination, senses, and emotions, and examine the use of texts to commemorate special occasions and celebrate human experiences

Senior 4

Share and Compare Responses (5.2.1)
• evaluate diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self

Relate Texts to Culture (5.2.2)
• analyze ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition

Appreciate Diversity (5.2.3)
• analyze ways in which languages and texts [such as oral stories, novels, dramas, feature films...] reveal, explain, and transform the human condition

Celebrate Special Occasions (5.2.4)
• use language and texts to develop a sense of community and understanding of the human condition, and analyze the use of language and texts to honour individuals and to mark significant occasions

Students will listen, speak, read, write, view, and represent to celebrate and build community.
Standards of Student Performance for Senior 4 English Language Arts: Literary Focus

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, but exceed, the expected student performance level.</td>
<td>The indicators identify the knowledge, skills and strategies, and attitudes that meet the expected student performance level.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Connections</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)*</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
Performance Indicators (Standard 1 continued)

<table>
<thead>
<tr>
<th></th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Questions</strong></td>
<td>• explores and questions in depth the imagined worlds of texts from a wide variety of perspectives to understand them and bring them to life</td>
<td>• explores and questions the imagined worlds of texts from a variety of perspectives to understand them and bring them to life (3.1.2)</td>
<td>• explores and questions the imagined worlds of texts to understand them and bring them to life</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td>• 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)</td>
<td>• invites diverse suggestions and advice; demonstrates limited skill in reconsidering interpretations of texts or in re-examining the shape and nature of own texts</td>
</tr>
<tr>
<td><strong>Focus Topic</strong></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th></th>
<th><strong>Above Level</strong></th>
<th><strong>At Level</strong></th>
<th><strong>Below Level</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td><strong>Use Cues</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Use Cues</strong></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
<td>• applies a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a wide range and variety of texts</td>
<td>• applies appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts</td>
</tr>
<tr>
<td></td>
<td>• applies a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a wide range and variety of texts</td>
<td>• applies a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a wide range and variety of texts (2.1.2, 2.1.3)</td>
<td></td>
</tr>
<tr>
<td>The student</td>
<td><strong>At Level</strong></td>
<td><strong>Below Level</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 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)</td>
<td>• reads with limited fluency or inconsistent comprehension and limited interpretation of texts due to inefficient use of syntactic, semantic, graphophonic, pragmatic, and textual cues</td>
<td>• 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</td>
</tr>
<tr>
<td>The student</td>
<td><strong>Below Level</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Indicators (Standard 2 continued)

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>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</td>
<td>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)</td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Forms and Genres</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>evaluates the interrelationships of form and genre and their effect on content and purpose</td>
<td>evaluates the effect of form and genre on content and purpose (2.3.1)</td>
<td>analyzes the effect of form and genre on content and purpose</td>
</tr>
<tr>
<td></td>
<td>evaluates how language and stylistic choices in texts create an overall impression and engage audiences</td>
<td>analyzes how language and stylistic choices in texts create an overall impression and engage audiences (2.2.3)</td>
<td>examines how language and stylistic choices in texts create an overall impression and engage audiences</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student</strong></td>
<td><strong>The student</strong></td>
<td><strong>The student</strong></td>
</tr>
<tr>
<td><strong>Respond</strong></td>
<td><strong>Respond</strong></td>
<td><strong>Respond</strong></td>
</tr>
<tr>
<td>• responds creatively, personally, and critically to perspectives and styles of a wide variety of texts by Canadian and international writers, artists, storytellers, and filmmakers</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td>• seeks out and experiences genres from a wide variety of historical and cultural traditions; examines various interpretations of texts to revise or extend understanding</td>
<td>• experiences genres from a variety of historical and cultural traditions; examines various interpretations of texts to revise or extend understanding (2.2.1)</td>
<td>• experiences genres from a variety of historical and cultural traditions; examines various interpretations of texts</td>
</tr>
</tbody>
</table>
## Performance Indicators (Standard 3 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Techniques</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- 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</td>
<td>- 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)</td>
<td>- 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</td>
<td></td>
</tr>
<tr>
<td>- 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</td>
<td>- 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)</td>
<td>- 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</td>
<td></td>
</tr>
<tr>
<td>- analyzes and evaluates how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression</td>
<td>- analyzes how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression (2.3.2)</td>
<td>- analyzes and evaluates how various techniques and elements are used in texts to accomplish particular purposes and create an overall impression</td>
<td></td>
</tr>
<tr>
<td><strong>Self and Texts</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>- 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</td>
<td>- 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)</td>
<td>- 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</td>
<td></td>
</tr>
<tr>
<td>- analyzes and evaluates ways in which languages and texts reveal, explain, and transform the human condition</td>
<td>- analyzes ways in which languages and texts reveal, explain, and transform the human condition (5.2.3)</td>
<td>- demonstrates limited skill in analyzing ways in which languages and texts reveal, explain, and transform the human condition</td>
<td></td>
</tr>
<tr>
<td>- 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</td>
<td>- 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)</td>
<td>- identifies ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan</strong></td>
<td>• develops personal preferences and uses a broad repertoire of strategies for understanding and generating texts</td>
<td>• develops personal preferences and strategies for understanding and generating texts (3.1.4)</td>
<td>• demonstrates limited skill in developing personal preferences and strategies for understanding and generating texts</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>• determines the appropriateness and value of using diverse and complex sources for understanding and developing texts</td>
<td>• adjusts viewing and reading rates according to purpose, content, and context (3.2.5)</td>
<td>• demonstrates limited skill in determining the appropriateness and value of using diverse sources for understanding and developing texts</td>
</tr>
<tr>
<td></td>
<td>• adjusts viewing and reading rates flexibly and fluently according to purpose, content, and context</td>
<td>• evaluates how choice of information from various sources affects credibility, authenticity, and intended purpose of texts (3.2.3, 3.3.3)</td>
<td>• demonstrates limited skill in adjusting viewing and reading rates according to purpose, content, and context</td>
</tr>
<tr>
<td></td>
<td>• evaluates how choice, quality, and interaction of information from various sources affects credibility, authenticity, and intended purpose of texts</td>
<td></td>
<td>• analyzes how choice of information from various sources affects credibility, authenticity, and intended purpose of texts</td>
</tr>
</tbody>
</table>
## Performance Indicators (Standard 4 continued)

