Ministry of Education

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English Language Arts

7

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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 7 English Language Arts.

Time Allotment

The Saskatchewan Ministry of Education has established a provincial policy for the amount of time that must be allocated to language arts instruction at each grade level. The required time allotted to Grade 7 is as follows:

Required Minutes for English Language Arts
300 minutes per week or approximately 60 minutes each day

Curriculum Contents

This curriculum provides the intended learning outcomes that Grade 7 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 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 through 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
- characteristics of an effective English language arts program
- Grade 7 English Language Arts outcomes and indicators
- sample assessment and evaluation criteria for outcomes in English language arts
- connections with other areas of study.

Additional support resources will appear 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 various components and initiatives, Core Curriculum supports the 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* (August 2007) found on the Saskatchewan Ministry of Education website.

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 these Broad Areas of Learning.

Building Lifelong Learners

Related to the following Goals of Education:
- *Basic Skills*
- *Lifelong Learning*
- *Self Concept Development*
- *Positive Lifestyle*

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.

Building a Sense of Self and Community

Related to the following Goals of Education:
- *Understanding and Relating to Others*
- *Self Concept Development*
- *Positive Lifestyle*
- *Spiritual Development*

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

Building Engaged Citizens

Related to the following Goals of Education:
- *Understanding and Relating to Others*
- *Positive Lifestyle*
- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

In the English language arts, students learn how language can empower 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 reflect 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. English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

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

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 world. 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 efficacy. Students study texts and ideas about personal and philosophical; social, historical, and cultural; imaginative and literary; communicative; and environmental and technological topics.

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and respecting human diversity and human rights and responsibilities*
- *understanding and valuing social, economic, and environmental interdependence and sustainability.*

Developing Literacies

Literacies are multi-faceted and provide a variety of 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 knowledge 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

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

competency requires developing skills, strategies, and knowledge 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

- *using moral reasoning processes*
- *engaging in communitarian thinking and dialogue*
- *contributing to the well-being of self, others, and the natural world.*

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 contributing to the well-being of others and the natural world. Socially responsible learners contribute to their 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 world.

Aim and Goals of K-12 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.

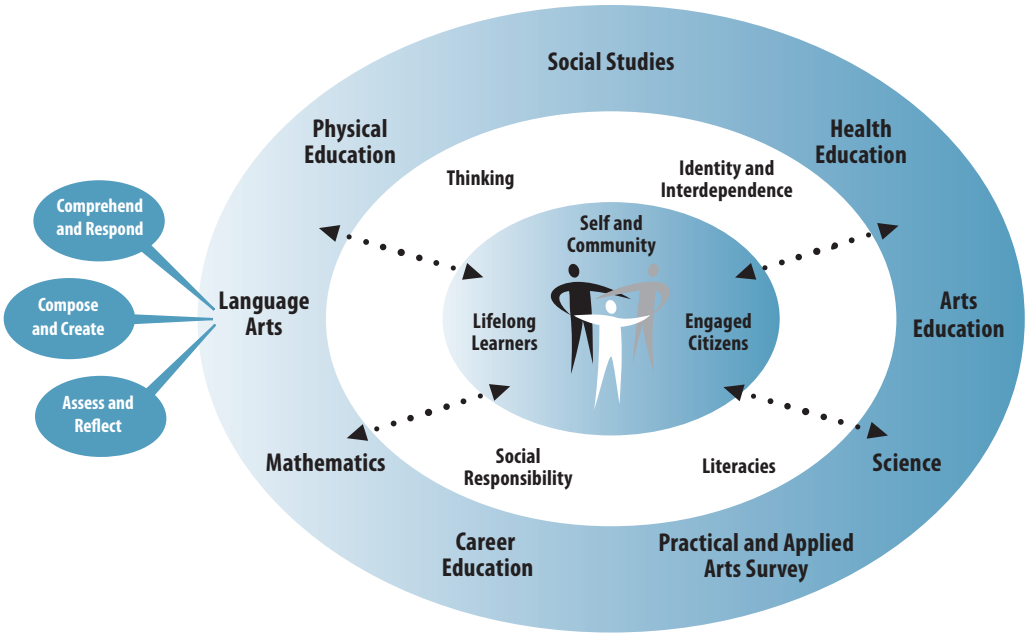
Goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Students will also develop their abilities including using and learning about the appropriate before, during, and after strategies, and the pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other language and communication cues and conventions. (See Glossary.)

