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Saskatchewan Curriculum

English Language Arts

10



English Language Arts 10

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Table of Contents

Acknowledgements..... v

Introduction 1

 Credit Allocations and Time Allotment..... 1

 Curriculum Content..... 1

Core Curriculum 2

Broad Areas of Learning 2

 Lifelong Learners 2

 Sense of Self, Community, and Place..... 3

 Engaged Citizens 3

Cross-curricular Competencies 3

 Developing Thinking..... 3

 Developing Identity and Interdependence..... 3

 Developing Literacies 4

 Developing Social Responsibility..... 4

K-12 Aim and Goals of English Language Arts 4

 Questions Derived from the Aim and Goals 5

 Why Study English Language Arts? 6

An Effective English Language Arts Program 7

 Provides Meaningful Contexts that Address “Big Ideas” and Questions for Deeper Understanding 9

 Focuses on Grade-specific Outcomes..... 16

 Focuses on Language 20

 Uses Critical and Powerful Learning Strategies..... 23

 Includes a Range of Texts 31

 Encourages Inquiry, Social Responsibility and Personal Agency, and Self-reflection..... 34

Outcomes and Indicators A10 37

Outcomes and Indicators B10 51

Assessment and Evaluation of Student Learning 64

Reporting Student Progress 71

Connections with Other Areas of Study 73

Glossary 74

References..... 77

Feedback Form 81

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This curriculum is based on the Western and Northern Canadian Protocol (WNCP) *The Common Curriculum Framework for English Language Arts (Kindergarten to Grade 12)* (1998).

Introduction

English language arts (ELA) is a Required Area of Study in Saskatchewan's Core Curriculum. The purpose of this curriculum is to outline the provincial requirements for Grade 10 English Language Arts.

Credit Allocations and Time Allotment

The Saskatchewan Ministry of Education has established a provincial policy for the number of credits and the amount of time that must be allocated to language arts instruction at each grade level. Students are required to have a minimum of 24 credits, at least five of which shall be 30 level credits, in order to graduate. One credit is equivalent to 100 hours of classroom instruction. Of the 24 credits, five must be language arts credits at the following grade levels:

| English Language Arts Credits | | |
|-------------------------------|----------|----------|
| Grade 10 | Grade 11 | Grade 12 |
| 2 | 1 | 2 |

Students at the Secondary Level also have the option of one or more elective English language arts courses. Separate curriculum documents have been prepared by the Ministry of Education for each of these elective courses.

Curriculum Content

This curriculum provides the intended learning outcomes that Grade 10 students are expected to achieve in English language arts by the end of the year. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes.

The learning experiences planned for students will support student achievement of the provincial Goals of Education by attending to the Broad Areas of Learning for Saskatchewan and the Cross-curricular Competencies described on the following pages.

The English language arts curriculum provides:

- direction for supporting student achievement of the Broad Areas of Learning and the Cross-curricular Competencies
- the K-12 aim and goals for English language arts in Saskatchewan
- the characteristics of an effective English language arts program
- Grade 10 English Language Arts outcomes and indicators
- sample assessment and evaluation criteria for determining student growth and achievement in relation to the outcomes in English language arts
- connections with other areas of study.

Additional support resources will be available online.

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its components and initiatives, Core Curriculum supports student achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* found on the Saskatchewan Ministry of Education website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website at www.education.gov.sk.ca/policy for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CEs)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2010)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Related to the following Goals of Education:

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world. The students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Engaged Citizens

In the English language arts, students learn how language enables them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning in English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.

Related to the following Goals of Education:

- *Understanding and Relating to Others*
- *Self-Concept Development*
- *Spiritual Development*

Related to the following Goals of Education:

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

K-12 Goals for Developing Thinking:

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically*

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

K-12 Goals for Developing Literacies:

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies*

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Aim and Goals of English Language Arts

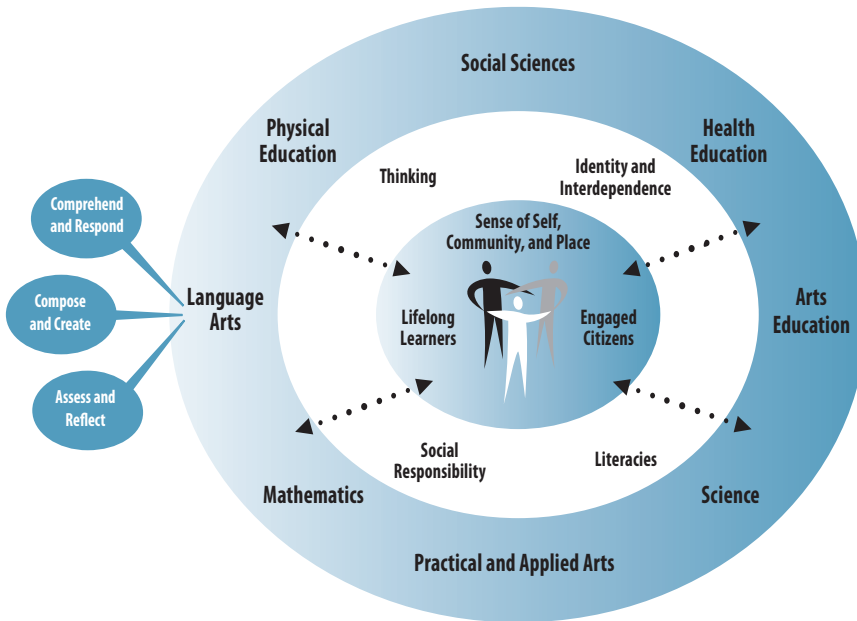
The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 goals are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR). Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.



Questions Derived from the Aim and Goals

The questions in this section focus on the long-term abilities associated with the overall aim and K-12 goals for the English language arts program. They recur in and give an overall focus to all instruction, assessment, and evaluation in English language arts.

Comprehend and Respond (CR):

- What is this text saying? Explicitly? Implicitly?
- How was the text created?
- What forms and conventions are used?
- In what context and for what purpose was the text created?
- What is my interpretation of the text?
- What evidence do I have to support this interpretation?
- What does this text have to say about identity, social responsibility, and personal agency (making a difference)?
- Whose voices are represented and whose are not?
- Why are viewing, listening, and reading important?

Language literacy is the foundation to a lifelong learning process that empowers individuals to draw on the gifts of mind, body, heart, and spirit toward the fulfillment of personal, family, and community responsibilities.

Language literacy involves a continuum of interrelated skills, practices, and learnings that contribute to the development of an individual's ability to understand, communicate, and participate in a variety of roles (e.g., parent, citizen, and worker) and settings (e.g., in the home, at work, in education, and in the community). These include listening and speaking, reading and writing, viewing and representing. (Saskatchewan Literacy Commission, 2004, p. 1)

Compose and Create (CC):

- What do I know, and how can I express that?
- How can I best express these ideas for this audience and purpose?
- What forms can I use? What are the conventions of those forms?
- How can I communicate most clearly and effectively?
- Do my messages demonstrate a deep understanding of the subject matter?
- Are my compositions and presentations well-crafted, fully developed, coherent, and appropriate to my purpose and audience?
- To what extent is the voice, pen, or screen “mightier than the sword”?

Assess and Reflect (AR):

- Why are effective language usage and effective communication important?
- What are the characteristics of effective viewers, listeners, readers, representers, speakers, and writers? What do they do, feel, look like, or sound like?
- What are my teacher’s and my personal expectations for viewing, listening, reading, speaking, writing, and other forms of representing?
- What are my personal goals for becoming a more effective viewer, listener, reader, representer, speaker, and writer? How will I achieve them?

Why Study English Language Arts?

English language arts is the study of the English language, its texts, and communication skills and strategies.

As a defining characteristic of human beings, language is the base for learning, thinking, and communicating. To successfully participate in the workplace, in world affairs, and in life, individuals must be effective in visual, oral, and written communication and be able to think deeply and critically and use language for a variety of purposes. English language arts provides the opportunity for students to become effective communicators, learners, and thinkers through developing their skills as viewers, listeners, readers, representers, speakers, and writers.

By comprehending through viewing, listening, and reading and by responding to a range of texts, both literary and informational, students learn about ideas, information, and what it is like to be a human being.

Through composing, creating, and using oral, written, and other forms of representation, students learn to communicate more clearly and powerfully. They develop the language skills that allow them to shape their thoughts and to communicate the worth of these thoughts.

Through assessing and reflecting on how language works (the elements, forms, conventions, and use of language), students learn to make appropriate language choices and to apply them for effect in a range of contexts both in school and beyond. Students learn the power of language in their own lives, in their communities, and in the world.

Language is the medium of most learning. Learning to understand and apply language in various texts and forms allows students to participate fully and effectively in all areas of study, in the workplace, and in life.

An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be, rather than the way they might have known it to be in the past. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help students find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know, understand, and be able to do, clearly stated in outcomes and associated indicators
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes

(Fullan, Hill, & Crévola, 2006, pp. 36-37).

This curriculum is designed to be the starting point for the detailed map, knowledge, and assessment and evaluation tools that teachers must know and understand in order to help students learn effectively through the English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and processes in the disciplines equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

| What ELA Is | What ELA Is Not |
|---|--|
| Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes | Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task) |
| Recognizing the central role of language in communicating, thinking, and learning | Letting “literature” drive the program |
| Setting meaningful and relevant contexts for teaching and learning including connections to students’ experiences, knowledge, and personal and cultural identity | Giving isolated language activities and using unrelated texts |
| Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars) | Having only teacher awareness of the outcomes and not sharing them with students |
| Teaching and learning for “deep understanding” (using compelling questions, creating a climate of inquiry) | Asking and answering solely teacher-directed questions |
| Making meaning of ideas or information received (when viewing, listening, and reading) | Answering knowledge/comprehension questions, individually, after reading print texts |
| Creating meaning for themselves and others (when speaking, writing, and using other forms of representing) | Using limited forms of communication, usually writing |
| Using culturally responsive critical, creative, and metacognitive processes to make sense of ideas, information, and experiences | Accessing and accepting isolated information at face value |
| Creating, critiquing, and applying knowledge, understanding, and wisdom, not just “having” them | Collecting information that has no practical application in real life |
| Participating in, contributing to, and making connections with the world beyond the classroom | Not considering the implications of issues within the broader community |
| Promoting critical reflection and questioning that challenge assumptions, stereotypes, and biases | Perpetuating a Eurocentric worldview as superior |
| Using a variety of strategies (e.g., before, during, and after) depending upon the task | Following only teacher-directed skills and strategies, and spending time on isolated skill and drill activities |
| Understanding how language works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and using purposefully “grammatical” conventions for purpose and effect | Learning “grammar” for “grammar’s” sake |
| Engaging in inquiry learning | Doing a project or, if time permits, a series of activities to bring closure |
| Recognizing and respecting a range of worldviews | Not thinking critically about whose worldview is presented |
| Using assessment and evaluation to guide and improve learning and provide opportunities to reflect, monitor, self-assess, and set targets for learning | Not reflecting on or analyzing own progress |
| Demonstrating learning in many ways | Avoiding accountability for own learning |
| Reflecting on own learning and literacy | Assuming that the responsibility for learning and literacy lies with the teacher |
| Developing the disposition to lifelong learning | Setting short-term goals for learning (e.g., “Is it on the test?”) |
| Using contemporary technologies to learn and to document understanding | Using limited or inappropriate technology for technology’s sake |

Through a “deep” understanding of this curriculum (Fullan, Hill, & Crévola, 2006) and knowing when to use effective instructional, assessment, and classroom management strategies based on sound research (Marzano, 2007), English language arts teachers can help all students become competent and confident language users.

An Effective English Language Arts Program:

- provides meaningful contexts that address “big ideas” and questions for deeper understanding
- focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program
- focuses on language and helps students understand how it works
- teaches students through powerful cognitive and communication strategies
- includes a range of texts (oral, print, and other forms)
- encourages student inquiry, social responsibility and personal agency, and self-reflection

Provides Meaningful Contexts that Address “Big Ideas” and Questions for Deeper Understanding

An effective ELA program provides **meaningful contexts** for students to learn about language. The English language arts program is designed for students to extend their language skills and strategies and become competent and confident users of all six language arts strands through many opportunities to view, listen, read, represent, speak, and write in meaningful contexts.

If students are to become lifelong learners, develop a sense of self and connection to others, and become engaged citizens and achieve the Cross-curricular Competencies and the outcomes for English language arts, students require meaningful, authentic contexts for learning. Students need many opportunities to explore questions and concerns about themselves and about the world.

The proposed course units on page 10 explore human dimensions relative to important understandings, issues, and insights into human nature, value and belief systems, the social condition, the natural and constructed worlds, technology, and the history of humanity. They provide opportunities for students to view, listen, read, speak, write, and use other forms of representing. The units provide a focus for language learning and give students an opportunity to explore “**big ideas**” (i.e., overarching understandings) that have enduring values beyond the classroom.

Teachers in **Grade 10** should plan a minimum of **two units/modules** for each language arts course of 100 hours. Units can be used to explore, define, and explain the “big ideas” and can include some element of inquiry. The emphasis on inquiry in units invites students to “find out” answers to questions that the students have about the theme or topic and to use the inquiry process to guide their activities in the unit.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning.

(Western Canadian Protocol for Collaboration in Basic Education, 1998, p. 33)

Proposed Course Units/Modules for ELA A10

The Challenges of Life (Explaining the World through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions)

Foundational stories are ways of making sense of life, of examining our past, of understanding our present, and of envisioning our future. Fate and destiny may play a role in our lives. Wherever we go, we meet life’s challenges. As we meet those challenges, we develop the qualities that enable us to grow, and we anticipate other critical challenges we may encounter. Challenges benefit both society and each individual; for without challenges, neither society nor the individual can move forward. Every challenge a society encounters provides opportunities for that society to examine issues, to foster the exchange of ideas, and to explore ways to rise to the challenge. The challenges we encounter lead us to examine our existence and to make decisions that shape our society and ourselves. The world influences us, and we, in turn, influence the world.

The Mysteries of Life (The Joys of Mind, Body, and Spirit; Mysteries of the Human Brain and Imagination; Mysteries of this World and Beyond; The Fantastic)

In explorations that engage our mind, body, and spirit, we find joy and fulfillment. Life is filled with mysteries from the extraordinary to the common. The human brain, for example, is a fascinating yet mysterious subject. Its endless capabilities, such as storing memories and imagining possibilities within and beyond this world, continue to amaze and confound us. We wonder how memory shapes us, and we speculate on the role of destiny in our lives. Our memories are significant to who we become. For centuries, humans have searched for answers to life’s mysteries; even now, as we explore and ponder these mysteries, we discover and encounter different ways of knowing (natural, traditional, scientific, aesthetic, religious, mystical) or explaining those mysteries. We seek answers from nature, environment, science, faith, traditions, etc. On our quest for answers, we journey into worlds unknown: worlds within, worlds beyond, and worlds remembered.

Proposed Course Units/Modules for ELA A11

The Challenges of Life (Benefits of Struggle and Consequences of Failure; Society and Challenges; Personal Challenges)

The Mysteries of Life (Mysteries of this World and Beyond; Fate and Destiny; The Human Brain)

Proposed Course Units/Modules for ELA B10

Equity and Ethics (Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness)

Life presents us with many problems and doing the right thing is not always easy or obvious. We are empowered when we (and our ideas) are appreciated, when our wants and needs are listened to and addressed, when we clarify our goals and values, and when we take action to achieve our goals. Expected to exercise rights and to address equity, we must consider our responsibilities to ourselves and to others. It is in this consideration that our ethics are sometimes questioned, and we must decide what is right, what is just, and what is fair. Justice and equality have been and continue to be part of life, and we dedicate ourselves to their achievement.

The World Around and Within Us (Perspectives; Diversity of Being; The Natural and the Constructed Worlds; Individuals and Communities; Stewardship)

We are all part of a larger world community. As such, we need to reflect on the elements within our world – self, family, and community as well as the natural and constructed worlds, and our influence on these and on future generations. By exploring various perspectives and our relationships with nature and constructed environments, we can examine our roles (worshipper, exploiter, master, steward, student, etc.). Through deeper understanding of ourselves, our constructed worlds, and nature, we can become agents of change who build a better world for today and for tomorrow.