<table>
<thead>
<tr>
<th></th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td><strong>Organize</strong></td>
<td>• selects and connects diverse ideas from prior knowledge, observations, and experiences and evaluates their usefulness in understanding, developing, and enhancing texts</td>
<td>• selects and connects ideas from prior knowledge, observations, and experiences and evaluates their usefulness in understanding, developing, and enhancing texts (3.2.1)</td>
<td>• selects and connects ideas from prior knowledge, observations, and experiences but demonstrates limited skill in evaluating their usefulness in understanding, developing, and enhancing texts</td>
</tr>
<tr>
<td></td>
<td>• accesses, records, and explores others’ ideas and experiences using a wide variety of means</td>
<td>• accesses, records, and explores others’ ideas and experiences using a variety of means (3.2.4)</td>
<td>• demonstrates limited skill in accessing, recording, and exploring others’ ideas and experiences using a variety of means</td>
</tr>
<tr>
<td></td>
<td>• organizes and reorganizes ideas and perspectives to clarify own thinking and to achieve desired effect</td>
<td>• organizes and reorganizes ideas to clarify own thinking and to achieve desired effect (3.3.1)</td>
<td>• demonstrates limited skill in organizing and reorganizing ideas to clarify own thinking and to achieve desired effect</td>
</tr>
<tr>
<td><strong>Record</strong></td>
<td>• records and synthesizes observations, experiences, and responses to enhance understanding of theme, point of view, or context of texts; refers to texts for support</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create</strong></td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• generates, assesses, and selects ideas to refine thoughts and feelings, clarify intent, and create desired effect</td>
<td>• generates, assesses, and selects ideas to express thoughts and feelings, clarify intent, and create desired effect (4.1.1)</td>
<td>• generates, assesses, and selects ideas to express thoughts, feelings, and intent but with limited effect</td>
<td></td>
</tr>
<tr>
<td>• experiments with and adapts a variety of forms appropriate for content, audience, effect, and self</td>
<td>• experiments with and adapts a variety of forms appropriate for content, audience, and self (4.1.2)</td>
<td>• experiments with and adapts a variety of forms with limited consideration for content, audience, and self</td>
<td></td>
</tr>
<tr>
<td>• creates a wide variety of original texts to explore and enhance understanding of choice of forms according to content</td>
<td>• creates original texts* to explore and enhance understanding of choice of forms according to content (2.3.5)</td>
<td>• creates a limited number of original texts to explore and enhance understanding of choice of forms according to content</td>
<td></td>
</tr>
</tbody>
</table>
Performance Indicators (Standard 5 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revise and Edit</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• evaluates the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence</td>
<td>• considers the potential impact of various organizational structures, techniques, and transitions in texts to achieve specific purposes and to ensure unity and coherence</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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 (4.1.3)</td>
<td>• 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</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
### Performance Indicators (Standard 5 continued)