1. **Comprehend and Respond (CR)**. Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level 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. (Refer also to sidebar)
2. **Compose and Create (CC)**. Students will extend their abilities to represent, speak, and write to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences. (Refer also to sidebar.)

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

These goals, while reflecting what is important in English language arts, also provide "throughlines" to and from the Cross-curricular Competencies and the Broad Areas of Learning. Teachers need to ensure that the "throughlines" from each subject area are considered when planning and teaching.



Questions Derived from the Aim and Goals

The questions on page 6 focus on the long-term abilities associated with the overall purpose and 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 were used?
- In what context and for what purpose was the text created?
- How can I interpret the text?
- What evidence do I have to support this interpretation?
- What does this text have to say about identity, social responsibility, and efficacy (making a difference)?
- Whose voices are heard and whose are not?
- Why are viewing, listening, and reading important?

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 is 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, representing, speaking, and writing?
- What are my personal goals for becoming a more effective viewer, listener, reader, representer, speaker, and writer? How will I achieve them?

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 know it to be. 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 them find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help them 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 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 a process in the discipline[s] equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind" (Wiggins & McTighe, 2007, p. 13).

> *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 and family life and community responsibility.*
>
> *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)

English Language Arts 7

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" (including using compelling questions as a focus)	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 (through representing, speaking, and writing)	Using only limited forms of communicating, usually writing
Using 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, not just "having" it	Gaining knowledge but not using it
Participating, contributing, and making connections to the world beyond the classroom	Not considering the implications of issues within the broader community
Questioning students' assumptions about the world and their place in it	Accepting a Eurocentric and complacent view of the world
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
Understanding how language really works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and consciously using "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
Showing proof of learning	Avoiding any 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:

- focuses on grade-specific outcomes
- provides meaningful contexts
- encourages inquiry, questioning, and efficacy
- focuses on language
- teaches critical and powerful learning strategies
- includes a range of texts.

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 7). They specify the skills, knowledge, and attitudes that students are expected to know 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, understandings, and knowledge students are expected to be able to demonstrate
- are observable, assessable, and attainable
- are grade and subject-specific
- are supported by indicators which 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 need to know and/or be 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 Goals and Outcomes Overview

Each of the three goals for English language arts has a set of outcomes for the specific grade level. The following are the outcomes for Grade 7 ELA.

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

CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking of Oneself), social responsibility (e.g., Participating and Giving our Personal Best), and efficacy (e.g., Doing our Part for the Planet Earth).

CR7.2 Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgements supported by evidence) viewing, listening, and reading.

CR7.3 Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts and diagrams) to construct and confirm meaning when viewing, listening, and reading.

CR7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos and promotional materials.

CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).

CR7.6 Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures including thoughtful and critical response to content and craft.

CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including nonfiction books, grade level instructional materials, reports, reference materials, instructions, advertising and promotional materials, and websites.

CR7.8 Read grade 7 appropriate texts to increase fluency (130-170 wcpm orally; 170-220 silently) and expression.

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.

CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).

CC7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studies in English language arts.

CC7.3 Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g., using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing and other representing activities..

CC7.4 Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs and pronouns), semantic/lexical/morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expression) to construct and to communicate meaning.

CC7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.

CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group concensus building).

CC7.7 Use oral language to effectively express information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).

CC7.8 Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story; a factual account, and a business letter; to persuade in a letter and in interpretation of a text).

CC7.9 Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).

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

AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.

AR7.2 Appraise own and others' work for clarity and correctness.

Each outcome is supported by indicators which provide the breadth and depth of the expectations for the outcomes. The outcomes and their indicators are listed on pages 33-47. Teachers are encouraged to build upon outcomes in the previous grades and provide scaffolding to support student achievement of the Grade 7 outcomes.