Proposed Course Units/Modules for ELA B11

Equity and Ethics (Inequalities; Overcoming Life’s Inequalities; Rights and Responsibilities)

The World Around and Within Us (Humans and the Natural World; World Communities and Perspectives; Self, Family, Friends, and Our Choices)

Planning Units of Study in an Effective English Language Arts Program

| Units of Study | Essential Aspects |
|--|--|
| Units provide meaningful contexts and foci for students to explore the topics and texts that are important to young people everywhere. Units in English language arts allow students not only to learn how language works in meaningful situations but also to develop the disposition for learning for life, a sense of self and connection to others, and, as engaged citizens, a capacity to make a difference in the larger community. | Questions for deeper understanding address the ideas and issues students need to think about throughout the unit. |
| | Strategies empower students to explore and express their thoughts, ideas, feelings, and experiences as well as to inquire and learn to use the English language and its conventions. Oral, written, and other texts explore the issues and provide opportunities to apply viewing, listening, reading, representing, speaking, and writing knowledge and skills. |
| | Individual as well as co-operative projects invite inquiry and bring closure and personal agency to student explorations (e.g., developing a campaign to make people aware of injustice). |

Planning with a Focus on the Outcomes

After teachers have attained a thorough understanding of the intent of the outcomes, teachers can begin planning to ensure that the outcomes, assessment, and activities are aligned. The following three phases of planning provide teachers with a planning framework.

| Phases of Planning | Reflective Questions |
|--|--|
| 1. Identify outcomes and big ideas | <p>What are the big ideas that students will be exploring?</p> <p>What key concepts, understandings, and processes do students need to construct in this area of study?</p> <p>What questions will engage students in exploring the big ideas?</p> <p>What learning context(s) will enable students to attain these outcomes in a meaningful way?</p> |
| 2. Identify evidence of learning | <p>What am I looking for and what might I observe when students have achieved the outcomes?</p> <p>What assessments for learning will help determine students' needs?</p> <p>What assessments will I use during the learning process?</p> <p>What assessments of learning will I use to determine the extent to which students have achieved the outcomes?</p> |
| 3. Create units, lessons, and activities | <p>Which instructional strategies will be most useful and support students in achieving the outcomes?</p> <p>How will I sequence the activities and lessons to help students achieve the outcomes?</p> <p>How will I adjust plans if assessments during the learning process indicate undesired or unpredicted results?</p> <p>What range of resources might best support students in achieving the outcomes?</p> <p>How will I adapt instructional materials, methods, and/or the learning environment to ensure all students achieve the outcomes?</p> |

In outcomes-based education, outcomes are not adapted. Rather, teachers are responsible for adapting instructional materials, methods, and environment in order to assist all students in demonstrating achievement of the outcomes.

Unit Planning Template

Phase One: Begin With the End in Mind

Big Ideas:

Unit One:

Unit Two:

Language Arts Goals

Comprehend and Respond

Compose and Create

Assess and Reflect

Note: Students will also develop their abilities to use and learn about the appropriate before, during, and after strategies, AND the pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other language and communication cues and conventions (p. 23).

Outcomes for This Unit from Each Goal: (Circle the verbs or skills and strategies; underline the nouns or understandings)

In this unit, students **need to know:** (What concepts do students need to know from the nouns? What key knowledge will students acquire as a result of this outcome?) (Nouns)

In this unit, students will be **able to do:** (What should students be able to do as a result of these outcomes?) (Verbs)

Phase Two: Assessment Evidence

Formative Assessment and Evaluation (Through what authentic performance tasks will students demonstrate the desired understandings, skills, and strategies?)

Summative Assessment and Evaluation (How will outcomes will be formally "graded"?)

Phase Three: Learning Plan

1. How will you introduce your students to the unit? How will you help them understand what they are learning and why they are learning it?
2. How will you diagnose students' readiness levels and background knowledge at the beginning of the unit? How will you adjust your unit activities based on this information?
3. How will you engage ("hook") students' interest at the beginning of the unit and at the beginning of key lesson segments? How will you maintain students' interest throughout the unit?
4. In what sequence will you implement Phase Two assessment and evaluation tasks and activities? How will you prepare students for each of them?
5. How will you introduce and help students to revisit the unit's questions for deeper understanding?
6. How will you help students acquire new knowledge and skills? How will you intervene and coach students in need, or extend and deepen the learning for students who can handle it?
7. How will you coach students to move from initial acquisition of knowledge and skills toward construction of meaning and understanding?
8. How will students be helped to develop growing levels of guided and independent transfer of knowledge?
9. What closure activities (e.g., reflections, self-evaluations, projects) will you include in the unit?

Reflections

Effective Questions for Deeper Understanding:

- *Cause genuine and relevant inquiry into the key ideas and core content*
- *Provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions*
- *Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers*
- *Stimulate vital, ongoing rethinking of ideas, assumptions, or prior lessons*
- *Spark meaningful connections with prior learning, personal experiences, and ways of knowing*
- *Naturally recur, creating opportunities for transfer to other situations and subjects.*

(Adapted from Wiggins & McTighe, 2005, p. 110)

“Big Ideas” and Questions for Deeper Understanding

Questions for deeper understanding are used to initiate and guide the inquiry and give students direction for developing deep understandings about a topic or issue under study. It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning.

The process of constructing compelling questions can help students grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions in English language arts are the key to initiating and guiding students’ investigations and critical thinking, problem solving, and reflection on students’ learning. Questions such as the following are examples of questions that will move students’ inquiry towards deeper understanding:

- What qualities help us face challenges successfully?
- How do our imaginations carry us far beyond the borders of the everyday world?
- What is the right thing to do? Why should we do it?
- How and why must we learn to live in harmony with nature and technology?

Effective questioning is essential for teaching and student learning and should be an integral part of planning in English language arts. Questioning should also be used to encourage students to reflect on the inquiry process, and the documentation and assessment of their own learning.

Proposed Units and Questions for Deeper Understanding in English Language Arts 10

| Unit | Possible Questions for Deeper Understanding |
|---|--|
| <p>English Language Arts A10 (Unit 1): The Challenges of Life (Explaining the World through our Foundational Stories; Destiny and Challenges of Life; Human Existence; Decisions)</p> | <p>What do foundational stories teach us about life’s challenges? How do foundational stories equip us for life?</p> <p>How do our perceptions of what is a challenge depend on our personal stories or experiences?</p> <p>What qualities help us face challenges successfully? What are the benefits of challenge?</p> <p>What are some of the challenges and struggles that have shaped society? How have those challenges/struggles shaped society?</p> <p>What are the important decisions we will have to make in our lifetime? What are the consequences of making informed and uninformed decisions?</p> |
| <p>English Language Arts A10 (Unit 2): The Mysteries of Life (The Joys of Mind, Body, and Spirit; Mysteries of the Human Brain and Imagination; Mysteries of this World and Beyond; The Fantastic)</p> | <p>Of what is the human brain capable? How is technology changing the human brain? How can the human brain reach its potential?</p> <p>What role does memory play in shaping a person?</p> <p>How do our imaginations carry us far beyond the borders of the everyday world? Why is the imagination valuable in our personal lives, in society, and in the workplace? How might making connections expand our imagination and creativity?</p> <p>Is there a master plan or are we masters of the plan?</p> <p>How do fantasy and science fiction prepare us to handle the challenges that tomorrow will bring?</p> |
| <p>English Language Arts B10 (Unit 1): Equity and Ethics (Who and What is Right?; Empowerment; Degrees of Responsibility; Rights and Responsibilities; Justice and Fairness)</p> | <p>What are some of the factors that create inequalities? How have inequalities shaped our world?</p> <p>What is my role and responsibility in addressing inequalities?</p> <p>What is the relationship between rights and responsibilities?</p> <p>Who decides what is right? Why should we do the right thing? How can I act on the right thing?</p> <p>How does one become an ethical person?</p> |
| <p>English Language Arts B10: (Unit 2): The World Around and Within Us (Perspectives; Diversity of Being; The Natural and the Constructed Worlds; Individuals and Communities; Stewardship)</p> | <p>What are our relationships and responsibilities to the communities and environments of which we are a part? How are we related to and responsible for natural and constructed environments? For technology?</p> <p>Why is it important to be in touch with the world?</p> <p>The world is a difficult text: how can we read it and respond to it critically?</p> <p>How can I have a positive influence upon my world?</p> <p>How must we show respect and care for the community of life?</p> |

Focuses on Grade-specific Outcomes

An effective English language arts program focuses on grade-specific curricula outcomes. Student learning **outcomes** describe what students will learn in a particular discipline over a specific time frame (e.g., **Grade 10**). They specify the skills, knowledge, and attitudes that students are expected to know, understand, and be able to demonstrate.

Critical Characteristics of Outcomes and Indicators

Outcomes:

- focus on what students will learn rather than what teachers will teach
- specify the skills, strategies, abilities, and understandings students are expected to be able to demonstrate but not prescribe the activity
- are observable, assessable, and attainable
- are grade and subject-specific
- are supported by indicators that provide the breadth and depth of expectations
- are written using action-based verbs
- identify the most important understandings and abilities to be developed in the specific grade level
- guide course, unit, and lesson planning.

Indicators:

- are a representative list of what students might do to show that they know and/or are able to do in order to achieve an outcome
- represent the breadth and the depth of the outcome.

Note: Additional and/or alternative indicators may be developed but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

English Language Arts A10 Goals and Outcomes Overview

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

CR A10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Foundational Stories);
- social responsibility (e.g., Destiny and Challenges of Life); and
- social action (agency) (e.g., Human Existence).

CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.

CR A10.3 Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied.

CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC A10.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:

- identity (e.g., Foundational Stories);
- social responsibility (e.g., Destiny and Challenges of Life); and
- social action (agency) (e.g., Human Existence).

CC A10.2 Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.

CC A10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a familiar topic, an oral presentation of a passage of prose or poetry, retelling a narrative, or recounting an experience or event) and informal (discussion and group work) situations.

CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form).

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

AR A10.1 Establish and apply criteria to evaluate own and others' work.

AR A10.2 Set personal language learning goals and select strategies to enhance growth in language learning.

English Language Arts B10 Goals and Outcomes Overview

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:

- identity (e.g., Diversity of Being);
- social responsibility (e.g., Degrees of Responsibility); and
- social action (agency) (e.g., Justice and Fairness).

CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.

CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

AR B10.1 Establish and apply criteria to evaluate own and others' work.

AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.

Speaking, Writing, and Other Forms of Representing for Secondary Level ELA

| | ELA A10 | ELA B10 | ELA 20 | ELA A30 | ELA B30 |
|------------------------------------|--|--|---|--|---|
| Speaking | Groupwork Prepared Talk on a Familiar Topic Oral Reading of Prose or Poetry Retelling of a Narrative or Recounting an Experience or Event | Groupwork Prepared Talk on a Researched Issue Oral Reading of Prose or Poetry Explanation and Defence of Personal Point of View | Groupwork An Interview Introducing and Thanking a Speaker Dramatic Reading | Groupwork Panel Presentation (findings from inquiry) Business or Community Meeting | Groupwork Workshop Presentation Debate |
| Informational Writing | Observation Report/Eye-Witness Account Inquiry, Research, or Technical Report | Biographical Profile Problem-Solution Essay Business Letter | Essay of Explanation (e.g., a process, instructions) Letter of Application Essay of Argument/Persuasion | Inquiry Paper Scholarship Application and Essay | Position Paper (convincing argument) Comparative Essay Letter of Inquiry |
| Literary Writing | Historical Persona Essay A Review | Fictionalized Journal Entries Short Script | Essay of Reflection (personal essay) Analysis of a Literary Text | Real or Invented Narrative Literary Criticism Essay | Story or Essay using Parody, Satire, and/or Irony Critique of an Author's Style |
| Other Forms of Representing | Visual or Multimedia Presentation explaining Key Ideas and Events (actual or based on text studied) through an Appropriate Combination of Charts, Diagrams, Pictures, Sounds, Models, Drama, and Print | Visual or Multimedia Presentation supporting Researched Talk using either Digital or Other Presentation Tools | Visual or Multimedia Presentation of an Interview with a Literary Character using Dramatization or Role Play | Visual or Multimedia Presentation on a Contemporary Canadian Landscape using a Photo Essay | Visual or Multimedia Presentation persuading Audience to act on an Issue using Presentation Techniques most appropriate to Audience and Purpose |
| Experimenting | Memorandum Legend Poetry | Letter of Complaint Obituary Brochure | Articles Radio Dramatization or Documentary | Minutes of Meeting Chapter of Novel Short Story | Proposal Script Letter to MP (advocating change) |

Good language and literacy skills lay the foundation for social, academic, economic, personal, and national success.

(Jamieson & Tremblay, 2005, p.1)

Focuses on Language

Language and language study are at the centre of the Secondary Level English language arts program. The study of the English language arts (viewing, listening, reading, speaking, writing, and other forms of representing) and of the elements and conventions associated with each language cueing system (i.e., pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other) enables students to understand and appreciate language and to use it in a variety of situations for communication, for learning, and for personal satisfaction.

An effective English language arts program that develops students' facility with language provides students with opportunities to:

- **learn to use language** in a variety of meaningful ways, considering and determining the audience, purpose, and situation
- **learn about language** as a necessary tool for thinking and communicating effectively, considering the resources and conventions of language
- **learn through language** by applying their knowledge of language in their viewing, listening, reading, representing, speaking, and writing experiences.

Language study is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students listen, speak, read, write, view, and represent, they are expected to apply the concepts to construct and communicate meaning in their English language arts program and in their daily communication.

Language Cues and Conventions Grade 10 (ELA A10)

| Language Cues and Conventions | Comprehend and Respond When viewing, listening, or reading, Grade 10 students will: | Compose and Create When speaking, writing, and using other forms of representing, Grade 10 students will: |
|---|---|---|
| <p>Pragmatic Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.</p> | <p>Recognize and understand formal English and how stylistic choices affect the meaning and impact of the message.</p> | <p>Select and use language register appropriate for the subject, context, audience, and purpose. Use conventional “standard” English when required.</p> |
| <p>Textual Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.</p> | <p>Recognize and understand the distinctive formats of a range of oral, written, visual, and multimedia texts and their textual and organizational features.</p> | <p>Select and use mode of discourse (e.g., descriptive, narrative, expository, or persuasive) and text form appropriate for subject, purpose, and audience.</p> |
| <p>Syntactic Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).</p> | <p>Recognize and comprehend basic English sentence structures including common kernel structures and how they have been expanded with qualifiers and how they have been compounded and transformed (as questions, exclamations, inversions, and negatives).</p> | <p>Select and use formal spoken and written sentences that are meaningful, clear, correctly punctuated, and devoid of ambiguous expressions. (Average spoken sentence length – 10.9 words; written sentence length – 11.7 words.)</p> |
| <p>Semantic/Lexical/Morphological The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.</p> | <p>Recognize and comprehend when and how words are used in a concrete or abstract and a denotative or connotative way and determine their meaning by context, structure, sound, or use of a reference source.</p> | <p>Use words precisely, accurately, and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion).</p> |
| <p>Graphophonic Graphophonics is the study of the relationships between the symbols and sounds of a language and includes letter or sound relationships and patterns.</p> | <p>Recognize and comprehend the structure and spelling patterns of high-frequency, topic-specific, and new words encountered in viewing, listening, and reading.</p> | <p>Use the sounds of letters and syllables and the placement of accents to determine the pronunciation and spelling of words.</p> |
| <p>Other Cues and Conventions Other cues and conventions are also found in communication acts. These include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.</p> | <p>Recognize and comprehend textual features including graphic aids such as diagrams, graphs, timelines, table of contents and index, and illustrations such as photographs.</p> | <p>Use communication elements such as handwriting, consistent font, neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication.</p> |