<table>
<thead>
<tr>
<th>Present</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>• evaluates and uses strategies and devices appropriate for purpose and intent to enhance audience appeal and understanding and the power of presentations</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td>The student</td>
<td>• 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</td>
<td>• develops personal styles and techniques to enhance oral, written, or dramatic presentations and to engage audiences (4.4.1)</td>
<td>• develops personal styles but demonstrates a limited range of techniques to enhance oral, written, or dramatic presentations</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consider Others</strong></td>
<td>• promotes the expression of diverse ideas, viewpoints, and interpretations and evaluates them to deepen understanding of texts, others, and self</td>
<td>• evaluates diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self (5.2.1)</td>
<td>• considers diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self</td>
</tr>
<tr>
<td></td>
<td>• listens actively and contributes and encourages a variety of viewpoints to enhance and promote others’ creation of and responses to texts</td>
<td>• listens attentively and contributes and encourages a variety of viewpoints to enhance others’ creation of and responses to texts (5.1.1)</td>
<td>• listens attentively and recognizes a variety of viewpoints but demonstrates limited skill in using language to enhance others’ creation of and responses to texts</td>
</tr>
<tr>
<td><strong>Group Participation</strong></td>
<td>• creates opportunities to assist and support peers in shaping and identifying topic and intent and in developing creative approaches</td>
<td>• assists and supports peers in shaping and identifying topic and intent and in developing creative approaches (3.1.3)</td>
<td>• supports peers in shaping and identifying topic and intent and in developing creative approaches</td>
</tr>
<tr>
<td></td>
<td>• determines the usefulness of group process to achieve a particular goal and uses findings in future learning tasks</td>
<td>• determines the usefulness of group process to achieve a particular goal (5.1.4)</td>
<td>• demonstrates limited skill in determining the usefulness of group process to achieve a particular goal</td>
</tr>
</tbody>
</table>
Standards of Student Performance

Performance Indicators (Standard 6 continued)

<table>
<thead>
<tr>
<th>Build Community</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>• demonstrates leadership, commitment, and flexibility in groups, and supports and encourages risk taking to enhance individual and group creations</td>
<td>• demonstrates commitment and flexibility in groups, and supports and encourages risk taking to enhance individual and group creations (5.1.2)</td>
<td>• demonstrates limited commitment and flexibility in groups, but supports and accepts risk taking to enhance individual and group creations</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Monitor</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
<td>The student</td>
<td>The student</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• explores, analyzes, and discusses how texts and genres by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others</td>
<td>• 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)</td>
<td>• explores, with assistance, and discusses how texts and genres by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others</td>
<td>• explores, with assistance, and discusses how texts and genres by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others</td>
</tr>
<tr>
<td>• evaluates and explains how new ideas, information, experiences, and perspectives clarify interpretations of own and others’ texts</td>
<td>• explains how new ideas, information, experiences, and perspectives clarify interpretations of own and others’ texts (1.2.1)</td>
<td>• explains, with assistance, how new ideas, information, experiences, and perspectives clarify interpretations of own and others’ texts</td>
<td>• explains, with assistance, how new ideas, information, experiences, and perspectives clarify interpretations of own and others’ texts</td>
</tr>
<tr>
<td>• evaluates the effect of self-knowledge acquired through understanding and creating texts; assesses own creative process</td>
<td>• assesses self-knowledge acquired through understanding and creating texts; assesses own creative process (3.3.4)</td>
<td>• assesses, with assistance, self-knowledge acquired through understanding and creating texts; assesses own creative process</td>
<td>• assesses, with assistance, self-knowledge acquired through understanding and creating texts; assesses own creative process</td>
</tr>
</tbody>
</table>
Senior 4 English Language Arts:
Transactional Focus

Student Learning Outcomes
and
Standards of Student Performance
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.
General Learning Outcome 1

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.

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.

Extend Understanding (1.2.4)
Extend understanding by considering multiple perspectives, research data, and audience diversity when generating and responding to texts.

Discover and Explore
Explore thoughts, ideas, feelings, and experiences.

Clarify and Extend

**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.
Senior 4 English Language Arts: Transactional Focus

1.1 Discover and Explore

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

**Consider Others’ Ideas**
- integrate new understanding with previous viewpoints and interpretations

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

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

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

**Senior 1**
- question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances
- acknowledge the value of others’ ideas and opinions in exploring and extending personal interpretations and viewpoints
- use memorable language effectively and experiment with different personas for dynamic self-expression
- discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers
- reflect on attainment of personal goals for effective language learning and use

**Grade 8**

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

**Grade 8**

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

- articulate, represent, and explain personal viewpoints clearly

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

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

**Senior 1**

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

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

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

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

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

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### 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

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Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
General Learning Outcome 2

Comprehend and respond personally and critically to oral, print, and other media texts.