Provides Meaningful Contexts

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 and represent, listen and speak, and read 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 following contexts provide a focus to language learning and give students an opportunity to explore **big ideas** (i.e., overarching understandings) that have enduring values beyond the classroom:

- A **personal and philosophical** focus or context gives students opportunities to explore their identity and their self-concept. The development of the learning spirit inside each student comes from the heart and mind connection that is revealed through each student's reflection on personal feelings, self-image, influential life forces, ideas, belief systems, values, and ways of knowing. Who am I, what is my place, and where am I going? What does the future hold for me?
- A **social, cultural, and historical** focus or context gives students opportunities to explore relationships with others, community, culture, customs, other ways of knowing, national and international events and issues, and the history of humanity. What are my rights and responsibilities in communities, cultures, and economies? How and who am I in relation to communities, cultures, and economies? How am I defined by these relationships?
- An **imaginative and literary** focus or context gives students opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres including fantasy, science fiction, and humour; and particular authors. How do I use my imagination and intuition and that of others to understand and relate to people, the community, the world,

and society in a positive way? How do I foster imaginative ideas of self and others? How do I use intuitive hunches to support creative problem solving or inquiry approaches?

- A **communicative** focus or context gives students opportunities to explore different methods, forms, and issues related to language, communication, and the mass media. How do I make sense of and communicate with the world? How do I support communication with differing audiences? How do I know if communication is effective?
- An **environmental and technological** focus or context gives students opportunities to explore the natural and constructed world including the land, the sky, animals, the sea, space, technologies, and environmental and technological issues. How do I describe, analyze, and shape the world around me? How does that natural and technological world affect and shape me?

Each English language arts unit of study can be related to and developed under one or more of these broader contexts. Each context can be explored at each grade. Each context provides opportunities for integration with topics of study in other subject areas.

Teachers in Grade 7 should plan a minimum of **five units** for the year, basing at least one unit on each of the five contexts. The chart on page 15 gives an overview of possible unit themes and topics for each context and each grade level.

In addition to considering the five contexts, Middle Level English language arts teachers need to think about the **types of units** to plan. Language arts units, designed around the themes and topics within each context, can ensure that the objectives for the language strands and conventions are learned in meaningful ways. Minimal guidelines are provided for each type of unit.

How we envision literacy makes a difference. If we see it as meaning making and not meaning making plus inquiry, we fail to envision all that literacy might be. If we see literacy as language and not language plus other sign systems, we also fail to envision all that literacy might be. (Harste, 2000, p. 1)

Type of Unit	Number of Units per Year
Multi-genre Thematic	3 (minimum)
Multi-genre Inquiry and/or Interdisciplinary	1 (minimum)
Author or Genre Study	1 (maximum)

A **multi-genre thematic** unit (e.g., Participating and Giving Our Personal Best unit in Grade 7) is built around a theme or topic from one of the contexts and includes a range of prose fiction and non-fiction, poetry, plays, and other texts. This is the

most common type of English language arts unit because it allows teachers to vary activities within a broad theme or topic to suit the various ability levels of students while supporting their achievement of outcomes for their respective grade. A **minimum** of **three** multi-genre thematic units is recommended.

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)

A **multi-genre inquiry and/or interdisciplinary** unit (e.g., Voices through the Ages unit in Grade 7) is usually built around a theme or topic that is related to an important question(s) for inquiry and research. The emphasis in an inquiry unit is on "finding out" the answers to a question or questions that the students have about the theme or topic and then using the inquiry process to guide their activities in the unit. When the unit is interdisciplinary, it considers and addresses outcomes from English language arts and other area(s) of study. A **minimum** of **one** inquiry/interdisciplinary unit per year is recommended. Any multigenre thematic or author/genre study unit can become an inquiry unit.

An **author** or **genre study** unit focuses on the works of a specific author or illustrator or on a specific genre (e.g., the novel or narrative texts). Because of the limited texts used in an author or genre study, a **maximum** of **one** per year is recommended.

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 that address the ideas and issues students need to think about throughout the unit (e.g., What is injustice? How are people treated fairly and unfairly? What are some of the injustices that need to be addressed in our community?).
	Strategies to explore and express their thoughts, ideas, feelings, and experiences as well as to inquire and to learn to use the English language and its conventions. Oral, written, and other texts explore the issues and provide opportunities to apply listening, speaking, reading, writing, viewing, and representing knowledge and skills.
	Individual as well as co-operative projects invite inquiry and bring closure and personal agency to their explorations (e.g., developing a campaign to make people aware of injustice).