Language Cues and Conventions Grade 10 (ELA B10)

| Language Cues and Conventions | Comprehend and Respond When viewing, listening, or reading, Grade 10 students will: | Compose and Create When speaking, writing, and using other forms of representing, Grade 10 students will: |
|---|--|---|
| <p>Pragmatic Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.</p> | <p>Recognize and comprehend language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which the language was learned).</p> | <p>Select and use language that includes people across cultures, races, genders, ages, and abilities and avoids common usage problems including imprecision and the use of jargon, slang, euphemism, clichés, gobbledegook, and “abusages” (such as “Me and John...”, “I can’t get no...”, “Like...”).</p> |
| <p>Textual Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.</p> | <p>Recognize and comprehend the organization of thoughts and ideas in a variety of oral, written, and other texts including distinctive features of genres (e.g., prose, poetry) and organizational patterns within each genre (e.g., chronological, spatial, enumerative, problem and solution, cause and effect, comparison and contrast).</p> | <p>Compose a variety of oral, written, and other texts creating a united (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected) text.</p> |
| <p>Syntactical Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).</p> | <p>Recognize and comprehend how word order and sentence patterns communicate meaning in English and also how they do not communicate clearly when they are fragments, run-on sentences, or use excessive co-ordination and faulty subordination.</p> | <p>Use sentences that are varied in form (including subordination and parallelism), free of misplaced qualifiers and dangling qualifiers, show agreement of subject and verb, consistency in verb tense, pronoun agreement, clear pronoun reference, and use correctly that/which, who/whom and punctuation. (Average spoken sentence length – 10.9 words; written sentence length – 11.7 words.)</p> |
| <p>Semantic/Lexical/Morphological The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.</p> | <p>Use a dictionary or other source to determine a word’s meaning(s), usage, pronunciation, and etymology.</p> | <p>Use words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).</p> |
| <p>Graphophonic Graphophonics is the study of the relationships between the symbols and sounds of a language and includes letter or sound relationships and patterns.</p> | <p>Recognize and use the form and usage of a word to determine the pronunciation (e.g., “project” as a noun versus as a verb).</p> | <p>Recognize and use Canadian spelling conventions and clear pronunciation to aid spelling (e.g., accept, except).</p> |
| <p>Other Cues and Conventions Other cues and conventions are also found in communication acts. These include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.</p> | <p>Recognize and comprehend how voice production factors (including articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pause) and non-verbal cues (including gesture, stance, eye contact) clarify intent of message.</p> | <p>Use appropriate voice production factors (including articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pause) and non-verbal cues (including gesture, stance, eye contact) to clarify intent in personal and public communication.</p> |

Uses Critical and Powerful Learning Strategies

An effective ELA program teaches students how to use critical and powerful learning strategies. In order to achieve the English language arts outcomes, students need to learn and use a range of language skills and strategies. Effective language arts teachers employ a range of instructional approaches to help students move from teacher-supported and guided lessons to independent learning that requires varied instructional methods and strategies to help students learn these language skills and strategies. Teachers model and discuss key procedural and metacognitive strategies for language learning and thinking. Students need to learn how to select and to use strategies before, during, and after viewing, listening, reading, representing, speaking, and writing.

If students are to be successful in English language arts, they need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practised using a model such as the following:

- Introduce and explain the purpose of the skill or strategy.
- Demonstrate and model its use.
- Provide guided practice for students to apply the skill or strategy with feedback.
- Allow students to apply the skill or strategy independently and in teams.
- Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.
- Assess the students' ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time.

(Wiggins & McTighe, 2007, pp. 97-98)

Important Cognitive Strategies for Comprehending and Responding (CR) Goal

Learning Phase (Before): Strategies Learners Can Use as They Prepare to Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text

| Strategy | Prompts |
|--|--|
| Tap, Activate, and Build Prior Knowledge | I already know that This reminds me of This relates to |
| Ask Questions | I want to know I wonder if I want to answer these questions |
| Preview Text | Title Illustrations/Diagrams Textual Cues and Features Summaries Table of Contents Headings and Subheadings Graphic Organizers |
| Anticipate Message and Author's/Presenter's Intent | I think that I will learn I think that the author/presenter will say The title of this text makes me think of This text will likely present The information about the speaker/writer/presenter suggests |
| Predict What Text Will Be About | Because of the title, I think Because of the picture(s), I think Because of the text and features, I think I wonder if |
| Set Purpose | I am listening to, reading, viewing this to I want to know if I think that I will learn I want to answer these questions |

Learning Phase (During): Strategies Learners Can Use as They Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text

| Strategy | Prompts |
|---|---|
| Connect and Construct Meaning | This reminds me of I experienced this once when I can relate to this because |
| Note Key Ideas and What Supports Them | The important ideas in what I listen to, read, or view are Here's why (supporting ideas) I think the author/presenter is really trying to make us think |
| Construct Mental Images | I can picture In my mind I see, hear, smell, taste, feel If this were a movie |
| Make, Confirm, and Adjust Predictions | I think I suppose If ..., then |
| Make, Confirm, Adjust Inferences and Draw Conclusions | Based on the clues in this text, I think the author/character felt/thought I see why My thinking changed when I viewed, listened to, read |
| Ask Questions and Self-monitor Comprehension | Does this make sense? I need to re-view, listen again, or re-read this part because I know that I am on the right track because |
| Pragmatic Cues (audience, purpose, situation) Textual Cues (genre and form) Syntactic Cues (sentence) Semantic/Lexical Cues (word) Graphophonic Cues (sound-symbol) Other Cues | The purpose of this text is to This text represents ... point of view. The author's/presenter's view of the world is The author/presenter chose to use ... genre/form. The author/presenter organized the ideas in a list, sequence, compare/contrast, cause/effect, problem/solution, concept/definition, goal/action/outcome format The author/presenter probably chose this genre/form because The key idea of this sentence is The author/presenter used this word order to convey this particular meaning or emphasis of This pronoun refers to An important or key word in this passage is Because of its context clues, ... probably means Because of its prefix, suffix, root, ... probably means is pronounced is spelled The author/presenter used these features (e.g., graphs, charts) to help us understand this text |
| Adjust Rate and/or Strategy | I need to skim this part to learn I need to scan this part to find I need to read this part carefully to learn |

The “during” phase of listening, reading, and viewing cannot be treated as simply “assign and evaluate.” Students should not be told simply to listen, read, or view and asked questions in the after phases to determine if students have comprehended a text. Most students need the strategies in the “during” phase to be explicitly modelled and taught.

Learning Phase (After): Strategies Learners Can Use after They Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text

| Strategy | Prompts |
|---|--|
| Recall, Paraphrase, Summarize, and Synthesize | <p>So the point is</p> <p>This text was about</p> <p>The main idea is</p> <p>I learned</p> <p>A conclusion that I am drawing is....</p> <p>The overall message was</p> <p>I need to re-view, listen again, re-read the part where</p> |
| Reflect and Interpret (identify new knowledge or insight) | <p>A question that I have is</p> <p>This is important and relevant because</p> <p>I wonder if</p> <p>What I learned was</p> <p>I want to know more about</p> |
| Evaluate | <p>I like/do not like ... because</p> <p>This could be more effective if</p> <p>I would add or delete</p> <p>The most important message is</p> <p>The teaching in this is</p> <p>This is accurate/realistic/artistic because</p> <p>This was successful because</p> |
| Analyze Craft and Technique | <p>A "golden" line for me is</p> <p>This word/phrase/sentence/part stands out for me because</p> <p>I like how the presenter/author uses ... to show</p> <p>The thing that I could relate to the most was ... because</p> |
| Respond Personally (giving support from text) | <p>My first reaction was</p> <p>I thought</p> <p>I felt</p> <p>I enjoyed</p> <p>This reminds me of</p> <p>A similar story to this is</p> |
| View Again, Listen, Read, and Represent, Speak, and Write to Deepen Understanding and Pleasure | <p>I could deepen my understanding and pleasure by reviewing, listening again, re-reading ...</p> <p>I could share my thoughts and insights with others by:</p> <ul style="list-style-type: none"> • Representing (e.g., creating a tableau, a graphic organizer, a storyboard) • Speaking (e.g., discussing, giving a dramatic reading, role playing) • Writing (e.g., a script, a narrative, a poem). |

Additional Strategies for Comprehending and Responding

Viewing:

Think Alouds (Davey, 1983)
View, Pause, Predict, and Think Aloud
Collaborative Viewing Guide (Wood, 1994)
Directed Viewing-Thinking Activity (DVTA)
Picture Walk (Richards & Anderson, 2003)
Viewing Guides

Listening:

TQLR (Tune In, Questions, Listen, and Review) (SRA, 2000)
ACTION (Attention, Concentrate, Think, Interpret, Organize, and Note) (Sebranek & Kemper, 1995)
Listen-Think-Pair-Share (McTighe & Lyman, 1992)
Listen-Draw-Pair-Share (McConnell, 1992)
DLTA (Directed Listening-Thinking Activity) (Stauffer, 1975)
LAPS (Listen, Ask, Picture, and Summarize) Strategy (Matchullis & Mueller, 1996)
Listening Guides

Reading:

Anticipation/Reaction Guide (Herber, 1978; Readance, Bean, & Baldwin, 1989)
KWL, K-W-L Plus (Carr & Ogle, 1987)
Preview/Connect/Predict (Robb, 2006)
List/Group/Categorize (Robb, 2006)
SMART (Self-monitoring Approach to Reading and Thinking) (Vaughan & Estes, 1986)
Read SMART (Buehl, 2001)
B-D-A (Before, During, and After) Strategy (Laverick, 2002)
Directed Reading-Thinking Activity (DRTA) (Stauffer, 1975)
Reciprocal Reading (Palincsar & Brown, 1986)
ReQuest (Manzo, 1969; Vacca & Vacca, 1999)
Easy as 1, 2, 3 (Moore in Olson, 2003)
QtA (Question the Author) (Beck, McKeown, Hamilton, & Kucan, 1997)
QARs (Question Answer Relationship) (Raphael, 1986)
GIST (Generating Interactions between Schemata and Texts) (Cunningham, 1982)
Mapping It Out (Hoyt, 2000)
Double Journal Entries
Justifying My Opinions (Hoyt, 2000)
Open-mind Portraits (Tompkins, 2004)
Coding the Text (Harvey & Goudvis, 2000)
Think Alouds (Davey, 1983)
REAP (Read, Encode, Annotate, and Ponder) (Eanet & Manzo, 1976)
Reading Guides
SQ3R (Survey, Question, Read, Recite, and Review) (Robinson, 1961)
SEARCH (Scan, Examine, Act, Review, Connect, and Hunt)
Discussion Circles
Grand Conversations (Eeds & Wells, 1989)
Literature Circles (Daniels, 1994)
Reader's Workshop

Important Cognitive Strategies for Composing and Creating (CC) Goal

Learning Phase (Before): Strategies Learners Can Use as They Prepare to Compose and Create a Visual, Multimedia, Oral, or Print Text

| Strategy | Prompts |
|--|---|
| Consider Prompts (e.g., RAFTS variables) or Find a Topic and Activate Prior Knowledge | <p>About what am I representing, speaking, or writing?</p> <p>What do I know about this topic?</p> <p>What message do I want to communicate?</p> <p>What questions need to be answered?</p> <p>What is my role or point of view?</p> <p>What do proficient representers, speakers, or writers do to create quality texts?</p> |
| Consider Purpose and Audience | <p>For whom am I speaking, writing, or representing?</p> <p>What do I know about my audience (e.g., age, interests, needs, gender, background)?</p> <p>Why am I speaking, writing, or representing?</p> <p>What is my purpose (e.g., convince, persuade, defend)?</p> <p>What am I trying to do in this communication?</p> <p>Should I use a formal or informal stance?</p> |
| Consider and Generate Specific Ideas and Information that Might be Included | <p>What do I know and need to know about the topic?</p> <p>What types of information (e.g., data, anecdotes, visuals) will appeal to my selective audience and serve my purpose?</p> <p>What are the specific ideas that I need to include?</p> <p>What points need to be made?</p> <p>Where will I find missing or additional information?</p> |
| Consider and Choose/Adapt a Possible Form | <p>What form will appeal to my selected audience and best serve my purpose?</p> <p>What form will engage my audience?</p> <p>What shape will that form take?</p> <p>How could the ideas and information be organized?</p> |
| Collect and Focus Ideas and Information | <p>What do I need to find out and discover?</p> <p>Where can I find reference materials?</p> <p>With whom do I talk?</p> <p>Is my topic sufficiently focused?</p> <p>What is the key message?</p> <p>Where is the best information found for this message?</p> |
| Plan and Organize Ideas for Drafting (mapping and authoring) | <p>What plan do I have?</p> <p>How will I begin?</p> <p>How will I make this interesting?</p> <p>How will I end?</p> <p>How will I arrange my ideas to make sense?</p> |
| Consider Qualities of Effective Communication and the Language to Use | <p>What are the key ideas for this message?</p> <p>What is the best way to organize this message?</p> <p>What is the best and most appropriate language to use?</p> <p>What register and tone are appropriate?</p> <p>What is the best way to present this message?</p> |

Learning Phase (During): Strategies Learners Can Use as They Compose and Create a Visual, Multimedia, Oral, or Print Text

| Strategy | Prompts |
|--|--|
| Create Draft(s) and Experiment with Possible Product(s) | <p>What ways can I start?</p> <p>What do I need to add, expand, modify, change, condense, delete, or rearrange in my next draft?</p> <p>Is this the best approach for the chosen topic?</p> |
| <p>Pragmatic Cues (audience, purpose, situation)</p> <p>Textual Cues (genre and form)</p> <p>Syntactic Cues (sentence)</p> <p>Semantic/Lexical Cues (word)</p> <p>Graphophonic Cues (sound-symbol)</p> <p>Other Cues</p> | <p>For whom am I communicating this and for what purpose?</p> <p>What register and tone is appropriate?</p> <p>What form should this take?</p> <p>How should I arrange my ideas and sequence and connect them?</p> <p>Are all new paragraphs clearly identified?</p> <p>Are my sentences clear? Complete? Interesting? Varied? Correct?</p> <p>Did I choose the right words? Did I use the words correctly?</p> <p>Did I spell each word correctly?</p> <p>Did I use punctuation to clarify meaning?</p> <p>How can I make this more interesting? More effective? More vivid?</p> <p>Are my accompanying visuals or multimedia choices appropriate?</p> <p>Did I use legible handwriting or appropriate fonts, formatting, or props?</p> |
| Confer with Others | <p>How do my peers and others respond to my drafts?</p> <p>What suggestions for improvement do others have?</p> <p>What do I need to add or change to create a quality text?</p> <p>Do others have suggested ideas and sources of information that I can include?</p> |
| Reflect, Clarify, Self-monitor, Self-correct, and Use a Variety of “Fix-up” Strategies | <p>Does this mean what I want it to mean?</p> <p>How clear is the meaning?</p> <p>What are the strengths and what areas need improvement in this piece?</p> <p>What should I now add, change, delete, or rearrange?</p> |
| Experiment with Communication Features and Techniques | <p>How well do the communication variables (e.g., content, organization, purpose, audience, context) work together?</p> <p>How can I use different features to communicate my ideas more clearly and more effectively?</p> |