Use Strategies and Cues

Prior Knowledge (2.1.1)
Analyze connections between personal experiences and prior knowledge of particular forms and content and a variety of texts to develop interpretations and perspectives.

Comprehension Strategies (2.1.2)
Apply a broad repertoire of appropriate comprehension strategies to monitor and develop understanding of texts.

Textual Cues (2.1.3)
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 to construct and confirm meaning and interpret texts.

Understand Forms and Techniques

Forms and Genres (2.3.1)
Evaluate the effect of forms and genres on content and purpose.

Techniques and Elements (2.3.2)
Analyze how various techniques and elements are used in texts [including books] to accomplish particular purposes.

Vocabulary (2.3.3)
Examine how language and vocabulary 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 and use language, visuals, and sounds according to audience, purpose, form, and context.

Create Original Texts (2.3.5)
Create original texts to communicate ideas and enhance understanding of forms and techniques.

Respond to Texts

Experience Various Texts (2.2.1)
Experience texts 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.

Appreciate the Artistry of Texts (2.2.3)
Analyze how language and stylistic choices in texts [including books] communicate intended meaning and create effect.

Senior 4 English Language Arts: Transactional Focus

Map of 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.
2.1 Use Strategies and Cues

Grade 8

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

Senior 1

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

Prior Knowledge

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

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

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

Comprehension Strategies

- 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 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

Senior 4 English Language Arts: Transactional Focus

Cueing Systems

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

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

Senior 2

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

- select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing...] to monitor understanding and develop interpretations of a variety of texts

- use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films...] and prominent organizational patterns [such as compare and contrast...] to construct and confirm meaning and interpret texts

- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order and sentence patterns; connotations, word analysis, social context...] to construct and confirm meaning and interpret texts

Senior 3

- examine connections between personal experiences and prior knowledge of 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

- 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

- 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

- 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

- 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

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

#### Senior 4 English Language Arts: Transactional Focus

<table>
<thead>
<tr>
<th>Experience Various Texts</th>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>

| 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 |

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

Senior 2

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

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

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

Senior 3

- experience texts [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

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

#### Grade 8

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

**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

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

**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

**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

#### Senior 1

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

**Techniques and Elements**
- 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**
- 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**
- 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 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.
### Forms and Genres (2.3.1)
- **Senior 2**
  - recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes
  - explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve...] are used in oral, print [including books], and other media texts to create particular effects
  - recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context

- **Senior 3**
  - 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...]
  - 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
  - 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
  - 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
  - create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations...] to communicate ideas and enhance understanding of forms and techniques

- **Senior 4**
  - 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)
- **Senior 2**
  - explain 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

- **Senior 3**
  - 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

### Vocabulary (2.3.3)
- **Senior 2**
  - recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context

- **Senior 3**
  - examine 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

### Experiment with Language (2.3.4)
- **Senior 2**
  - experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts

- **Senior 3**
  - 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
  - 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 (2.3.5)
- **Senior 4**
  - create original texts [such as technical manuals, instructional booklets, multimedia presentations, travelogues, documentaries, newscasts...] to communicate ideas and enhance understanding of forms and techniques

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Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.
General Learning Outcome 3
Manage ideas and information.

**Plan and Focus**
- **Select and Process**

**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.

**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.

**Organize, Record, and Evaluate**

**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.

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

**Identify Personal and Peer Knowledge (3.2.1)**
Evaluate and select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form.

**Identify Sources (3.2.2)**
Determine audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources.

**Evaluate Sources (3.2.3)**
Evaluate factors that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research.

**Access Information (3.2.4)**
Access information to accomplish a particular task using a variety of tools and sources.

**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 3

Transnational 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 Transnational 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 Transnational 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

- determine personal knowledge of a topic to generate possible areas of inquiry or research
- formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information
- contribute ideas, knowledge, and strategies to help identify group information needs and sources
- prepare and use a plan to access, gather, and record in own words relevant information

Senior 1

- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
- develop focused questions to establish a purpose for reading, listening, and viewing information sources
- generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic
- prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

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

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

Senior 1

Grade 8

Identify Personal and Peer Knowledge

- 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 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

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]

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

Senior 4 English Language Arts: Transactional Focus

Grade 8

Identify Personal and Peer Knowledge

- access, record, and appraise personal and peer knowledge of a topic 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…]

Evaluate Sources

- develop and use criteria for evaluating information sources 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]