Contexts and Suggested Themes and Topics for Middle Level English Language Arts Units

Contexts (one unit from each of the following)	Grade 6	Grade 7	Grade 8	Grade 9
Personal and Philosophical Students are looking inward and focusing on self-image and self-esteem. They reflect on self and life, and on their beliefs and values and those of their society.	**Growing Up** or Into the Spotlight (Self and Relationships) or Your Choices	**Participating and Giving Our Personal Best** (Model Unit) or Finding the Courage or Exploring Thoughts, Feelings, and Ideas	**Becoming Myself** or In My Mirror or Telling One's Life Story	**Exploring Loyalty, Love, and Relationships** (Model Unit) (Semester II) or All that I Am – The Search for Self (Semester I)
Social, Cultural, and Historical Students look outward and examine their relationships with others, their community, and that of the world. They also consider the historical context.	**Peace and Conflict** (Model Unit) or Going the Distance or Looking for Answers or Canada's Links to the World	**Voices Through the Ages – Reconstructing the Past** or Building a Better World or Young People in History or Heroes Gallery	**Adventure and Adventurers** (Model Unit) or Is it Fair? – In Search of Justice or Building a Better World or Heroic Ways	**Conflicts, Challenges, Issues, and Choices – Doing the Right Thing** (Model Unit) (Semester I) or Taking Risks; Setting Limits or Equal Opportunity
Imaginative and Literary Students consider imaginary worlds and possibilities (e.g. What if…?) as well as a range of genres and authors.	**Tales – Heroes, Deeds, and Wonders** or Suspense or Marvels Then and Now or Fantastic Fiction	**Mysteries Uncanny Incidents, and Unusual Happenings** (Model Unit) or Imagined Worlds or Actions and Reactions	**Timeless Narratives of the First Nations and Greek Peoples** (Model Unit) or Other Skies or Mystery Maze	**Indigenous and Norse Narratives** (Model Unit) (Semester 1) or Looking Beyond - Imagining New Worlds and the Future or Laugh Lines or Endless Possibilities
Communicative Students consider the role of communication in their lives and the ideas and technologies that help people become effective communicators.	**Messages** or Scripts to Act Out or Off the Page or Biographies or Science Fiction	**Lighten Up! – On the Funny Side** or Thinking for Oneself or It's Showtime!	**Burning Questions** or Fast Forward or Popular Culture or Beneath the Ink or Buy It, You'll Like It	**Our Shared Linguistic and Cultural Roots** (Model Unit) (Semester II) or Listen to the Music or Side by Side or Image and Information
Environmental and Technological Students explore the elements of the natural and constructed world and the role of technology and related developments in their society.	**Taking Flight** (Model Unit) or Space, Stars, and Quasars or Systems for Living or Biodiversity or Electricity	**Doing Our Part for Planet Earth** or Think Outside the Box or Taking Action	**An Eye on Our Natural and Technological Environment** or Survival or Creating Turning Points	**Surviving and Conquering** (Semester II) or Building a Better Planet or In Touch or Final Frontier

Encourages Inquiry, Questioning, and Efficacy

An effective English language arts program provides opportunities for inquiry, questioning, and efficacy.

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their 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 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)