Learning Phase (After): Strategies Learners Can Use after They Compose and Create a Visual, Multimedia, Oral, or Print Text

| Strategy | Prompts |
|---|--|
| Revise for Content and Meaning (adding, deleting, substituting, and rethinking) | <p>Have I included everything I want to say? Do I need to add other information? Are there enough details? Do I need to remove anything? Is the writing interesting?</p> <p>Does the writing achieve the purpose? Are there unrelated ideas that distract the viewer, listener, or reader?</p> |
| Revise for Organization (reordering) | <p>Do I have an introduction?</p> <p>Is the main idea clearly developed and supported?</p> <p>Is the order clear?</p> <p>Are the ideas and details arranged in an effective order?</p> <p>Are the connections between ideas and sentences clear?</p> <p>Do I have a good ending?</p> |
| Revise for Sentence Structure and Flow | <p>Are the sentences clear and complete?</p> <p>Do the sentences read smoothly?</p> <p>Is the sentence structure varied?</p> <p>Do the subjects and verbs agree?</p> |
| Revise for Word Choice, Spelling, and Usage | <p>Does the language fit the audience and purpose?</p> <p>Have I used the best words?</p> <p>Have I used any words too many times?</p> <p>Have I left out any words?</p> <p>Are the words spelled correctly?</p> |
| Proofread and Review for Mechanics and Appearance (Punctuation and Capitalization) | <p>Did I proofread for capitalization and punctuation?</p> <p>Is it audible?</p> <p>Is the polished draft legible?</p> <p>Is the layout clear?</p> |
| Confer with Peers, Teacher, or Others | <p>What is the part that I like best?</p> <p>Does it say what I wanted it to say?</p> <p>Does it have a clear form?</p> <p>Does it make sense? Is it interesting?</p> <p>Does it give the intended reaction?</p> <p>Is it clear and easy to understand? Is it appropriate for my purpose and audience?</p> <p>How can it be improved?</p> <p>What could I do next?</p> |
| Polish, Practise, and Decide How the Work will be Shared and/or Published | <p>What do quality speaking, writing, and other forms of representing look and sound like?</p> <p>Is the presentation ready?</p> <p>In what context (situation) will the viewers, listeners, or readers engage with the text?</p> <p>How will this context affect its presentation?</p> |
| Share Final Product, Reflect and Consider Feedback, and Celebrate Learning | <p>What is the listeners', readers', or viewers' response?</p> <p>What worked well?</p> <p>What would I try next time?</p> <p>What lessons have I learned from this experience?</p> <p>How do I find opportunities to celebrate my achievements?</p> |

Additional Strategies for Composing and Creating

Representing:

Discuss/Brainstorm/Web
Asking the 5Ws + H
Representing Task Sheet
Talking Drawings (Wood, 1994)
Sketch to Stretch (Harste, Short, & Burke, 1988)
Read/View/Listen, Talk, Act, Draw, Write (Cox, 1999)

Speaking:

Talking Circle
Think, Pair, Share/Square (McTighe & Lyman, 1992)
Instructional Conversations (Goldenberg, 1993)
TAPS (Total Group, Alone, Partner, and Small Group) (Gregory & Chapman, 2002)
Grouptalk (Whipple, 1975; Moffett & Wagner, 1992)

Writing:

Discuss/Brainstorm/Web
Think-Pair-Share-Write (Robb, 2006)
Asking the 5Ws and H (who, what, where, when, why, and how)
Writing Frames
RAFTS (Adler & Vendeventer, 1989)
Fast Writes (Robb, 2006)
Authors' Circle (Graves & Hansen, 1983)
Passes (Perrin, 1992)
Guided, Layered Revision (Forney, 1999)
Writing Workshop (Calkins, 1994)

Includes a Range of Texts

In order for students to achieve the outcomes stated in this curriculum, students need to have access to a wide range of high-quality learning resources in oral, visual, multimedia, print, and electronic formats. *English Language Arts: Core Learning Resources 10* identifies resources to support the English language arts program and student achievement of the learning outcomes designated for this grade level. A listing of additional resources that have been evaluated for curriculum fit are available on the Ministry of Education website. An effective English language arts program:

- provides learning resources that help students achieve the curriculum outcomes
- balances a variety of formats including print, non-print, human, electronic, and virtual resources
- offers resources that are current, relevant, credible, and representative of many viewpoints
- offers resources that reflect the perspectives, cultures, and ways of knowing of Saskatchewan's First Nations and Métis peoples
- presents the cultural, literary, and artistic heritages of societies, past and present
- responds to students' interests and supports independent viewing, listening, reading, and inquiry
- fosters opportunities for inquiry learning.

Students must view, listen to, and read a range of literary and informational texts. **Literary** texts (e.g., novels, plays, poetry, short stories, feature films) use language in “aesthetic, imaginative, and engaging ways to entertain and move, reflect and express emotions, and shape and explore cultural values and identity” (Queensland Studies Authority, page 18). **Informational** texts (e.g., reports, essays, feature articles, editorial, documentary films, websites, texts of work, family, and community life) use language to “transact and negotiate relationships, goods, and services, report on people, things, events, and issues, and to explain, analyze, argue, persuade, and give opinions” (Queensland Studies Authority, page 18).

| Examples of Text Types | |
|---|---|
| Viewing (Visual Texts) | |
| Literary Texts | Films (dramas, science fiction, westerns), live presentations, role plays, stage plays, comics, graphic novels, art, picture books |
| Informational Texts | Television news stories and programs (e.g., documentaries, nature shows, special interest shows), advertising, websites, photographs, graphics, charts, tables, flowcharts, logos, displays, illustrations, posters, advertisements, magazines, newspapers, TV programs, games, labels, signs, posters, billboards, maps, collages, simulations |
| Listening (Oral Texts) (Spoken Word) | |
| Literary Texts | Traditional First Nations narratives, choral speaking, drama for an audience, formal speeches, improvisations, informal debates, oral recordings, Reader’s Theatre, role plays, oral readings, music, storytelling, plays |
| Informational Texts | Announcements, conversations, discussions, radio commentaries, committees, conferences, directions, discussion groups, interest talks, podcasts, interviews, jigsaws, meetings, presentations, reports, telephone requests, book talks |
| Reading (Print Texts) | |
| Literary Texts | Poems (including free verse, songs, haikus, odes, sonnets, elegies, ballads, epics, soliloquies), plays, monologues and dialogues, film and television scripts, traditional First Nations narratives, short stories, novels, reminiscences, formal essays, personal essays, anecdotes, biographies, autobiographies, legends, profiles, memoirs |
| Informational Texts | Magazines or newspaper articles, reports, reviews, websites, e-zines, text messages, blogs, social networking sites, e-mails, letters, memos, charts, tables, labels, instructions, directories, manuals, guidebooks, timetables, recipes, promotional leaflets, brochures, catalogues, CVs/ resumés, proposals, position papers, research papers, editorials, surveys, newsletters, press releases, agendas, users’ manuals, summaries, letters (business, application, friendly), reviews (film, video game, website) |

Minimum Guide for Resource Selection

Note: A teacher-guided study (TGS) refers to a selection that is studied in some detail for a specific purpose and involves explicit instruction. An independent study (IS) refers to a selection intended for application of previously learned strategies and/or for personal enjoyment.

| Course | Texts | | | | | | |
|---------|------------------------------------|---------------------------------|----------------------------|---|--|-------------|------------|
| ELA A10 | Literary Texts | | | | | | |
| | Short Stories 3 (TGS) 2 (IS) | Essays 3 (TGS) 2 (IS) | Poems 5 (TGS) 5 (IS) | Plays 1 (TGS) 1 (IS) | Full-length Nonfiction and Novel 1 (TGS) 1 (IS) | Other Media | Oral Texts |
| | Informational Texts | | | | | | |
| | Posters Brochures | Magazine and Newspaper Articles | Podcasts Websites | Public Service Announcements Social Commentary | Documentaries Television and Radio News Broadcasts | Other Media | Oral Texts |
| ELA B10 | Literary Texts | | | | | | |
| | Short Stories 3 (TGS) 2 (IS) | Essays 3 (TGS) 2 (IS) | Poems 5 (TGS) 5 (IS) | Plays 1 (TGS)* 1 (IS) | Full-length Nonfiction and Novel 1 (TGS) 1 (IS) | Other Media | Oral Texts |
| | Informational Texts | | | | | | |
| | Posters Brochures | Magazine and Newspaper Articles | Podcasts Websites | Public Service Announcements Social Commentary | Documentaries Television and Radio News Broadcasts | Other Media | Oral Texts |

*Must be Shakespeare (*Merchant of Venice; Macbeth*)

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

Encourages Inquiry, Social Responsibility and Personal Agency, and Self-reflection

An effective English language arts program provides opportunities for inquiry, personal agency, and self-reflection.

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of the world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

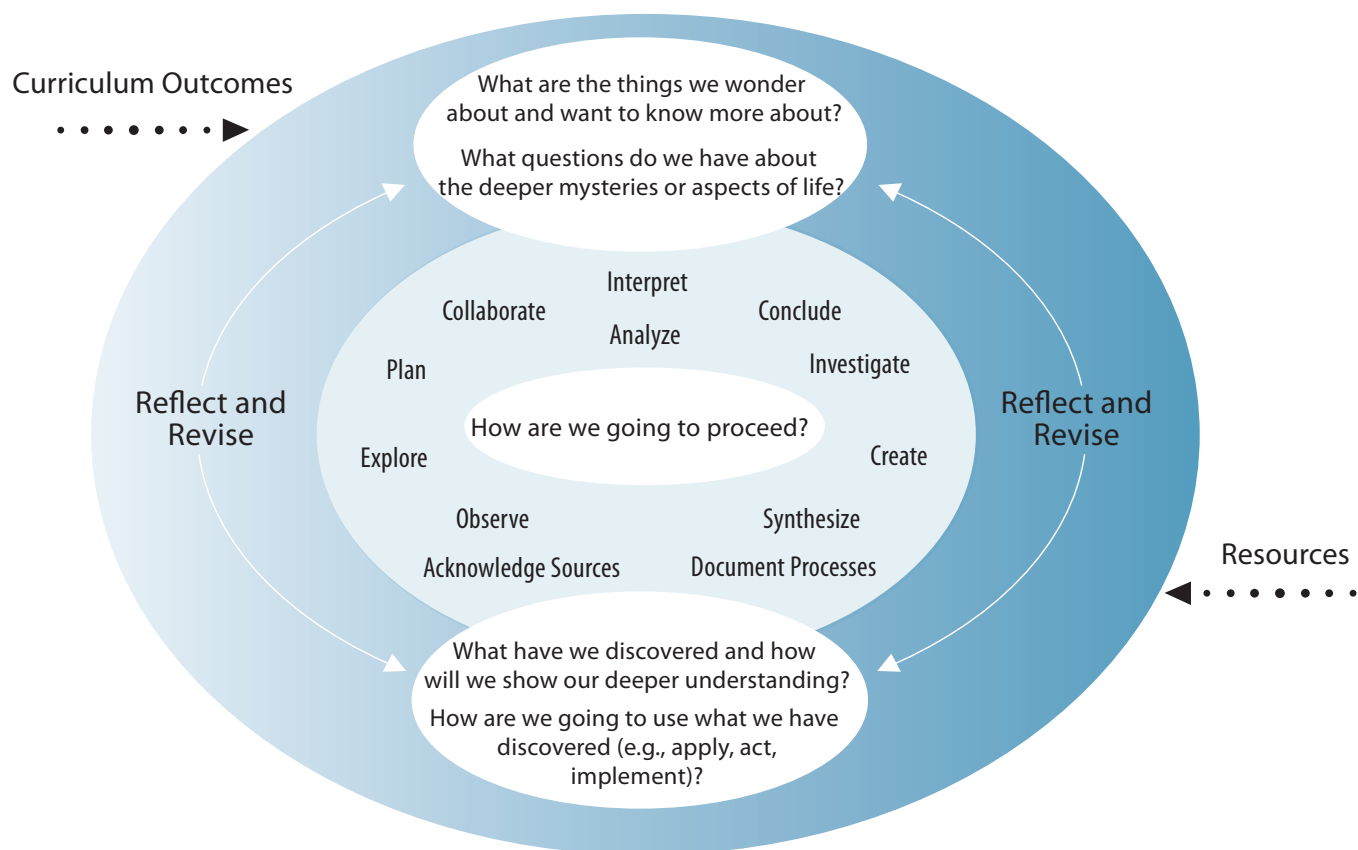
- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau & Todd, 2007)

Inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge. The graphic on the following page represents various phases of this cyclical inquiry process.

Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step, but is flexible and recursive. As they become more comfortable with the process, experienced inquirers will move back and forth among various phases as new questions arise.

Constructing Understanding Through Inquiry



Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, apply critical and creative thinking, take risks, create, develop conclusions, document and reflect on learning, and generate new questions for further inquiry.

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

An important part of any inquiry process is students' reflections on their learning and the documentation needed to assess the learning and make it visible to students. Student documentation of the inquiry process in English language arts may take the form of reflective journals, essays, notes, drafts, three-dimensional models, works of art, photographs, and video footage.

Personal Agency Can Help Students

- *Become complex thinkers by encouraging them to synthesize their learning and apply it to their community, country, and/or international world.*
- *Become more aware of the interconnectedness of all things and the reciprocal relationships between themselves and their local and international community.*
- *Become more independent by using the language skills and strategies that students are learning in ELA beyond the classroom.*
- *Become more motivated by choosing individual or group projects related to each unit.*
- *Become contributors to their community and the world beyond that community.*
- *Become more collaborative and respectful as they work with others to address the questions, issues, and problems considered in the unit.*
- *Become agents of change.*
- *Become socially responsible.*

Social responsibility and personal agency (acting to make something better) encourage students to extend their learning beyond the classroom into the local, national, and international community. Social responsibility and personal agency invite students to consider how individuals or groups can shape the future in a positive way or address an issue, question, challenge, or problem that is important. Each unit at each grade level in English language arts offers opportunities to challenge students to consider what particular local, national, or global issues, questions, challenges, or problems are important and what students might do to make their community or the world a better place.

Social responsibility and personal agency challenge students to address the important or compelling questions for deeper understanding posed in a unit. In any English language arts unit, teachers and students can plan and create a project for personal agency.

Student **self-reflection** helps students take ownership for their own learning and become more self-directed and self-confident. The Assess and Reflect goal in English language arts expects students to consider what they know and have learned, the progress and achievements students have made, and the goals students need to set to improve. Using tools such as learning logs, journals and diaries, discussion, questionnaires, reflective writing, and portfolios, students can reflect on their learning both as a team and as individuals. Through self-reflection, they can determine their current and future learning needs and set goals for growth. Using Bloom's taxonomy of questioning, teachers can help students become self-reflective and self-directed:

- What did I do? (Remember/Knowledge)
- What knowledge, skills, and strategies did I use to complete the task? (Understand/Comprehension)
- What steps did I take to achieve this? (Application)
- What challenges or problems did I encounter and how did I address these? (Analysis)
- What are my strengths and what would I like to learn more about or further develop my skills and strategies in? (Evaluation)
- How have I used this new knowledge and these new skills and strategies? (Create)

Outcomes and Indicators A10

Focus: Communicating with Purpose, Correctness, Unity, Coherence, and Completeness

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Outcomes

CR A10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- **identity** (e.g., **Foundational Stories**);
- **social responsibility** (e.g., **Destiny and Challenges of Life**); and
- **social action (agency)** (e.g., **Human Existence**).

Indicators

- a. View, listen to, read, and respond to First Nations and Métis resources and other texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language, social structures, and decision making).
- b. Identify connections between self, texts, and culture.
- c. Develop understanding and interpretations of a variety of texts by drawing upon personal experiences and prior knowledge of texts and language.
- d. Comprehend key ideas and supporting details (both explicit and implicit), and determine their literal and implied meaning.
- e. Identify and evaluate effectiveness of text organization and elements.
- f. Respond thoughtfully and critically to text providing support from text to justify response.
- g. Generate significant and thought-provoking questions about what is viewed, listened to, and read.
- h. Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts.
- i. Generate relevant questions about texts on issues related to identity, social responsibility, and social action (agency).
- j. Discuss ways in which texts convey, challenge, or support and affirm individual and community values and behaviours.

Outcomes

CR A10.2 View, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of illustrations, charts, graphs, and television, film, and video presentations including a documentary or current affairs program.

Indicators

- a. View, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.
- b. Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when viewing.
- c. Understand and apply language cues and conventions to construct and confirm meaning when viewing including:

Pragmatic cues: recognizing and understanding formal English and how stylistic choices affect the meaning and impact of the message; recognizing different English dialects and problems inherent in “standard” English supremacy.

Textual cues: recognizing and understanding the distinctive formats of a range of visual and multimedia texts and their textual and organizational features.

Syntactic cues: recognizing and comprehending basic English sentence structures including common kernel structures and how they have been expanded with qualifiers and how they have been compounded and transformed (as questions, exclamations, inversions, negatives).

Semantic/Lexical/Morphological cues: recognizing and comprehending when and how words are used in a concrete or abstract and a denotative or connotative way.