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

Students will listen, speak, read, write, view, and represent to manage ideas and information.
Senior 2

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

Senior 3

- select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form
- 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...]
- explain how audience perspectives and biases influence the choice and effectiveness of information sources for inquiry or research
- access information using a variety of tools, skills, and sources [such as books, databases, CD-ROMs, manuals, textbooks...]
- 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]

Senior 4

Identify Personal and Peer Knowledge (3.2.1)
- evaluate and select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form

Identify Sources (3.2.2)
- 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)
- 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 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)
- 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

Students will listen, speak, read, write, view, and represent to manage ideas and information.
### Senior 4 English Language Arts: Transactional Focus

**Organize Information**
- Senior 1: organize information and ideas by developing and selecting appropriate categories and organizational structures.
- Grade 8: organize information and ideas in order of priority according to topic and task requirements.

**Record Information**
- Senior 1: summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources.
- Grade 8: make notes in point form, summarizing major ideas and supporting details; reference sources.

**Evaluate Information**
- Senior 1: 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.
- Grade 8: set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes.

**Develop New Understanding**
- Senior 1: reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals.
- Grade 8: incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information.

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Students will listen, speak, read, write, view, and represent to manage ideas and information.
Senior 4

Organize Information (3.3.1)
• organize and reorganize main ideas and supporting information in a variety of ways [such as flow charts, webs, lists...] according to audiences and purposes

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

Students will listen, speak, read, write, view, and represent to manage ideas and information.
General Learning Outcome 4

Enhance and Improve

General Learning Outcome 4
Enhance the clarity and artistry of communication.

Generate and Focus

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 appropriate for audience, purpose, and context.

Organize Ideas (4.1.3)
Evaluate 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.

Grammar and Usage (4.3.1)
Analyze and edit texts for word choice, grammatical structures, and 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.

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.

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.

Effective Oral and Visual Communication (4.4.2)
Select and adjust appropriate voice and visual production factors 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.

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.

Revise Content (4.2.2)
Consider audience, purpose, and context in evaluating and revising drafts to ensure appropriate content and language and to enhance precision, unity, and coherence.

Enhance Legibility (4.2.3)
Analyze audience needs in selecting text features to enhance legibility and artistry.

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.

Enhance Presentation (4.2.5)
Consider audience characteristics and needs when selecting and using strategies and devices to enhance the impact of presentations.

Present and Share

Senior 4 English Language Arts: Transactional Focus

Map of General Learning Outcome 4

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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.
<table>
<thead>
<tr>
<th><strong>4.1 Generate and Focus</strong></th>
<th><strong>Senior 4 English Language Arts: Transactional Focus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Generate Ideas</strong></td>
<td><strong>Grade 8</strong></td>
</tr>
<tr>
<td></td>
<td>• experiment with several ways to generate ideas and focus a topic</td>
</tr>
<tr>
<td></td>
<td><strong>Senior 1</strong></td>
</tr>
<tr>
<td></td>
<td>• use a variety of techniques to generate and select ideas for oral, written, and visual texts</td>
</tr>
<tr>
<td><strong>Choose Forms</strong></td>
<td><strong>Grade 8</strong></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td><strong>Senior 1</strong></td>
</tr>
<tr>
<td></td>
<td>• adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose</td>
</tr>
<tr>
<td><strong>Organize Ideas</strong></td>
<td><strong>Grade 8</strong></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td><strong>Senior 1</strong></td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
</tbody>
</table>

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

Senior 2

• generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose

• experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories...] appropriate for content, audience, and purpose

• select organizational structures and techniques to create oral, written, and visual texts; use effective introduction, well-organized body, and effective conclusion to engage and sustain audience interest

Senior 3

• generate, 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

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

**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

**Revise Content**
- revise to enhance meaning and effect according to audience and purpose

**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...]

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

**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...]

**Grade 8**
- 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
- revise to enhance meaning and effect according to audience and purpose
- 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...]
- experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions
- prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]

**Senior 1**
- 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
- review previous draft and revise to refine communication and enhance self-expression
- format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals
- experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry
- prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

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

Senior 2

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

Senior 3

- consider audience needs and characteristics in appraising choices of content, language use, and form in own and others’ drafts
- consider audience needs and characteristics in analyzing and revising drafts to ensure appropriate content and to enhance unity, clarity, and coherence
- consider audience needs in selecting text features [such as graphs, colour, shading, framing…] to enhance legibility
- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering audience characteristics and needs
- 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

Senior 4

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

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
- analyze audience needs in selecting text features [such as graphs, colour, shading, framing…] to enhance legibility