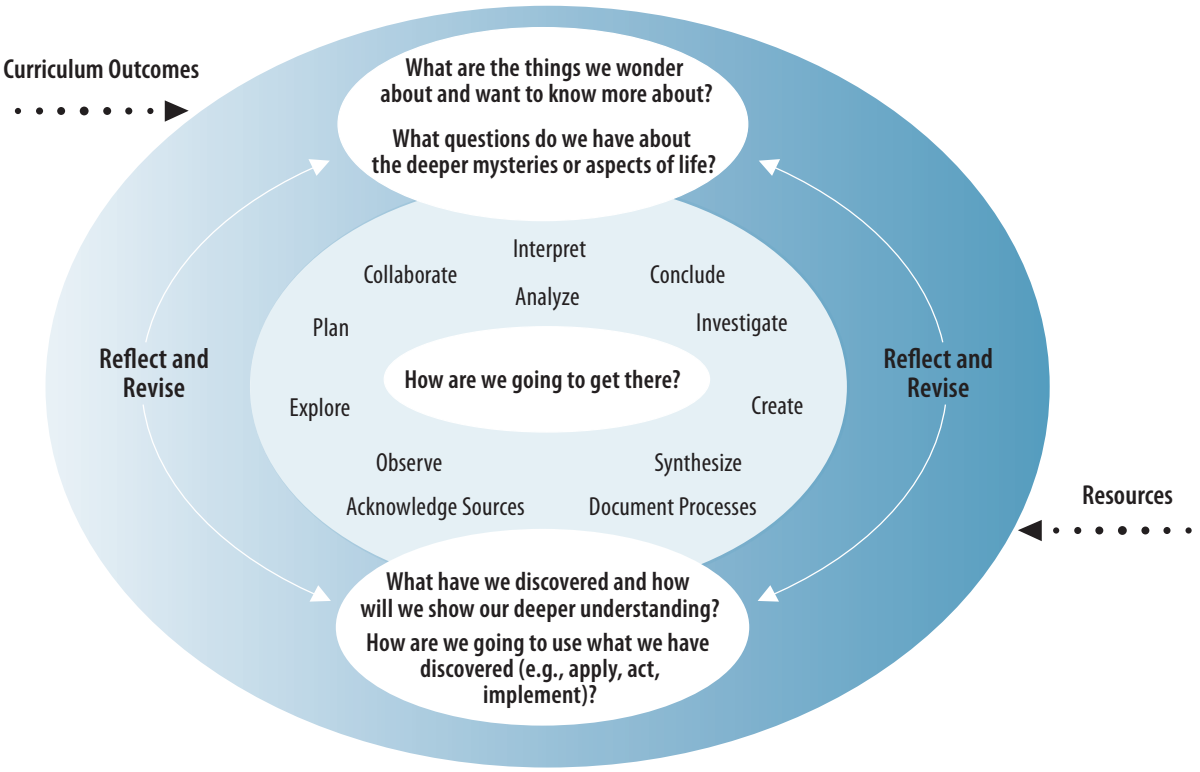
Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding. Inquiry builds on students' inherent 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 following graphic represents various phases of this cyclical inquiry process.

Constructing Understanding Through Inquiry



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. Experienced inquirers will move back and forth among various phases as new questions arise and as become more comfortable with the process.

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, conclude, document, reflect on learning, and develop 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 student reflection 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.

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)

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 to 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 their own learning. Questions such as the following are examples of questions that will move students' inquiry towards deeper understanding:

- How have people been discriminated against because of their colour, gender, sexual orientation, religion, or race? How have discrimination and racism been factors in Saskatchewan's history?
- How fair is it that some people receive less pay than others for equal work or do not share in the wealth of the world? How might we empower people to use the world's wealth appropriately?
- How have innocent people suffered so others can gain?
- What injustices would you like addressed in your society? How could changes best be made?
- What is the difference between fair and equal?
- What are our responsibilities to others?

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.

Efficacy encourages students to extend their learning beyond the classroom into the local, national, and international community. It invites 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 to consider what students might do to make their community or the world a better place.

Efficacy challenges 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 efficacy.