Graphophonic cues: recognizing and comprehending the structure and patterns of high-frequency, topic-specific, and new words encountered in viewing.

Other cues: recognizing and comprehending textual features such as graphic aids (e.g., diagrams, graphs, timelines, table of contents and index) and illustrations (e.g., photographs, images, drawings, sketches); recognizing intonation, nonverbal cues and body language; recognizing gestures, facial expression, sound, visual, and multimedia aids that were used to enhance presentation.
- d. Demonstrate active viewing behaviours including:
 - determine what the text is representing
 - identify and analyze how the text was constructed
 - identify the intended audiences and points of view in the text
 - infer the assumptions, interests, beliefs, and values embedded in the text and the credibility and purpose of the author

Outcomes

CR A10.2 continued

CR A10.3 Listen to, interpret, summarize, and draw conclusions about the ideas and information presented in a variety of literary and informational texts including group discussions, oral readings, interviews, and prepared talks about a topic being studied.

Indicators

- recognize language and media techniques and conventions in television, film, and video presentations
 - analyze how the text uses argument, images, placement, editing, and music to create emotion and impact
 - evaluate and critique the persuasive techniques.
- e. Analyze contrasting texts, evaluating the ways verbal and non-verbal (visual and multimedia) features are organized and combined for different meanings, effects, purposes, and audiences in different social contexts.
 - f. Investigate the source of media presentation or production including who made it, why, and for whom it was made.
 - g. Evaluate how genders and various cultures and socio-economic groups are portrayed in mass media.
 - h. Prepare and present a critical response to what was viewed.
 - i. View and discuss the meaning and characterization implicit in the action of a scene from a play, film, television production (e.g., dialogue, movement, physical position of characters), noting visual features (e.g., set, costumes, and character appearance).
 - j. Discuss the characterization, mood, and historical setting achieved by an actor and director in a live performance or film version of a play.
- a. Listen to and interpret grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.
 - b. Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when listening.
 - c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:
 - Pragmatic cues: recognizing and understanding formal English and how stylistic choices affect the meaning and impact of the message; recognizing different English dialects and problems inherent in “standard” English supremacy.
 - Textual cues: recognizing and understanding the distinctive formats of a range of oral texts and their textual and organizational features.
 - Syntactic cues: recognizing and comprehending basic English sentence structures including common kernel structures and how they have been expanded with qualifiers and how they have been compounded and transformed (as questions, exclamations, inversions, negatives).

Outcomes

CR A10.3 continued

Indicators

Semantic/Lexical/Morphological cues: recognizing and comprehending when and how words are used in a concrete or abstract and a denotative or connotative way; determining their meaning by context, structure (meanings of prefixes, roots, and suffixes), sound, or use of reference sources such as glossary, dictionary, thesauruses, and available technology to determine meanings and usage.

Graphophonic cues: recognizing and comprehending the structure and patterns of high-frequency, topic-specific, and new words encountered in listening; identifying and explaining word structure and patterns that help support understanding.

Other cues: recognizing non-verbal cues and body language, gestures, facial expression, sound, visual, and multimedia aids used to enhance presentation.

- d. Demonstrate active listening behaviours including:
 - concentrating, focusing, and attending
 - filtering distractions
 - analyzing explicit and implicit messages, viewpoints, and concepts
 - recognizing overall organization
 - identifying and analyzing persuasive techniques
 - evaluating credibility and logic
 - using effective notemaking strategies and a variety of written or graphic forms to organize and share ideas acquired from what was listened to
 - preparing and asking relevant questions and responding appropriately
 - analyzing the overall effectiveness of the text.
- e. Engage in reflective, critical, empathic, and appreciative listening.
- f. Identify the language features and their effects in a range of oral and multimedia texts and describe and analyze their relationships to meaning, purpose, and audience.
- g. Listen to and interact appropriately with others (e.g., consider others' ideas) to communicate and explore understanding, information, ideas, and opinions.
- h. Identify attitudes and beliefs, relating them to personal experience and knowledge of other texts; and compare texts listened to in terms of attitudes and beliefs, viewpoints, and explicit and implied messages.
- i. Listen respectfully to an invited guest with expertise on the subject, and make notes on the key points as well as the speaker's purpose, attitude, and organization of ideas for effect.

Outcomes

CR A10.3 continued

CR A10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.

Indicators

- j. Listen to a recorded speech and note the language features that were employed.
- a. Read, comprehend, and explain the human experiences and values reflected in various literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.
- b. Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when reading.
- c. Understand and apply language cues and conventions to construct and confirm meaning when reading including:
- Pragmatic cues: recognizing and understanding formal English and how stylistic choices affect the meaning and impact of the message; recognizing different English dialects and problems inherent in “standard” English supremacy.
- Textual cues: recognizing and understanding the distinctive formats of a range of written texts and their textual and organizational features.
- Syntactic cues: recognizing and comprehending basic English sentence structures including common kernel structures and how they have been expanded with qualifiers and how they have been compounded and transformed (as questions, exclamations, inversions, negatives).
- Semantic/Lexical/Morphological cues: recognizing and comprehending when and how words are used in a concrete or abstract and a denotative or connotative way; determining their meaning by context, structure (meanings of prefixes, roots, and suffixes), sound, or use of reference sources such as glossary, dictionary, thesauruses, and available technology to determine meanings and usage.
- Graphophonic cues: recognizing and comprehending the structure and spelling patterns of high-frequency, topic-specific, and new/unfamiliar words encountered in reading; identifying and explaining word structure and spelling patterns that help support understanding.
- Other cues: recognizing and comprehending textual features such as graphic aids (e.g., diagrams, graphs, timelines, table of contents and index) and illustrations (e.g., photographs, images, drawings, and sketches) that enhance text.

Outcomes

CR A10.4 continued

Indicators

- d. Demonstrate active reading behaviours including:
- establishing a purpose for reading such as to learn, interpret, and enjoy
 - skimming, scanning, and reading closely
 - identifying and analyzing explicit and implicit messages, viewpoints, and concepts
 - recognizing and analyzing text structures and elements (e.g., description, compare/contrast, cause and effect, chronological sequence)
 - relating understanding of a range of texts to personal experiences, purposes, audiences, and other texts
 - identifying and analyzing persuasive techniques
 - evaluating credibility and logic
 - testing ideas and values
 - recognizing and comprehending allusions and symbols
 - constructing images based on text descriptions
 - discussing and analyzing meanings, ideas, language, and literary and informational quality in a range of contemporary and historical texts
 - using notemaking and outlining to enhance understanding of texts.
- e. Read and interpret critically the main ideas, events, and themes of a variety of literary texts including stories, novels, scripts, poetry, and non-fiction works, and prepare, present, and defend critical responses to what is read.
- f. Read and make generalizations, supported by specific details and examples, about key concepts, characters, themes, and techniques in literary texts.
- g. Select and read independently for information and enjoyment a wide variety of classical and contemporary literary and informational texts.
- h. Analyze the structure and format of functional workplace documents (e.g., memos, proposals, reports, correspondence), and explain how authors use the structure and features to achieve their purposes.
- i. Interpret, explain, analyze, and discuss how the literary qualities and the distinctive conventions, structures, and language features of a range of texts suit the topic and purpose.
- j. Use available technologies to retrieve, select, and interpret information from a variety of sources.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Outcomes

CC A10.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:

- **identity (e.g., Foundational Stories);**
- **social responsibility (e.g., Destiny and Challenges of Life); and**
- **social action (agency) (e.g., Human Existence).**

Indicators

- a. Use representing, speaking, and writing to respond to experiences or texts (e.g., a staged dramatic scene, a television episode, a significant personal event).
- b. Create spoken, written, and other representations that include:
 - a clear thesis and logical points to support messages and arguments
 - appropriate details to support thesis
 - a style and voice appropriate to audience and purpose
 - coherence, logical progression, and support for ideas
 - clear patterns of organization
 - convincing conclusion.
- c. Develop and present a project-based inquiry related to a theme or topic of the course:
 - collaborate to determine group knowledge base and to define inquiry or research purpose and parameters
 - formulate questions to focus and guide inquiry or research
 - develop and use an inquiry or research plan to identify and access relevant ideas and information from a variety of sources
 - determine the credibility, accuracy, completeness, and usefulness of a variety of information sources for a particular inquiry or research plan
 - access information using a variety of tools (e.g., electronic networks, libraries, taped oral histories)
 - organize information using appropriate forms (e.g., charts, diagrams, outlines, electronic databases)
 - analyze and understand implications and consequences of plagiarism (i.e., ethical, legal, professional)
 - draw logical conclusion from information and consider how to best present to identified audience
 - document sources accurately using standard format (such as Modern Language Association [MLA], and American Psychological Association [APA])
 - cite reference for all sources of information including summarized and paraphrased ideas from other authors.

Outcomes

CC A10.2 Explain and present to a familiar audience the key ideas and events (actual or based on a text studied) through an appropriate combination of charts, diagrams, sound, models, drama, and print.

Indicators

- a. Prepare and deliver visual and multimedia presentations that:
 - exhibit logical structures appropriate to audience, purpose, and context
 - have a central foci and strong messages
 - organize ideas in logical and appropriate sequences
 - include smooth transitions
 - use a variety of forms and technologies such as sound, photographs, and models
 - provide logical and convincing conclusions.
- b. Select, use, and evaluate purposefully a variety of before (page 28), during (page 29), and after (page 30) strategies to construct and communicate meaning when using other forms of representing.
- c. Understand and apply the language cues and conventions to construct and communicate meaning when using various forms of representing.

Pragmatic cues and conventions: selecting and using language register appropriate for the subject, context, audience, and purpose; using conventional “standard” English when required.

Textual cues and conventions: selecting and using text form appropriate for subject, purpose, and audience.

Syntactic cues and conventions: selecting and using formal spoken and written sentences that are meaningful, clear, correctly punctuated, and devoid of ambiguous expressions; demonstrating control over such elements as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism.

Semantic/Lexical/Morphological cues and conventions: using words precisely, accurately, and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion).

Graphophonic cues and conventions: using the sounds of letters and syllables and the placement of accents to determine the pronunciation and spelling of words.

Other cues and conventions: using communication elements such as handwriting, consistent font, neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication; using appropriate visual and multimedia aids to enhance presentation; choosing appropriate font size and style when word processing.

- d. Prepare, rehearse, and confidently deliver a visual or multimedia presentation, explaining key ideas and events (actual or based on text studied) using appropriate combination of charts, diagrams, pictures, sounds, models, drama, and print with:

Outcomes

CC A10.2 continued

CC A10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a familiar topic, an oral presentation of a passage of prose or poetry, retelling a narrative or recounting an experience or event) and informal (discussion and group work) situations.

Indicators

- An effective introduction that sets the direction for presentation by getting attention of audience, introducing the topic, presenting the central idea or purpose, identifying the main point, and making audience eager to see and hear the rest of the presentation.
 - A body that organizes information logically so audience can follow.
 - A conclusion that helps audience understand what is important in the presentation.
- e. Present information using print and non-print aids to engage and inform a familiar audience.
 - f. Use props, visual aids, graphics, and electronic media to enhance the appeal and accuracy of presentations.
 - g. Use a variety of technological functions (including computer software) to publish original work.
 - h. Use and adapt production techniques and technologies to communicate information, ideas, narrative, or other messages, integrating verbal, visual, and dramatic features to achieve a range of effects.
 - i. Analyze, organize, and convert information into different forms (e.g., charts, graphs, drawings).
 - j. Experiment with a variety of text forms (e.g., advertisement, tableau, drama) and techniques (e.g., graphics).
- a. Participate in small- and large-group discussions, observing the courtesies of group discussion, and demonstrate effective group interaction skills and strategies:
 - understand the purpose and direction of the group
 - adjust to roles in group
 - develop harmony, listen, observe, and respond to and clarify one another's ideas
 - be respectful but also critical
 - build upon and extend the thoughts of others
 - work co-operatively and collaboratively with others in small groups on structured tasks
 - question others, exploring the potential of their contributions, and offer clarification and elaboration upon own ideas when necessary
 - assume some of the work necessary to maintain discussion and advance it (e.g., by summarizing, raising questions, extracting significant points, making connections, setting agenda)
 - assume the responsibility for independent and individual summary and closure.

Outcomes

CC A10.3 continued

Indicators

- b. Select, use, and evaluate purposefully a variety of before (page 28), during (page 29), and after (page 30) strategies to construct and communicate meaning when speaking.
- c. Understand and apply the language cues and conventions to construct and communicate meaning when speaking including:
 - Pragmatic cues and conventions: selecting and using language register appropriate for the subject, context, audience, and purpose; using conventional “standard” English when required.
 - Textual cues and conventions: selecting and using mode of discourse (e.g., descriptive, narrative, expository, or persuasive) and text form appropriate for subject, purpose, and audience.
 - Syntactic cues and conventions: selecting and using formal spoken sentences that are meaningful and devoid of ambiguous expressions; demonstrating control over such elements as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism (average spoken sentence length – 10.9 words).
 - Semantic/Lexical/Morphological cues and conventions: using words precisely, accurately, and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically).
 - Graphophonic cues and conventions: using the sounds of letters and syllables to correctly pronounce words.
 - Other cues and conventions: using appropriate volume and intonation; using appropriate non-verbal cues and body language; using appropriate gestures, facial expression, sound, visual, and multimedia aids to enhance presentation.
- d. Prepare, rehearse, and deliver a talk on a familiar topic that includes:
 - An effective introduction that sets the direction for speech by getting attention of audience, introducing the topic, stating the central idea or purpose, identifying the main point, and making audience eager to hear what else you have to say.
 - An attention getter (e.g., an amazing fact or startling statement; an attention-grabbing illustration; a short demonstration or colourful visual aid; a series of questions or a short history of the topic; a strong statement of why the topic is important to you and audience).
 - A body logically and coherently organized so audience can follow.
 - A conclusion that helps audience understand what they listened to and why it was important.

Outcomes

CC A10.3 continued

CC A10.4 Compose and create a variety of written literary (including a historical persona essay and a review) and informational (including an observation [eye-witness] report and researched or technical report) texts attending to various elements of discourse (e.g., purpose, speaker, audience, form).

Indicators

- e. Prepare, rehearse, and deliver an oral reading/interpretation of prose, poetry, or other texts including:
 - arranging materials effectively
 - using techniques of speech and delivery to interpret possible meanings
 - thinking about how the ideas and characters in the text could be communicated with voice
 - using voice (e.g., expression, pacing, tone, dialect) for characterization and effect.
 - f. Support the ongoing discourse of the classroom by contributing to the talk; listening attentively to the offerings of others; refraining from sarcasm or insult that silences others; and helping, when necessary, to draw others into the discussion.
 - g. Plan a class meeting on a real topic of concern with the aim of reaching a consensus about the action that might be taken.
 - h. Speak confidently, clearly, and persuasively to communicate and explore information, ideas, and opinions.
 - i. Develop, explain, and justify opinions.
 - j. Recognize and adjust oral presentation elements effectively (i.e., articulation, pronunciation, volume, tempo, pitch, stress, gestures, eye contact, facial expression, and poise) in keeping with purpose, audience needs, and individual cultural and linguistic background.
- a. Write essays that:
 - have a central foci and strong messages
 - structure material in appropriate styles for different audiences
 - define the main idea by selecting relevant, logical details to achieve the purpose and to meet the reader's perceived needs
 - organize ideas in a logical and appropriate sequence
 - include smooth transitions
 - provide logical and convincing conclusions.
 - b. Select, use, and evaluate purposefully a variety of before (page 28), during (page 29), and after (page 30) strategies to construct and communicate meaning when writing.
 - c. Understand and apply the language cues and conventions to construct and communicate meaning when writing including:

Pragmatic cues and conventions: selecting and using language register appropriate for the subject, context, audience, and purpose; using conventional "standard" English when required.

Textual cues and conventions: selecting and using mode of discourse (e.g., descriptive, narrative, expository, or persuasive) and text form appropriate for subject, purpose, and audience.

Outcomes

CC A10.4 continued

Indicators

Syntactic cues and conventions: selecting and using formal written sentences that are meaningful, clear, correctly punctuated, and devoid of ambiguous expressions; demonstrating control over such elements as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism (average written sentence length – 11.7 words).