Enhance Legibility (4.2.3)
- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impact, and originality, considering audience characteristics and needs
- 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

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

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

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

**Grammar and Usage**

**Grade 8**
- edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers

**Senior 1**
- edit for parallel structure, use of transitional devices, and clarity

**Spelling**

**Grade 8**
- know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading

**Senior 1**
- know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading

**Capitalization and Punctuation**

**Grade 8**
- know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading

**Senior 1**
- know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading

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

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4.3 Attend to Conventions

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 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…]

- 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

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…]

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
<table>
<thead>
<tr>
<th>Share Ideas and Information</th>
<th>Grade 8</th>
<th>Senior 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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...]</td>
<td>plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Oral and Visual Communication</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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</td>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attentive Listening and Viewing</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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)</td>
<td>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)</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.
General Learning Outcome 5
Celebrate and build community.

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.

Work in Groups (5.1.2)
Demonstrate commitment and flexibility in groups, support others' participation, and adjust roles and responsibilities according to task requirements.

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 may sustain or counter exploitative or discriminatory situations.

Encourage, Support, and Work with Others

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.

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 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.
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.
5.1 Encourage, Support, and Work with Others

**Senior 4 English Language Arts: Transactional Focus**

**Cooperate with Others**
- Grade 8: engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony
- Senior 1: recognize the importance of effective communication in working with others

**Work in Groups**
- Grade 8: organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency
- Senior 1: plan, organize, and participate in presentations of group findings

**Use Language to Show Respect**
- Grade 8: demonstrate respect for other people’s language, history, and culture
- Senior 1: use inclusive language and actions that support people across races, cultures, genders, ages, and abilities

**Evaluate Group Process**
- Grade 8: 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
- Senior 1: establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

Students will listen, speak, read, write, view, and represent to celebrate and build community.
Senior 2

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

Senior 3

- use 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
- demonstrate flexibility in assuming a variety of group roles, support risk taking, and encourage effective participation to accomplish tasks
- 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…]
- 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

Senior 4

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

Work in Groups (5.1.2)
- demonstrate commitment and flexibility in groups, support others’ participation, and adjust roles and responsibilities according to task requirements

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 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…]

Students will listen, speak, read, write, view, and represent to celebrate and build community.
5.2 Develop and Celebrate Community

**Grade 8**

- express personal reactions to a variety of experiences and texts and compare them with the reactions of others
- recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history
- 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
- use appropriate language to participate in public events, occasions, or traditions

**Senior 1**

- recognize that differing perspectives and unique reactions enrich understanding
- explain ways in which oral, literary, and media texts reflect topics and themes in life
- 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
- 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.**
5.2 Develop and Celebrate 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 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

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.

<table>
<thead>
<tr>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The indicators identify the knowledge, skills and strategies, and attitudes that are within the range of, but exceed, the expected student performance level.</td>
<td>The indicators identify the knowledge, skills and strategies, and attitudes that meet the expected student performance level.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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.
Standards of Student Performance

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

<table>
<thead>
<tr>
<th>Connections</th>
<th>Above Level</th>
<th>At Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td>The student</td>
<td>The student</td>
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</tr>
<tr>
<td>• 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</td>
<td>• 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)*</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td>• 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</td>
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</tbody>
</table>
Performance Indicators (Standard 1 continued)

<table>
<thead>
<tr>
<th></th>
<th>Above Level</th>
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<tbody>
<tr>
<td><strong>Questions</strong></td>
<td>• formulates focused and clarifying inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result</td>
</tr>
<tr>
<td></td>
<td>• invites and assesses diverse, challenging information, questions, and alternative perspectives to clarify own ideas and positions</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Focus Topic</strong></td>
<td>• 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)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>At Level</th>
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</thead>
<tbody>
<tr>
<td><strong>Questions</strong></td>
<td>• 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)</td>
</tr>
<tr>
<td></td>
<td>• assesses diverse, challenging information, questions, and alternative perspectives to clarify own ideas and positions (1.1.2)</td>
</tr>
<tr>
<td></td>
<td>• formulates and refines focused and clarifying inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result</td>
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<table>
<thead>
<tr>
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<th>Below Level</th>
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</thead>
<tbody>
<tr>
<td><strong>Questions</strong></td>
<td>• 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</td>
</tr>
<tr>
<td></td>
<td>• assesses diverse information, questions, and alternative perspectives to clarify own ideas and positions</td>
</tr>
<tr>
<td></td>
<td>• assesses diverse information, questions, and alternative perspectives to clarify own ideas and positions</td>
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</table>