Efficacy 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.*

Sample Year Plan with Questions for Grade 7 English Language Arts

Unit (and Unit Type)	Context	Unit Overview and Questions for Deeper Understanding
Participating and Giving Our Personal Best (multi-genre thematic) [Model Unit]	Personal and Philosophical	We enjoy not only watching activities, but participating in them as well. When we find something interesting, we want to try it and experience the feeling of enjoyment, excitement, and the achievement that participating can bring. Often we discover and develop our talents. Sometimes we prefer doing activities by ourselves and sometimes enjoy being part of a team. We like the idea of attempting to do the activity well and to give it our personal best. Sometimes, however, activities do not have this appeal and force us to feel pressure and to consider not participating. **Possible Questions for Deeper Understanding:** • Who do you admire and respect? Why? • When are you at your best? What are you doing? • What would happen if you used all of your natural talent? • What makes participating in an activity appealing? • When and how does an activity or challenge bring out the best in you? • What do you need from others to do your personal best? • Are you currently doing your best? What do you need to do so you will have no regrets?
Doing Our Part for Planet Earth (multi-genre thematic)	Environmental and Technological	The Earth is important to each and every one of us. Our environment is an intricate ecosystem and we are an important part of that system. We affect and are affected by elements of the natural world. The actions that we, our families, and our communities take have profound effects on the natural environment. We are its guardians and each of us must accept that responsibility. Each of us must do his or her part. **Possible Questions for Deeper Understanding:** • How do we depend on the environment? • What are some problems facing the environment? • What do you think will happen to the environment during your lifetime? • Of all the ways that we may be doing harm to the Earth, which concerns you most? • Why should people care about the environment? • What are some things that you and your peers can do to show your respect and care for the environment?
Mysteries, Uncanny Incidents, and Unusual Happenings (multi-genre thematic) [Model Unit]	Imaginative and Literary	The world is teeming with wonders, mysteries, and unusual incidents. We are often fascinated with the unusual and try to figure out how or why something happens. We enjoy surprise endings and cliff-hangers. This unit challenges us to consider the unusual, the mysteries, and the secrets of our world – both real and imagined. **Possible Questions for Deeper Understanding:** • What are some of the unsolved mysteries and unexplained events of our world? • Why do people find mysteries fascinating? • What is there about people that lead them to pursue a mystery? • What makes a good mystery story, play, or poem?

Unit (and Unit Type)	Context	Unit Overview and Questions for Deeper Understanding
Voices Through the Ages – Reconstructing the Past (multi-genre inquiry and interdisciplinary)	Social, Cultural, and Historical Environmental and Technological	By looking back, we can learn from the people who lived in the past. Whether they lived during the ice age, in ancient Egypt, or during more recent times, scientists, archaeologists, anthropologists, and historians can give us some insights into these people's lives, their thoughts, their deeds, and their demise. By reconstructing these lives and revisiting their actions and deeds, we can learn a great deal about people who lived in other times and places. We can also learn about the nature of people in general. **Possible Questions for Deeper Understanding:** • What was life like for people in the past? • How do scientists and historians reconstruct past lives of people? • What is important for us to know about the deeds and actions of people who lived in other times and places? • What lessons can we learn from reconstructing the past lives of people?
Lighten Up! – On the Funny Side (multi-genre thematic)	Communicative	Life is more enjoyable if we can see the humour in everyday situations. Sometimes we laugh at a certain situation or the unexpected. Other times, we find humour in the silly or ridiculous. At other times, we find exaggeration and word play hilarious. Sometimes we enjoy the humour alone and sometimes we can share it with others. A sense of humour and language are linked. Humour is created both with words and without words (e.g., mime). **Possible Questions for Deeper Understanding:** • Do we sometimes take life too seriously? • What makes something funny to one person and not funny at all to someone else? • Why do people laugh when they have heard a good joke or story of misadventure? • How do words, punch lines, visuals, movements, gestures, and facial expressions create humour? • Why is humour often a matter of individual or community preference?
Finding the Courage (multi-genre thematic) [Optional Unit]	Personal and Philosophical	Life challenges and tests us in many ways. In order to live a happy and rewarding life, we sometimes must give more than we thought we could. Success often requires us to find determination and courage to follow through with our goals. It takes courage to accept ourselves and to be who we really are. It takes courage to make our own choices about the direction life will take. It takes courage to deal with peer pressures, worries, hopes, and relationships. As we grow and mature, we need courage to face the many personal situations that life will provide. **Possible Questions for Deeper Understanding:** • When have you needed courage in your life? • Do you believe that you have the ability to do anything you want to do in life? Do you have a vision for your future? • What can we learn about courage from characters, both real and fictional, who triumph through determination, talent, or strength? • Is it courageous sometimes to simply decide not to do something?

Focuses on Language

Good language and literacy skills lay the foundation for social, academic, economic, personal, and national success.
(Jamieson & Tremblay, 2005, p.1)

Language and language study are at the centre of the Middle Level English language arts program. The study of the English language arts (listening, speaking, reading, writing, viewing, and representing) and of the elements and conventions associated with each language cueing system (i.e., pragmatic, textual, syntactical, 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 their 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 listening, speaking, reading, writing, viewing, and representing 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 as they construct and communicate meaning in their English language arts program and in their daily communication.