Semantic/Lexical/Morphological cues and conventions: using words precisely, accurately, and for effect (e.g., to create imagery, to communicate figuratively, to communicate symbolically, as an allusion).

Graphophonic cues and conventions: using the sounds of letters and syllables and the placement of accents to determine the pronunciation and spelling of words.

Other cues and conventions: using communication elements such as handwriting, consistent font, neatness, underlining, indentations, spacing, and margins to enhance the clarity and the legibility of communication; writing legibly with appropriate speed and control; choosing appropriate font size and style when word processing.

- d. Retell a narrative or recount an experience or event (e.g., a memory, an essay of experience) that:
- introduces the action and draws in the reader
 - identifies the story's main character and establishes the setting
 - uses dialogue to establish characters and create the drama
 - provides an effective ending that logically "winds up" the events.
- e. Write an observation report/eyewitness account (e.g., an incident report, an event report) that:
- tells when and where the event happened
 - accounts the details of an event in a logical order
 - uses descriptive details (including sights, sounds, tastes, textures, and smells) that show the reader what happened, as if he or she were seeing it firsthand
 - uses order of location (top to bottom, front to back, left to right, head to toe) or time order (first, next, then, and so on) to organize details
 - uses specific verbs
 - establishes the time and the place
 - answers 5W and H (who, what, when, where, why, and how) questions for facts about what happened
 - includes thoughts and comments that bring experience to life
 - uses an engaging voice that sounds interested and knowledgeable.

Outcomes

CC A10.4 continued

Indicators

- f. Write an inquiry report (e.g., research report, an I-Search, a technical report) that:
- addresses what makes the subject worth investigating
 - puts central ideas into a focus or thesis statement
 - includes information related to focus or thesis, is current, and drawn from reliable, relevant sources that are cited
 - presents an introduction (revealing story or quotation; important background information; interesting or surprise facts; reason for choosing subject)
 - includes a body that develops logically the details of the subject
 - provides a conclusion that leaves reader with a clear understanding of the importance of research and draws a conclusion with a final statement.
- g. Write a historical persona essay (e.g., biographical narrative, response to a historical photo) that:
- includes a historic person
 - defines important moments in the historic person's life so essay is well-focused and organized
 - shows understanding of the person, the events, and gathered details about the place and time
 - includes reflections and observations about person's life and experiences
 - includes the people the person might have met and creates accurate depictions of those individuals
 - uses the "I" voice (imagined self to be the person and to be part of these events) in order to get a feel for the experience.
 - includes thoughts and feelings
 - uses dialogue to bring characters to life
 - employs an easy-to-follow organization.
- h. Write a review (e.g., evaluating a literary work) that:
- includes thoughtful explanations and specific references to the text itself
 - expresses opinion about the value or worth of the subject in order to help audience decide
 - explores strengths and weaknesses of work and includes passages from text as examples
 - justifies opinion
 - addresses what makes the text interesting, exciting, engaging, believable, unforgettable, and significant
 - does not retell plot but recognizes theme (general observation about life or human nature) of the text and the relevance of literary techniques (e.g., setting, characters, point of view, basic conflicts, plot development, and use of literary elements such as figurative language and sound).

Outcomes**CC A10.4 continued****Indicators**

- i. Experiment with and explore a variety of written text forms (such as poems, memorandums, legends) and techniques (such as foreshadowing, flashback, imagery, allegory, figurative language, symbolism, point of view, parallelism, hyperbole) and explain their appeal.

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

Outcomes**AR A10.1 Establish and apply criteria to evaluate own and others' work.****AR A10.2 Set personal language learning goals and select strategies to enhance growth in language learning.****Indicators**

- a. Use feedback to evaluate own effectiveness and set goals in language learning and use.
- b. Evaluate own and others' contributions to group process and provide support where needed.
- c. Contribute to the creation of rubrics and other assessment and evaluation tools used to assess visual, oral, written, multimedia, and other products submitted.
- d. Consider alternative ways of reaching goals.
- e. Celebrate special accomplishments by using language to congratulate and encourage, to publicly recognize, and to properly recount the achievement.

Outcomes and Indicators B10

Focus: Communicating with Purpose, Correctness, Unity, Coherence, and Completeness

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Outcomes

CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:

- **identity (e.g., Diversity of Being);**
- **social responsibility (e.g., Degrees of Responsibility); and**
- **social action (agency) (e.g., Justice and Fairness).**

CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.

Indicators

- a. View, listen to, read, comprehend, and respond to a variety of contemporary and traditional texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language).
 - b. Apply personal experiences and prior knowledge of texts and language to develop understanding and interpretations of variety of texts.
 - c. Respond personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, Canadian, and international texts.
 - d. Discuss ways in which texts convey and challenge individual and community values and behaviours.
 - e. Identify how human experiences and values are reflected in texts.
 - f. Test ideas and values against ideas and values in texts.
 - g. View, listen to, read, and respond to historically or culturally significant works (texts) that reflect and enhance studies in history and social science.
 - h. Identify recurrent patterns and themes in texts.
 - i. Analyze how a text is related to the themes and issues of a particular period in time.
-
- a. View, comprehend, interpret, and summarize grade-appropriate visual and multimedia texts created by First Nations, Métis Saskatchewan, Canadian, and international developers and artists from various cultural communities that address identity, social responsibility, and personal agency.
 - b. Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when viewing.

Outcomes

CR B10.2 continued

Indicators

- c. Understand and apply language communication cues and conventions to construct and confirm meaning when viewing including:
 - Pragmatic cues: recognizing and comprehending language registers that are varied and used for effect.
 - Textual cues: recognizing and comprehending the organization of thoughts and ideas of a range of visual and multimedia texts and their organizational features.
 - Syntactic cues: recognizing and comprehending a variety of sentence patterns for communicating and clarifying meaning.
 - Semantic/Lexical/Morphological cues: using a dictionary or other source to determine a word's meaning(s).
 - Graphophonic cues: recognizing the correct form and usage of a word.
 - Other cues: recognizing and comprehending how features including graphic aids (e.g., diagrams, graphs, timelines) support and enhance the message.
- d. View, interpret, and draw conclusions about the ideas and information presented in a variety of illustrations, maps, charts, graphs, and other visual texts.
- e. Evaluate how genders and various cultures and socio-economic groups are portrayed in representations by the mass media.
- f. Recognize persuasive techniques (including propaganda) being used in visual and multimedia texts, and analyze and assess the impact of specific media, techniques, and designs.
- g. Prepare and present critical response to what was viewed.
- h. Identify and evaluate the verbal and visual features including images, colour, layout, graphics, and messages in consumer products (e.g., clothing, electronic products, food, entertainment services).
- i. Respond to and discuss various meanings, ideas, and effects describing how verbal and static and moving visual features are combined for different purposes and audiences in CD covers, posters, and videos of popular songs and singers.
- j. Attend a performance of a play and discuss the specific scenes, main character, and technical production aspects of the presentation.

Outcomes

CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.

Indicators

- a. Listen to, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities that address identity, social responsibility, and personal agency.
- b. Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when listening.
- c. Understand and apply language cues and conventions to construct and confirm meaning when listening including:
 - Pragmatic cues: recognizing and comprehending language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned).
 - Textual cues: recognizing and comprehending the organization of thoughts and ideas of a range of oral texts and their organizational features.
 - Syntactic cues: recognizing and comprehending how word order and sentence patterns communicate meaning in English and also when they do not communicate clearly.
 - Semantic/Lexical/Morphological cues: using a dictionary or other source to determine a word's meaning(s) and etymology.
 - Graphophonetic cues: recognizing the correct form and usage of a word.
 - Other cues: recognizing and comprehending how features including voice production factors (e.g., articulation, tone, tempo, pronunciation, volume, emphasis, pitch, pause) and non-verbal cues (e.g., gestures, stance, eye contact) clarify intent of message.
- d. Demonstrate active listening behaviour including:
 - concentrate, focus, attend, and filter distractions
 - analyze explicit and implicit messages, viewpoints, and concepts
 - recognize overall plan or organization including transitional expressions
 - paraphrase what was listened to and heard
 - distinguish fact from opinion
 - identify and analyze persuasive techniques
 - evaluate perspective, credibility, and logic
 - use effective notemaking strategies and a variety of written or graphic forms to organize, summarize, and share ideas acquired from listening
 - prepare and ask relevant questions and respond appropriately
 - analyze the overall effectiveness of the message.

Outcomes

CR B10.3 continued

CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.

Indicators

- e. Understand the factors that interfere with good listening (e.g., environment, speaker, listener) and filter out distractions.
 - f. Prepare and present critical response to what was listened to and heard supporting conclusions with reference to what was presented.
 - g. Apply appropriate listening strategies when interviewing (including preparing and asking relevant questions, making notes, responding correctly and effectively, compiling and reporting responses).
 - h. Formulate and support judgements (using convincing evidence) about the ideas under discussion.
 - i. Listen to and evaluate several excerpts from a range of phone-in talk-back shows about a particular issue.
-
- a. Read, interpret, and summarize grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities that address identity, social responsibility, and personal agency.
 - b. Select, use, and evaluate purposefully a variety of before (page 24), during (page 25), and after (page 26) strategies to construct meaning when reading.
 - c. Understand and apply language cues and conventions to construct and confirm meaning when reading including:
 - Pragmatic cues: recognizing and comprehending language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned).
 - Textual cues: recognizing and comprehending the organization of thoughts and ideas in a variety of written and other texts including distinctive features of genres (e.g., prose, poetry) and organizational patterns within each genre (e.g., chronological, spatial, enumerative, problem and solution, cause and effect, comparison and contrast).
 - Syntactic cues: recognizing and comprehending how word order and sentence patterns communicate meaning in English and also when they do not communicate clearly.

Outcomes

CR B10.4 continued

Indicators

Semantic/Lexical/Morphological cues: using a dictionary or other source to determine a word's meaning(s), usage, pronunciation, and etymology.

Graphophonic cues: recognizing and using the correct form and usage of a word to determine the pronunciation (e.g., "project" as a noun versus as a verb).

Other cues: recognizing and comprehending how features such as layout and accompanying graphics clarify intent of message.

- d. Demonstrate active reading behaviours including:
- establish a purpose for reading such as to learn, interpret, and enjoy
 - skim, scan, and read closely
 - identify and analyze explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping)
 - recognize and analyze text structures and elements
 - relate understanding of a range of texts to personal experience, purposes, audience, and other texts
 - evaluate perspective, credibility, and logic
 - differentiate fact from opinion
 - differentiate between literal and figurative statements
 - test own ideas and values against those in text
 - recognize, comprehend, and discuss the significance of allusions and symbols in context
 - construct images based on text descriptions
 - discuss and analyze meanings, ideas, language, and literary quality in a range of contemporary and historical texts, taking account of purpose, audience, and time
 - use notemaking, marginal notes, and outlining to better understand texts.
- e. Read fluently and independently a wide range of contemporary and historical texts, adapting reading processes and strategies for different purposes (including for information and enjoyment).
- f. Recognize stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole.
- g. Describe, discuss, and analyze the distinctive conventions, structures, and language features of a range of texts and explain how they suit the topic and purpose.
- h. Read about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor to identify different points of view or angles.

Outcomes

CR B10.4 continued

Indicators

- i. Compare the characteristics of different texts and consider the reason for these differences, in terms of topic, purpose, and point of view.
- j. Read and interpret critically the main ideas, events, and themes of a variety of literary texts including stories, novels, scripts, poetry, and non-fiction works, and prepare and present critical responses to what was read.
- k. Read and make generalizations, supported by specific details and examples, about key concepts, characters, themes, and techniques in literary texts.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Outcomes

CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore:

- **identity (e.g., Diversity of Being);**
- **social responsibility (e.g., Degrees of Responsibility);**
and
- **social action (agency) (e.g., Justice and Fairness).**

Indicators

- a. Develop and articulate defensible points of view on individual, community, national, and world issues.
- b. Create spoken, written, and other representations that include:
 - a clear thesis and logical points to support thesis
 - appropriate details to support thesis
 - a style and voice appropriate to audience and purpose
 - coherence, logical progression, and support for ideas
 - clear patterns of organization
 - a justifiable conclusion.
- c. Develop a project-focused inquiry related to a theme or issue of the course:
 - generate relevant questions that can be researched
 - refine topics and clarify ideas
 - compile information from primary and secondary sources in systematic ways
 - synthesize the content from several sources or works by various authors dealing with a single issue
 - interpret and report on ideas and information from more than one source to develop and support positions on various topics
 - extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration
 - compile ideas and information into reports, summaries, and other formats and draw conclusions.

Outcomes

CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.

Indicators

- a. Prepare and present visual and multimedia presentations and a research talk/report that:
 - use logical structures appropriate to audience, purpose, and context
 - have a central foci and strong messages
 - organize ideas in a logical and appropriate sequence
 - include smooth transitions and ensure smooth flow from visual to visual
 - exhibit a variety of forms and technologies such as sound, photographs, and models, and understand how ideas are communicated through elements of design such as colour, shape, line, and texture
 - use props, visual aids, graphics, music, sound effects, photos (“clip-art”), and electronic media to enhance the appeal and accuracy of presentations, and ensure words on visuals are easy to read
 - ensure each visual fits audience and purpose
 - provide logical and convincing conclusions.
- b. Select, use, and evaluate purposefully a variety of before (page 28), during (page 29), and after (page 30) strategies to construct and communicate meaning when using other forms of representing.
- c. Understand and apply language cues and conventions to construct and communicate meaning when using various forms of representing including:

Pragmatic cues and conventions: selecting and using language that includes people across cultures, races, genders, ages, and abilities and avoids common usage problems including imprecision and the use of jargon, slang, euphemism, clichés, gobbledygook, and “abusages” (such as “Me and John...”, “I can’t get no...”, “Like,...”).

Textual cues and conventions: creating visual and multimedia texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).

Syntactic cues and conventions: using sentences that are varied in form (e.g., parallelism, inversion, subordination); are free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/whom, and punctuation.

Outcomes

CC B10.2 continued

Indicators

Semantic/lexical/morphological cues and conventions: using words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat's paws, students' projects, people's pets), and meaning (e.g., then/than; few, fewer/less, lesser).

Graphophonic cues and conventions: recognizing and using Canadian spelling conventions and clear pronunciation to aid spelling (e.g., accept, except).

Other cues and conventions: using appropriate visual elements (e.g., colour, layout, graphics, illustrations) and media technologies to clarify and enhance message.

- d. Select, interpret, and synthesize information from visual texts and present it effectively, using a range of visual and layout features and appropriate technologies for variety of purposes.
- e. Select a section of narrative text and use it as a basis for a dramatization using narrator where appropriate, dialogue, action, backgrounds, costumes, props, music, sound effects, and language that retain the intent and tone of the original text.
- f. Prepare and present a real-life action or role play an event such as buying or selling something and present the role play to class.
- g. Select a character from a novel and plan a seminar that gives an analysis of the character and includes the use of digital or other presentation tools to show the relationships between the character and other characters in the novel (e.g., a family tree), video or still photography to demonstrate ideas for a film setting, and a sound recording to record dialogue from the text or an interview with the character with appropriate musical accompaniment.
- h. Develop imaginative or creative representations to share interpretations and ideas.
- i. Use persuasive techniques (e.g., rhetorical question, repetition, parallelism, analogy, appeal to authority) in visual and multimedia texts.
- j. Experiment with a variety of text forms (e.g., advertisements, posters, videos) and techniques (e.g., colour, typeface, graphics).

Outcomes

CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.

Indicators

- a. Participate in small- and large-group discussion, observing the courtesies of group discussion, and demonstrate effective group interaction skills and strategies including:
 - assume some of the work necessary to maintain discussion and advance it (e.g., by summarizing, raising questions, seeking clarification, extracting significant points, making connections, setting agenda).
 - maintain and demonstrate respectful behaviours
 - stick to topic and keep goals in mind
 - listen carefully
 - co-operate by staying positive, waiting turn, and avoiding put-downs
 - disagree respectfully
 - encourage others by trying to understand their ideas and asking for opinions
 - clarify and restate speaker's ideas to confirm meaning.