Focus Topic

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<th>Below Level</th>
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</thead>
<tbody>
<tr>
<td><strong>Focus Topic</strong></td>
<td>• 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</td>
</tr>
</tbody>
</table>

* 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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>The student</th>
<th>At Level</th>
<th>The student</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Cues</td>
<td>• 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</td>
<td>• 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)</td>
<td>• reads with limited fluency or inconsistent comprehension and limited interpretation of texts due to inefficient use of syntactic, semantic, graphophonic, pragmatic, and textual cues</td>
<td>• 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</td>
<td>• applies a broad repertoire of appropriate comprehension strategies** to monitor and develop understanding of texts (2.1.2)</td>
</tr>
<tr>
<td>Comprehension</td>
<td>• 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</td>
<td>• 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)</td>
<td>• applies appropriate comprehension strategies to monitor and develop understanding of texts</td>
<td>• applies a broad repertoire of appropriate comprehension strategies to monitor and develop understanding of texts (2.1.2)</td>
<td></td>
</tr>
</tbody>
</table>
Performance Indicators (Standard 2 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Forms and Genres</strong></td>
<td>• evaluates the interrelationships of form and genre and their effect on content, audience, and purpose</td>
<td>• evaluates the effect of form and genre on content, audience, and purpose (2.3.1)</td>
<td>• analyzes the effect of form and genre on content, audience, and purpose</td>
</tr>
<tr>
<td></td>
<td>• evaluates how language and stylistic choices in texts communicate intended meaning and create effect</td>
<td>• analyzes how language and stylistic choices in texts communicate intended meaning and create effect (2.2.3)</td>
<td>• examines how language and stylistic choices in texts communicate intended meaning and create effect</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>The student</th>
<th>At Level</th>
<th>The student</th>
<th>Below Level</th>
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</thead>
<tbody>
<tr>
<td>Respond</td>
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</tr>
<tr>
<td>• responds creatively to and critiques perspectives and styles of a wide variety of texts by Canadian and international communicators</td>
<td>• responds to and critiques perspectives and styles of a variety of texts by Canadian and international communicators (2.2.2)</td>
<td>• demonstrates limited skill in responding to and critiquing perspectives and styles of a variety of texts by Canadian and international communicators</td>
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</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• experiences texts from a variety of perspectives, disciplines, and cultural traditions; analyzes various interpretations of texts</td>
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</table>
### Performance Indicators (Standard 3 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
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</thead>
<tbody>
<tr>
<td><strong>Self and Texts</strong></td>
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</tr>
<tr>
<td>• analyzes and evaluates ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture</td>
<td>• 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)</td>
<td>• analyzes ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities (5.2.3)</td>
<td>• analyzes ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture (5.2.2)</td>
</tr>
<tr>
<td>• analyzes and evaluates ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities</td>
<td>• analyzes ways in which languages and texts portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities (5.2.3)</td>
<td>• 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</td>
<td>• identifies ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture</td>
</tr>
<tr>
<td>• analyses and evaluates connections between personal experiences and prior knowledge of particular forms and content and a variety of texts to develop interpretations and perspectives</td>
<td>• 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)</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
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<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
<td>• 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</td>
</tr>
<tr>
<td>• 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</td>
<td>• 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)</td>
<td>• demonstrates limited skill in analyzing how various techniques and elements are used in texts to accomplish particular purposes</td>
<td>• demonstrates limited skill in analyzing how various techniques and elements are used in texts to accomplish particular purposes</td>
</tr>
<tr>
<td>• analyzes and evaluates how various techniques and elements are used in texts to accomplish particular purposes</td>
<td>• analyzes how various techniques and elements are used in texts to accomplish particular purposes (2.3.2)</td>
<td>• 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 (4.4.3)</td>
<td>• 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</td>
</tr>
</tbody>
</table>