Language Cue or Convention	When listening, reading, and viewing, student recognizes:	When speaking, writing, and representing, student considers:
Pragmatic Pragmatics is the study of how people choose what and how to communicate from the range of possibilities available in the language and how the receiver will be affected by these choices.	Who created this text? For whom? What is the purpose of this text? When was it created? Why was it created? Whose point of view is presented? What is the tone of this text? What is the creator's view of the world? What are creator's beliefs or biases? Whose point of view is not presented?	About what am I speaking, writing, or representing? Who is my audience (to what person or group of people am I trying to communicate)? What is my purpose (what do I want to achieve)? What register and tone would be appropriate (what level of language should I use and what "voice" should I assume)?
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.	What form/genre was used? How are the ideas organized (e.g., chronological)? What signal words are used? If non-fiction, what are the important ideas or events? If fiction, where and when does this take place? Who are the main characters? What is the problem? How is it resolved? What are the special features of this text?	What form should this take? Is this the right form to communicate my message? Is my text effectively and logically organized? Does each section/paragraph begin and end effectively? Does my text use a consistent point of view? Does my text use effective transitions and connections?
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., subject).	What is the key idea in this sentence (i.e., who or what/does or is/what/for or to whom)? What is the verb and how do the other words relate to it? How does the word order convey a particular meaning or emphasis? To what does each pronoun refer? How does the punctuation clarify the meaning of this sentence?	Are all sentences clear, complete, and with varied beginnings? Have I used a variety of sentence types (e.g., exclamations) and sentence structures (e.g., S-V, SVO, and S-LV-C)? Have I created sentences of varying length? Have I used co-ordination, subordination, and apposition to enhance my communication? Are there any sentence fragments or run-ons? Does each verb agree with its subject?
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 group. Words can also be studied for their meaningful parts or morphemes.	What does this word mean? Have I seen this word before? Can I use context clues to figure out what it probably means? Can I use a familiar part (e.g., prefix, suffix, base word) to figure out what it means? Can I look this word up or ask someone what it means? Is this a creative or figurative use of this word?	Are my word choices vivid? Have frequently confused words been used correctly? Have I used qualifiers effectively and appropriately? Have I noted the denotative and connotative meaning of words and used them effectively? Are my pronoun references correct? Have I avoided double negatives?

Language Cue or Convention	When listening, reading, and viewing, student recognizes:	When speaking, writing, and representing, student considers:
Phonemic/Graphophonic Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.	How is this word pronounced?	How is this word spelled?
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.	What additional information is conveyed through these other elements? What impact or effect do these elements have?	How could I clarify or enhance my communication using other elements such as graphics, colour, sound, movement, or props? How can I make this more interesting? More effective? Are my accompanying visuals and other media appropriate? Did I use legible handwriting or appropriate fonts?

Teaches 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 listening, speaking, reading, writing, viewing, and representing.

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: Strategies Learners can use (Before) 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 • Texual 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, reading, viewing this to …. I want to know if …. I think that I will learn …. I want to answer these questions ….

Learning Phase: Strategies Learners can use (During) as They Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text	
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 hear, 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 heard, saw, read ….
Ask Questions and Self-monitor Comprehension	Does this make sense? I need to listen again, re-read, or re-view this part because …. I know that I am on the right track because ….
Use Cueing Systems to Construct Meaning:	
Pragmatic Cues (audience, purpose, situation)	The purpose of this text is to …. This text represents … point of view The author's/presenter's view of the world is ….
Textual Cues (genre and form)	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 ….
Syntactical (sentence) Cues	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 ….
Semantic/Lexical (word) Cues	An important or key word in this passage is …. Because of its context clues, … probably means …. Because of its prefix, suffix, root, … probably means ….
Graphophonic (sound-symbol) Cues	… is pronounced …. … is spelled ….
Other Cues	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 they have comprehended a text. Most students need the strategies in the "during" phase to be explicitly modelled and taught.