- b. Select, use, and evaluate purposefully a variety of before (page 28), during (page 29), and after (page 30) strategies to construct and communicate meaning when speaking.

- c. Understand and apply language cues and conventions to construct and communicate meaning when speaking including:

Pragmatic cues and conventions: selecting and using language that includes people across cultures, races, genders, ages, and abilities and avoids common usage problems including imprecision and the use of jargon, slang, euphemism, clichés, gobbledygook, and “abusages” (such as “Me and John...”, “I can’t get no...”, “Like,...”).

Textual cues and conventions: creating oral texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).

Syntactic cues and conventions: using sentences that are varied in form (e.g., parallelism, inversion, subordination); are free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/whom, and punctuation.

Semantic/lexical/morphological cues and conventions: using words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).

Outcomes

CC B10.3 continued

Indicators

Graphophonic cues and conventions: recognizing and using Canadian spelling conventions and clear pronunciation to aid spelling (e.g., accept, except).

Other cues and conventions: using appropriate oral elements (e.g., volume, intonation); using appropriate non-verbal cues and body language; using appropriate gestures, facial expressions, sound, and visual and multimedia aids to enhance message.

- d. Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small-group, and large-group discussions (demonstrating an awareness of the relationship of language to group and community membership, acknowledging and paraphrasing views that differ from own, reassessing own viewpoints, prompting and supporting others, solving problems, resolving conflicts, building consensus, articulating and explaining personal viewpoint, discussing preferences, speaking to extend current understanding, and celebrating special events and accomplishments).
- e. Work in pairs to develop and script an interview on an issue of interest or on an incident in a literary text, for a particular audience and purpose.
- f. In role, rehearse and record interview or present interview to the group.
- g. Work in pairs to prepare and present closing argument for and against a selected fictional character on a charge which could have been levelled at a character.
- h. Select three poems related to theme and present them to a group of peers using voice to clarify meaning by emphasizing rhythm, highlighting particular words or phrases, and signalling the role and effects of line endings, stanza breaks, and other elements of structure.
- i. Recognize and use elements of classical speech forms (including introduction, body with transitions, conclusion) in formulating rational arguments and apply the art of persuasion.
- j. Recognize and adjust oral presentation elements (i.e., articulation, pronunciation, volume, tempo, pitch, stress, gestures, eye contact, facial expression, and poise) in keeping with purpose, audience needs, and situation.

Outcomes

CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.

Indicators

- a. Write informational and literary texts that:
 - use various elements of discourse (e.g., purpose, speaker, audience, form) in narrative, expository, persuasive, informational, and/or descriptive texts
 - exhibit logical structures appropriate to audience, purpose, and context
 - have a central foci and strong messages
 - structure material in appropriate styles for audience
 - define the main idea by selecting relevant, logical details that meet the reader's perceived needs
 - organize ideas in a logical and appropriate sequence
 - include smooth transitions
 - provide logical and convincing conclusions.
- b. Select, use, and evaluate purposefully a variety of before (page 28), during (page 29), and after (page 30) strategies to construct and communicate meaning when writing.
- c. Understand and apply language cues and conventions to construct and communicate meaning when writing including:

Pragmatic cues and conventions: selecting and using language that includes people across cultures, races, genders, ages, and abilities, and avoids common usage problems including imprecision and the use of jargon, slang, euphemism, clichés, gobbledygook, and “abusages” (such as “Me and John...”, “I can’t get no...”, “Like,...”).

Textual cues and conventions: creating written texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).

Syntactic cues and conventions: using sentences that are varied in form (e.g., parallelism, inversion, subordination); are free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/whom, and punctuation.

Semantic/lexical/morphological cues and conventions: using words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).

Graphophonic cues and conventions: recognizing and using Canadian spelling conventions and clear pronunciation to aid spelling (e.g., accept, except).

Outcomes

CC B10.4 continued

Indicators

Other cues and conventions: using appropriate written elements (e.g., font size, type face, formatting); writing legibly with appropriate speed and control; using communication elements such as neatness, underlining, indentations, spacing, and margins to enhance clarity and legibility of communication.

- d. Write an explanation and defence of personal point of view that:
 - explains writer's beliefs about an important subject
 - identifies focus of essay in opening paragraph
 - organizes ideas in a logical and appropriate sequence
 - includes smooth transitions
 - provides logical and convincing conclusions.
- e. Write a biographical profile that:
 - includes key ideas learned about the person
 - begins by sharing some important background information
 - describes the subject and explains what he or she accomplished
 - ends by leaving the readers with something to think about and consider.
- f. Write a problem-solution essay (e.g., an essay in which you analyze a problem and present one or more solutions) that :
 - focuses on a problem that is important to self
 - identifies the problem in a clear statement
 - analyzes the problem thoroughly, explaining its parts, history, and causes
 - weighs possible solutions, what is being done to address the problems, and suggestions or solutions
 - determines what readers need to know
 - explains why situation exists and how it can be fixed
 - includes all the important facts and reasons
 - ends effectively explaining what the writer would like to see done.
- g. Write a business letter (e.g., letter of complaint, e-mail request) that:
 - uses a consistent style (semi-block or full block)
 - presents information completely and in the correct order
 - includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature
 - states purpose clearly and immediately
 - gives complete and accurate details
 - states clearly what the writer wants the reader to do
 - avoids expressions that are wordy, clichéd, vague, or discriminatory
 - begins, continues, and ends with courteous tone
 - determines what the recipient needs to know.

Outcomes

CC B10.4 continued

Indicators

- h. Write fictionalized journal entries (e.g., of a literary character or a historical figure) that:
 - focus on a made-up character or someone read about or observed
 - focus on an ongoing event or experience
 - contain impressions, reflections, and observations about life, people, and experiences
 - give insight into the personality and values of the character.
- i. Write a short script (e.g., a short play or a script for an advertisement) that:
 - includes stage directions that indicate the time and place of the action, entrances and exits, and what characters are doing on stage
 - gives details of setting that lead into the beginning of the script
 - employs dialogue (characters' words) that moves the action along
 - builds around a believable conflict or problem that makes sense in the lives of the main characters
 - includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.
- j. Experiment with and explore a variety of written text forms (such as letter of complaint, obituary, brochure) and techniques (such as figurative language, literary devices, anecdotes).

Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.

Outcomes

AR B10.1 Establish and apply criteria to evaluate own and others' work.

AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.

Indicators

- a. Use feedback to evaluate own effectiveness as a communicator.
- b. Evaluate own and others' contributions to group process and provide support where needed.
- c. Set goals in language learning and use; identify strategies to achieve those goals.
- d. Consider alternative ways of reaching goals.
- e. Celebrate special accomplishments by using language to describe and discuss achievements.

Assessment and Evaluation of Student Learning

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

Assessment involves the systematic collection of information about student learning with respect to:

- achievement of provincial curricula outcomes
- effectiveness of teaching strategies employed
- student self-reflection on learning.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process. Reporting of student achievement must be based on the achievement of curriculum outcomes.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning and monitoring her/his own progress and:

- supports student in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

The following pages show a sample holistic and analytic rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts.

Grade Ten Rubric – Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, and Reading) | | | | | |
|---|---|---|---|---|--|
| Level 6 | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
| Holistic | | | | | |
| Comprehension and Response Overall | | | | | |
| Comprehends almost all of what is viewed, listened to, and read and demonstrates a significant recall and thorough and insightful understanding of ideas, information, concepts, and/or themes. | Comprehends almost all of what is viewed, listened to, and read and demonstrates a good recall and clear understanding of ideas, information, concepts, and/or themes. | Comprehends most of what is viewed, listened to, and read and demonstrates an adequate recall and an adequate understanding of ideas, information, concepts, and/or themes. | Comprehends the basic ideas of what is viewed, listened to, and read and demonstrates only limited recall and a general understanding of ideas, information, and/or themes. | Comprehends some of what is viewed, listened to, and read and demonstrates an inadequate recall or limited understanding of ideas, information, concepts, and/or themes. | Comprehends little or nothing of what is viewed, listened to, and read and demonstrates little or no recall or understanding of ideas, information, concepts, and/or themes. |
| Analytic Features | | | | | |
| Comprehends Key Ideas and Supporting Details Presented in Text (both the explicit and implicit) | | | | | |
| Identifies the overall message, key ideas and their supporting details, and can explain the relationship between the explicit and implicit messages in visual, multimedia, oral, and printed texts. | Identifies the overall message, key ideas and their supporting details, and can explain the explicit and implicit messages in visual, multimedia, oral, and printed texts. | Identifies most of the key ideas and their supporting details, and can identify explicit and some of the implicit messages in visual, multimedia, oral, and printed texts. | Identifies some of the key explicit ideas and some of the key supporting details but has difficulty identifying the implicit messages in visual, multimedia, oral, and printed texts. | Identifies a few of the explicit main ideas and a few supporting details but cannot identify the implicit messages in visual, multimedia, oral, and printed texts. | Identifies neither the explicit nor implicit messages in visual, multimedia, oral, and printed texts. |
| Recognizes Organization and Techniques Employed in Text (Cues and Conventions) | | | | | |
| Explains in a thorough and insightful way how ideas are organized and how key conventions and elements/ techniques achieve a particular effect in visual, multimedia, oral, and print texts. | Explains in a clear and thoughtful way how ideas are organized and how key conventions and elements/ techniques achieve a particular effect in visual, multimedia, oral, and print texts. | Explains in a straightforward and logical way how ideas are organized and how key conventions and elements/ techniques achieve particular effects in visual, multimedia, oral, and print texts. | Explains in a simple and general way how ideas are organized and identifies how only some of the conventions and elements/ techniques are used for effect in visual, multimedia, oral, and print texts. | Explains in a vague and limited way how ideas are organized and has limited understanding of how conventions and elements/ techniques are used for effect in visual, multimedia, oral, and print texts. | Explains with difficulty how ideas are organized and does not recognize how conventions and elements/ techniques are used for effect in visual, multimedia, oral, and print texts. |

Comprehend and Respond (Viewing, Listening, and Reading) continued

Responds to Text Providing Support from Text to Justify Response

| | | | | | |
|---|---|--|---|--|--|
| Provides an insightful interpretation and response to visual, multimedia, oral, and print texts and provides an insightful analysis and strong evidence in supporting response. | Provides a thoughtful interpretation and response to visual, multimedia, oral, and print texts and provides thoughtful analysis and reasonable evidence in supporting response. | Provides an adequate interpretation and response in a generalized way to visual, multimedia, oral, and print texts and provides some analysis and relatively apparent evidence in supporting response. | Provides a general interpretation and response to visual, multimedia, oral, and print texts and provides surface analysis and limited or obvious evidence in supporting response. | Provides a simplistic and limited interpretation and response to visual, multimedia, oral, and print texts and provides limited analysis and little evidence in supporting response. | Provides an inadequate interpretation and response to visual, multimedia, oral, and print texts and provides minimal or irrelevant analysis and lacks evidence or chooses inappropriate evidence in supporting response. |
|---|---|--|---|--|--|

Knows and Uses Strategies to Construct Meaning in Text

| | | | | | |
|---|--|---|---|--|---|
| Demonstrates a strong understanding and mastery of a broad repertoire of appropriate strategies required to construct meaning (before, during, and after) in visual, multimedia, oral, and print texts. | Demonstrates a good understanding of a repertoire of strategies and consistently uses most of the strategies needed to construct meaning (before, during, and after) in visual, multimedia, oral, and print texts. | Demonstrates a satisfactory understanding of and uses with relative ease the important strategies needed to construct meaning (before, during, and after) in visual, multimedia, oral, and print texts. | Demonstrates a general knowledge of and uses to varying degrees (some well and others less well) the strategies needed to construct meaning (before, during, and after) in visual, multimedia, oral, and print texts. | Demonstrates limited knowledge of and uses in a limited way only a few of the strategies needed to construct meaning (before, during, and after) in visual, multimedia, oral, and print texts. | Demonstrates little or no knowledge of and makes little or no use of the strategies needed to construct meaning (before, during, and after) in visual, multimedia, oral, and print texts. |
|---|--|---|---|--|---|

Comprehend and Respond (Viewing, Listening, and Reading)

Reflects on and Assesses Comprehending and Responding Behaviours

Assess and Reflect (Goal 3)

| | | | | | |
|---|---|--|--|---|--|
| <p>Executes task relevant strategies before, during, and after a viewing, listening, or reading task, monitors use of strategies, and explains which strategies are being used and why these strategies are being used; models strategies for others.</p> | <p>Feels confident using task relevant strategies before, during, and after a viewing, listening, or reading task in a variety of situations; utilizes a repertoire of strategies spontaneously and switches easily from one to another as determined by needs; can provide a reason for strategy chosen.</p> | <p>Demonstrates an awareness of a range of task-relevant strategies before, during, and after viewing, listening, or reading; senses when there is a comprehension breakdown and makes an effort to correct.</p> | <p>Is able to use, with practice and teacher support, some important before, during, and after viewing, listening, or reading strategies.</p> | <p>Is able to use a few key before, during, and after viewing, listening, and reading strategies with teacher direction but does not always benefit from the strategies or apply them to new tasks.</p> | <p>Requires repeated modelling of before, during, and after viewing, listening, and reading strategies and requires continuous coaching on when and how to use them.</p> |
| <p>Identifies own strengths and learning targets; explains what to do when comprehending and responding; explains own strategies for improvement.</p> | <p>Identifies own strengths and possible learning targets; uses strategies and aspects of the process spontaneously and can explain why.</p> | <p>Uses a repertoire of strategies but may have difficulty explaining precisely the strategies to others.</p> | <p>Understands the task and the necessary strategies but does not always deploy the strategies when they are needed; may not alternate or change strategies smoothly to have comprehension but can do so with support; responding behaviours may not be as well developed.</p> | <p>Struggles to determine own needs and to select appropriate strategies; comprehension problems may hinder responding behaviours.</p> | <p>Requires continuous coaching and prompting to determine own learning targets.</p> |

Grade Ten Rubric – Compose and Create

| Compose and Create (Representing, Speaking, and Writing) | | | | | |
|---|--|---|---|--|---|
| Level 6 | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
| Holistic | | | | | |
| Composition and Presentation Overall | | | | | |
| <p>The visual, multimedia, oral, or written composition is original and insightful.</p> <p>Product is well-crafted, fully developed, and appropriate to purpose and audience.</p> <p>Planning is evident and the composition or presentation comes together as a secure whole.</p> <p>The student demonstrates confident control of the language elements of composition and presentation.</p> <p>The few errors in mechanics are likely the result of risk-taking.</p> | <p>The visual, multimedia, oral, or written composition is clear and thoughtful.</p> <p>Product is fully developed and appropriate to purpose and audience.</p> <p>Planning is evident and the composition seems complete.</p> <p>The student effectively controls the language elements and techniques.</p> <p>The few mechanical errors do not impede communication.</p> | <p>The visual, multimedia, oral, or written composition is logical and straightforward.</p> <p>Product is adequately developed, appropriate to purpose, and shows some awareness of audience.</p> <p>Planning identifies main ideas.</p> <p>The student demonstrates control over the language elements and techniques.</p> <p>Minor errors, though noticeable, do not impede audience understanding.</p> | <p>The visual, multimedia, oral, or written composition is satisfactory but unrefined.</p> <p>Product is understandable but uneven in its development. Product maintains the purpose on a basic level, but may not show awareness of audience.</p> <p>Planning shows an awareness of purpose.</p> <p>The student shows a basic control over the language elements and techniques.</p> <p>Some errors in mechanics may impede understanding.</p> | <p>The visual, multimedia, oral, or written composition is limited and over-generalized.</p> <p>Product demonstrates uneven/uncertain control over the language elements relative to the purpose. Product may not show awareness of audience.</p> <p>Less than adequate planning results in inconsistent development.</p> <p>The student shows some control over the language elements and techniques but attempts at variety result in awkwardness and/or obscured meaning.</p> <p>Frequent mechanical errors impede understanding.</p> | <p>The visual, multimedia, oral, or written composition is unfocused and unclear.</p> <p>Product is difficult to follow. The purpose is unclear, and/or the subject may be off topic.</p> <p>Evidence of planning is absent.</p> <p>The composition shows an uncertain grasp of the basic language elements relative to the purpose. Sentences are incomplete, run-on, or simple in structure.</p> <p>Frequent mechanical and structural errors impede understanding.</p> |