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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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
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</tbody>
</table>
## Performance Indicators (Standard 4 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
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<th>At Level</th>
<th>The student</th>
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<tbody>
<tr>
<td><strong>Organize</strong></td>
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<tr>
<td>- determines audience characteristics and needs, topic, and purpose to identify and evaluate a range of primary and secondary information sources</td>
<td>- determines audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources (3.2.2)</td>
<td>- determines audience characteristics and needs, topic, and purpose but demonstrates limited skill in identifying a range of primary and secondary information sources</td>
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<tr>
<td>- adjusts viewing and reading rates flexibly and fluently according to purpose, content, and context</td>
<td>- adjusts viewing and reading rates according to purpose, content, and context (3.2.5)</td>
<td>- demonstrates limited skill in adjusting viewing and reading rates according to purpose, content, and context</td>
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<tr>
<td>- evaluates how the interaction of factors affects the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research</td>
<td>- evaluates factors that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research (3.2.3)</td>
<td>- explains how factors affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research</td>
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</tr>
<tr>
<td>- evaluates the appropriateness of information and perspectives, taking into account the values and beliefs of particular audiences</td>
<td>- evaluates the appropriateness of information, taking into account the values and beliefs of particular audiences (3.3.3)</td>
<td>- analyzes the appropriateness of information, taking into account the values and beliefs of particular audiences</td>
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<tr>
<td><strong>Sources</strong></td>
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<tr>
<td>- 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</td>
<td>- evaluates and selects ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form (3.2.1)</td>
<td>- demonstrates limited skill in evaluating and selecting ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form</td>
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<tr>
<td>- accesses relevant information efficiently to accomplish a particular task using a variety of tools and sources</td>
<td>- accesses information to accomplish a particular task using a variety of tools and sources (3.2.4)</td>
<td>- uses a variety of tools and sources but demonstrates limited skill in accessing information to accomplish a particular task</td>
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<tr>
<td>- organizes and reorganizes main ideas and supporting information to clarify and extend thinking and to achieve desired action or specific response from an audience</td>
<td>- 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)</td>
<td>- 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</td>
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<tr>
<td><strong>Record</strong></td>
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<tr>
<td>- 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</td>
<td>- 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)</td>
<td>- 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</td>
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</table>

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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

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

210
### Performance Indicators (Standard 5 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
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<tbody>
<tr>
<td><strong>Revise and Edit</strong></td>
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<tr>
<td></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
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<tr>
<td></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
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<tr>
<td></td>
<td>• 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</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
</tbody>
</table>

*Performance Indicators (Standard 5 continued)*
### Performance Indicators (Standard 5 continued)

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
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</thead>
<tbody>
<tr>
<td><strong>Present</strong></td>
<td>• evaluates and uses strategies and devices appropriate for audience characteristics and needs to enhance audience understanding and impact of presentations</td>
<td>• 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)</td>
<td>• selects and uses strategies and devices appropriate for audience characteristics and needs to enhance audience understanding but with limited or inconsistent impact</td>
</tr>
<tr>
<td></td>
<td>• anticipates and addresses audience needs by selecting ideas and information appropriate to shifting priorities; adjusts presentation plan and pace for a variety of purposes</td>
<td>• 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)</td>
<td>• 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</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>The student</th>
<th>Above Level</th>
<th>The student</th>
<th>At Level</th>
<th>The student</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider Others</td>
<td>• promotes and evaluates a wide range of diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self</td>
<td>• evaluates diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self (5.2.1)</td>
<td>• considers diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self</td>
<td>• listens attentively and uses language to demonstrate tact, but with limited openness and flexibility, in working with others</td>
<td></td>
</tr>
<tr>
<td>• listens actively and uses language to demonstrate leadership, openness, flexibility, and tact in working with others</td>
<td>• listens attentively and uses language to demonstrate openness, flexibility, and tact in working with others (5.1.1)</td>
<td>• listens attentively and uses language to demonstrate tact, but with limited openness and flexibility, in working with others</td>
<td>• 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)</td>
<td>• 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)</td>
<td></td>
</tr>
<tr>
<td>Group Participation</td>
<td>• collaborates with, supports, and leads group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required</td>
<td>• 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)</td>
<td>• 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</td>
<td>• demonstrates limited skill in determining the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td>• determines the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables (5.1.4)</td>
<td>• demonstrates limited skill in determining the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables</td>
<td>• demonstrates limited skill in determining the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Performance Indicators (Standard 6 continued)

<table>
<thead>
<tr>
<th>Build Community</th>
<th>Above Level</th>
<th>At Level</th>
<th>Below Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>• demonstrates leadership, commitment, and flexibility in groups, encourages others’ participation, and adjusts roles and responsibilities according to task requirements</strong></td>
<td><strong>• demonstrates commitment and flexibility in groups, supports others’ participation, and adjusts roles and responsibilities according to task requirements (5.1.2)</strong></td>
<td><strong>• demonstrates limited commitment and flexibility in groups, supports others’ participation, and accepts roles and responsibilities according to task requirements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>• uses language and texts to mark accomplishments and significant occasions and to create, extend, and strengthen a shared sense of community</strong></td>
<td><strong>• uses language and texts to mark accomplishments and significant occasions and to create a shared sense of community (5.2.4)</strong></td>
<td><strong>• uses language and texts to mark accomplishments and significant occasions and to share a sense of community</strong></td>
<td></td>
</tr>
</tbody>
</table>
**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

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