Compose and Create (Representing, Speaking, and Writing) continued

Analytic Features

Message Content and Ideas

| | | | | | |
|---|---|--|--|--|--|
| <p>The message is original and insightful.</p> <p>It has a well-defined central focus in keeping with audience and purpose. It demonstrates a deep understanding of the subject matter and supporting details are engaging, relevant, and appropriate for the intended message.</p> | <p>The message is clear and thoughtful.</p> <p>It has a clear focus, shows a clear awareness of audience, and demonstrates a logical understanding of subject matter. Supporting details are relevant and appropriate for the intended message.</p> | <p>The message is clear and straightforward.</p> <p>It has a recognizable focus and an awareness of audience. It demonstrates a clear understanding of the subject matter. Most ideas are correct and supporting details are appropriate for the intended message.</p> | <p>The message is apparent but unrefined.</p> <p>It has a limited focus and some awareness of audience. It demonstrates a basic or uneven understanding of the subject matter. Some of the ideas are correct and supporting details are adequate for the intended message.</p> | <p>The message is limited and over-generalized.</p> <p>It has an unclear focus and shows little awareness of audience. Ideas are poorly developed; they are often rambling and superficial. Supporting details are vague, inappropriate, or incorrect in relation to the intended message.</p> | <p>The message is unclear and unfocused.</p> <p>It lacks focus and shows no awareness of audience. Ideas may be elementary or unclear. Few supporting details are included. Details provided may be incorrect.</p> |
|---|---|--|--|--|--|

Organization and Coherence

| | | | | | |
|---|---|---|---|---|--|
| <p>The text shows thoughtful and coherent organization and development.</p> <p>Text reflects careful and considered planning. All ideas are coherently sequenced and fully developed. Transitions are used to create effective connections. The introduction clearly states the direction of the text. The conclusion captures key ideas thoughtfully and effectively to complete the text.</p> | <p>The text shows sufficient and logical organization and development.</p> <p>Text is sufficiently and logically planned. Key ideas are clearly developed and sequenced and logically developed. Transitions clearly show connections. The introduction provides a direction for the text and attempts to capture the interest of the audience. The conclusion captures key ideas and completes the text.</p> | <p>The text shows predictable and straightforward organization and development.</p> <p>Text is planned and sufficient ideas are presented coherently and in an order that conveys a clear message. Transitions are used to show connections. The introduction identifies the topic or main idea. The conclusion ends the text simply and predictably.</p> | <p>The text shows acceptable but unrefined organization and development.</p> <p>Text shows some evidence of planning. The central idea is not sufficiently or logically developed. Transitions do not always clearly show basic connections between ideas but the structure moves the viewer, listener, reader through the text without confusion. The introduction is recognizable but minimal. The conclusion is recognizable but not clearly related to key ideas in text.</p> | <p>The text shows limited and fragmented organization and development.</p> <p>Text shows little evidence of planning. Main idea or focus is unclear and poorly supported. There are few transitions. The structure fails to move audience through the text without some confusion. The introduction is vague or unrelated to body; the conclusion is vague or does not relate to key ideas from text.</p> | <p>The text shows poor, unclear, and unfocused organization and development.</p> <p>Text does not show evidence of planning. It is difficult to determine main ideas or method of development. Details are unclear or unrelated. There is little evidence of any transitions. It is difficult to follow reasoning. The introduction is ineffective or non-existent. The conclusion is ineffective or non-existent.</p> |
|---|---|---|---|---|--|

Compose and Create (Representing, Speaking, and Writing) continued

Knows and Uses Strategies to Compose and Create New Texts (Compositions)

| | | | | | |
|--|---|---|---|---|--|
| Demonstrates understanding of and effectively controls the appropriate strategies required to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts. | Demonstrates understanding of and consistently uses the appropriate strategies required to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts. | Demonstrates understanding of and uses with relative ease the important strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts. | Demonstrates some knowledge of and uses the basic strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts. | Demonstrates limited knowledge of and uses only some of the strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts. | Demonstrates inadequate or no knowledge of and makes little or no use of the strategies needed to communicate meaning (before, during, and after) when creating visual, multimedia, oral, and print texts. |
|--|---|---|---|---|--|

Language Choices and Conventions (including Style) (Cues and Conventions)

| | | | | | |
|---|--|---|--|--|---|
| The language is purposefully well chosen and well-used. The language register used is appropriate to audience and purpose. Tone and voice consistently maintain interest. A definite point of view is evident. Syntax is varied and polished. Word choices show style and efficiency. Standard usage is employed. Exceptions to standard usage are used for stylistic effect. The text adheres to accepted standards of spelling, punctuation, and capitalization. Any errors are a result of risk taking. | The language is clear, thoughtful, and appropriate. Appropriate language register is used. Tone and voice maintain interest. A clear point of view is employed. Syntax is varied and effective. Most sentences are correct. Word choice is appropriate. Standard usage is employed. Spelling, punctuation, and capitalization are substantially correct. | The language is straightforward, and appropriate. Appropriate language register is used. Tone and voice are evident but not imaginative or engaging. Point of view is not consistently maintained. Syntax is generally correct with little variety in length or structure. Common sentence constructions are correct. Words are conventional but somewhat generalized. Usage, spelling, punctuation, and capitalization are generally correct. Ideas are clear despite any mechanical errors. | The language is acceptable but unsophisticated. Appropriate language register is used. Tone and voice are evident but not imaginative or engaging. Point of view is not consistently maintained. Syntax is generally correct with little variety in length and structure. Common and simple sentence constructions/ patterns are correct. Words are sometimes elementary or vague. Some errors are made in paragraphing, layout, usage, spelling, capitalization, and punctuation. | The language is acceptable but not appropriate for purpose or audience. Language register may not be appropriate for audience or purpose. Tone and voice are evident but unclear and unimaginative. Point of view may not be appropriate to audience or purpose. Uncomplicated sentence structures are usually clear, but attempts at more complicated structures result in awkwardness and/or obscured meaning. Word choice is often vague, overused, or incorrect. Some errors in paragraphing, layout, usage, spelling, punctuation, and capitalization make the message difficult to understand. | The language is unclear, inappropriate, or immature. Language register is inappropriate for audience or purpose. Tone and voice are not established or clear. Point of view may shift in a confusing ways. Syntactical and mechanical errors make the message difficult to understand. Sentences are incomplete, run-on, or simple in structure. Word choice is immature. Words are vague, overused, or incorrect. Errors in usage are frequent. Many errors in paragraphing, layout, usage, spelling, punctuation, and capitalization are evident. |
|---|--|---|--|--|---|

Reflection on and Personal Assessment of Composing and Creating Behaviours

Assess and Reflect (Goal 3)

| | | | | | |
|--|---|---|--|--|--|
| Executes task relevant strategies before, during, and after a representing, speaking, or writing task; monitors use of strategies; explains which strategies are being used and why; models strategies for others. | Feels confident using task relevant strategies before, during, and after a representing, speaking, or writing task in a variety of situations; utilizes a repertoire of strategies spontaneously. | Demonstrates an awareness of a range of task relevant strategies before, during, and after representing, speaking, or writing; uses only some strategies appropriately or with confidence and independence. | Is able to use, with practice and teacher support, some important before, during, and after representing, speaking, or writing tasks. | Is able to use only a few key before, during, and after representing, speaking, or writing strategies without teacher direction but may seldom benefit from the strategies or apply them to new tasks. | Requires repeated modelling of before, during, and after representing, speaking, and writing strategies and requires continuous coaching on when and how to use them; lacks independence and strategies to carry out task. |
| Identifies own strengths and learning targets; explains what to do when composing and creating; explains own strategies for improvement. | Identifies own strengths and possible learning targets; uses strategies and aspects of the process after careful reflection. | Understands the task and the key strategies needed to complete the task successfully; has strengths but not assurance. | Understands the task and the necessary strategies but does not always deploy the strategies when they are needed; is developing strengths. | Struggles to determine own needs; demonstrates few strengths. | Requires ongoing coaching and prompting to identify learning targets. |

Reporting Student Progress

Effective language arts programs employ appropriate assessment, evaluation, and reporting processes. In English language arts, assessment and evaluation should:

- reflect the three K-12 goals of English language arts and the grade-level learning outcomes associated with each goal
- focus on what students have learned and can do
- be congruent with instruction and based on meaningful tasks
- be based on appropriate criteria that students know and understand
- inform students and parents in a clear, accurate, and practical way.

In addition to newsletters, folders, and portfolios, report cards and parent-student-teacher interviews are part of school communication with parents. Although report card formats vary, there should be space for feedback on the K-12 English language arts goals and strands (see sample form on the next page).

How teachers determine grades, marks, or comments should be based on the grade-specific outcomes and reflect the knowledge, process, and product evaluations used throughout the reporting period.

Sample Reporting Form

| Reporting Evidence of Learning | | | | | |
|--|--|-------------------|---------------|---------------|--|
| English Language Arts Goals | Grade 10 Outcomes | Strands | | | Comments (Strengths, Needs, Next Steps) |
| | | Views | Listens | Reads | |
| Comprehend and Respond (CR) | <ul style="list-style-type: none"> Comprehends key ideas and supporting details presented in text (explicit and implicit). Knows and uses strategies to construct meaning from text. Recognizes organization and techniques employed (cues and conventions). Responds to text providing support from text to justify response. | | | | |
| | | Represents | Speaks | Writes | |
| Compose and Create (CC) | <ul style="list-style-type: none"> Knows and uses strategies to compose and create a range of texts. Creates and supports a clear message. Coherently sequences and develops ideas. Uses appropriately the language cues and conventions. | | | | |
| Assess and Reflect on Learning (AR) | <ul style="list-style-type: none"> Reflects on and assesses comprehending and responding behaviours. Reflects on and assesses composing and creating behaviours. Sets learning targets. | | | | |

Connections with Other Areas of Study

There are many possibilities for connecting Grade 10 English Language Arts learning with the learning occurring in other subject areas. When making such connections, however, teachers must be cautious not to lose the integrity of the learning in any of the subjects. Making connections between subject areas gives students experience with transferring knowledge, skills, and strategies and provides rich contexts in which students are able to initiate, make sense of, and extend their learnings. When students and teachers make connections between subject areas, the possibilities for transdisciplinary inquiries and deeper understanding arise.

All areas require students to apply their skills and strategies for viewing, listening, and reading (Comprehend and Respond Goal). All areas of study share a common interest in students developing their abilities to communicate their learning through speaking, writing, and other forms of representing (Compose and Create Goal). All areas of study require students to develop their abilities to reflect upon their knowledge, skills, and strategies (Assess and Reflect Goal). Students should have many opportunities in each area of study to apply authentically what they are learning in English Language Arts.

By identifying a common focus, topic, or theme to use as an organizer, the outcomes from more than one subject area can be achieved and students can make connections. Integrated, interdisciplinary instruction in a thematic, inquiry, author/genre or interdisciplinary unit, however, must be more than just a series of activities. An integrated unit must facilitate students' learning of the related disciplines and their understanding of the conceptual connections. The unit must address each individual subject area's outcomes and ensure that the integrity of each outcome from each area of study is maintained. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). The outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).

Glossary

Agency is action producing an effect or change; agency involves the ability to act and to make choices.

Convention is an accepted practice or agreed-upon rule in spoken, written, or other representational language.

Cueing Systems are sets of cues or clues built into the structure or patterns of language and communication texts.

Discourse is a continuous stretch of communication longer than a sentence.

Genre is an identifiable category used to classify texts, usually by form, technique, or content (e.g., novel, non-fiction book).

Grade-appropriate Texts are oral, visual, multimedia (including electronic), and print texts designated as being appropriate for shared, guided, and independent viewing, listening, and reading at a specific grade level. These texts are intended to reflect curriculum outcomes at different levels of difficulty, in different genres, and from different cultural and social perspectives.

Gradual Release of Responsibility (Scaffolding) is instructional support that moves students in stages from a high level of teacher support to independent practice.

Graphic Organizer is a visual means by which the relationships between and among ideas are portrayed (e.g., a Venn diagram, a concept map).

Graphophonic Cues and Conventions refer to the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Inquiry involves students in some type of “research” on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students’ interests and involving students in as many different aspects of a topic, problem, or issue as students can find.

Language Literacy, in a contemporary view, is broader and more demanding than the traditional definitions that were limited to the ability to read and write. Literacy now includes the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing, and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels – linguistic (including print), visual, audio, and multimedia (including digital media).

Listening is attending to and getting meaning from what is listened to using cognitive processing including associating ideas, organizing, imagining, and appreciating what is heard; the receptive form of oral language.

Metacognition is the ability to think about and reflect on one’s own thinking and learning processes.

Multimedia Texts are texts that use a combination of two or more media (i.e., audio, images, video, animation, graphics, print text, digital applications). Multimedia texts can encompass interactive texts and complex interactive simulations.

Other Cues and Conventions associated with effective communication include handwriting, font choices, graphics, illustrations, layout, and additional enhancements such as colour, sound, and movement.

Outcome is a statement of what students are expected to know, understand, and be able to do by the end of a course in a particular area of study at a particular grade level. Outcomes are not optional.

Portfolio Assessment is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/developmental, or showcase in nature.

Pragmatic Cues and Conventions refer to the style of language that is used in a given context and take into consideration the communication purpose, situation, and audience. The pragmatic cueing system is often considered to be the social aspect of language.

Questions for Deeper Understanding are questions that are thought provoking, probe a matter of considerable importance, and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Reading is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text.

Register (language) is a socially defined variety of language such as conversational, informal, formal, frozen, or slang.

Representing is conveying information or expressing oneself using verbal or written means as well as non-verbal, visual means such as drawings, models, graphics, photography, dramatizations, videos, or physical performances.

Rubrics offer criteria that describe student performance at various levels of proficiency. Rubrics provide guidelines for judging quality and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree, understanding, or proficiency revealed through students' products or presentations.

Semantic, Lexical, and Morphological Cues and Conventions refer to the meaning and structure of words.

Skill is an acquired ability to perform well and proficiently.

Speaking is the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas, and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

Strand is one of the core elements of an integrated English language arts program. The six language strands identified in this curriculum are viewing, listening, reading, representing, speaking, and writing.

Strategy is a systematic plan for solving a problem or executing a task.

Syntactical Cues and Conventions refer to the structure (word order) and parts of sentences, and the rules that govern the sentences (e.g., subject-verb agreement).

Text is any form of communication, whether oral, written, visual, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function. It refers to printed communications in their varied forms; oral communicating, including conversations, speeches, dramatizations; and visual communications such as illustrations, videos, and computer displays.

Textual Cues and Conventions refer to the type or kind of text and the features that are associated with its organization.

Theme is an overarching idea, question, or topic that provides a focus and frame for learning in the unit. The theme acts as a unifying concept through which all the content, skills, strategies, materials, and actions for both teachers and students can be organized.

Unit (an instructional unit) is a focused and organized block of time that helps students through a variety of experiences, lessons, and texts. It is planned to help students achieve a set of outcomes for an area of study. A unit is built around a theme or topic; includes a range of oral, visual, multimedia (including electronic), and print texts; and is built around questions for deeper understanding and issues that students want to learn more about through research.

Viewing is attending to and getting meaning from communication conveyed by visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dances, and performances.

Writing is a recursive process of recording language graphically by hand or other means to explore and communicate ideas, information, and experiences; the writing process consists of many aspects including planning, drafting, revising, and publishing.

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Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

English Language Arts 10 Curriculum

1. Please indicate your role in the learning community

- parent teacher resource teacher
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What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:

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3. Please respond to each of the following statements by circling the applicable number.

| The curriculum content is: | Strongly Agree | Agree | Disagree | Strongly Disagree |
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4. Explain which aspects you found to be:

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Thank you for taking the time to provide this valuable feedback.

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