Learning Phase: Strategies Learners can use (After) After They Comprehend and Respond to a Visual, Multimedia, Oral, or Print Text	
Recall, Paraphrase, Summarize, and Synthesize	So the point is …. This text was about …. The main idea is …. I learned …. A conclusion that I am drawing is …. The overall message was …. I need to listen again, re-read, re-view the part where ….
Reflect and Interpret (Identify new knowledge or insight)	A question that I have is …. This is important and relevant because …. I wonder if …. What I learned was …. I want to know more about ….
Evaluate	I like/do not like … because …. This could be more effective if …. I would add or delete …. The most important message is …. The teaching in this is …. This is accurate/realistic/artistic because …. This was successful because ….
Analyze Craft and Technique	A "golden" line for me is …. This word/phrase/sentence/part stands out for me because …. I like how the presenter/author uses … to show …. The thing that I could relate to the most was ….
Respond Personally (giving support from text)	My first reaction was …. I thought …. I felt …. I enjoyed …. This reminds me of …. A similar story to this is ….
Listen, Read, View Again and Speak, Write, and Represent to Deepen Understanding and Pleasure	I could deepen my understanding and pleasure by listening again, re-reading, reviewing … I could share my thoughts and insights with others by: • Speaking (e.g., discussing, giving a dramatic reading, role playing) • Writing (e.g., a script, a narrative, a poem) • Representing (e.g., creating a tableau, a graphic organizer, a storyboard).

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

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

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

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)

Refer to the Ministry of Education website for additional information about the strategies that learners can use for comprehending and responding and for composing and creating.

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. The bibliography that supports this curriculum identifies core learning resources to support the English language arts program and student achievement of the learning outcomes designated for this grade level. 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 including 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 reading and inquiry
- fosters opportunities for inquiry learning.

Refer to the ministry website for a listing of various grade-appropriate texts that Grade 7 students might explore.

Outcomes and Indicators

Focus: Communicating Ideas and Experiences with Clarity and Correctness

By the end of Grade 7, students will:

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

Outcomes	Indicators
CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).	a. View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway). b. Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: **understanding the ideas:** Construct and justify interpretation of text; accurately restate and paraphrase main ideas; interpret the purpose and theme; identify evidence that supports the interpretation; generate and respond to comprehension tasks or questions providing details and support from the text; compare new information with previous knowledge and beliefs; describe setting, characters, main events, conflict, and how they are related; state and support beliefs about characters' motivations and feelings; use information and ideas from a variety of sources (including newspapers, websites, electronic media, anthologies, magazines) to complete tasks. **understanding and using the text structures and (language) features of texts to construct meaning**: Identify key text features (e.g., headings, diagrams, paragraphs); recognize organization (e.g., plot) and structural cues within texts (e.g., transition words); recognize images and rhetorical techniques in texts (e.g., hyperbole, parallelism, colour, repetition); make thoughtful and critical response to craft in a variety of texts; identify how texts were constructed, shaped, and produced.

CR7.1 (continued)	**responding to and interpreting texts:** Offer reasonable interpretations of a wide range of visual, oral, written, and multimedia (including digital) texts; evaluate the ideas, arguments, and influence of texts; analyze ideas and information; support personal and critical responses with support from text; evaluate effectiveness of various texts including ideas, elements, techniques, and overall effect; develop personal responses and offer reasons for and examples of judgements, feelings, and opinions (e.g., learning logs, response journals); describe setting and atmosphere, main characters and characterization techniques, conflicts, and events in some detail; make logical inferences about characters' and author's message, purpose, or theme; identify main ideas; make accurate notes using logical categories; make and support interpretations; make reasonable assertions; write and deliver oral responses to texts. c. Compare own with others' understanding of people, cultural traditions, and values portrayed in texts. d. Compare the choices and behaviours of individuals presented in visual, oral, print, and multimedia texts. e. Compare new information with previous knowledge and beliefs. f. Connect characters, themes, and situation in texts with own experiences and other texts. g. Compare texts to present day lives.
Outcomes	**Indicators**
CR7.2 Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgements supported by evidence) viewing, listening, and reading.	Apply the before, during, and after strategies during independent viewing, listening, reading, and response including: a. **Before:** • tap, activate, and build prior knowledge (e.g., list or outline what is known and what needs to be known) • ask questions (e.g., generate a list of questions to guide viewing, listening, and reading) • preview text (e.g., skim and scan the text and figure out the main idea of each paragraph) • anticipate message and author's/presenter's intent (e.g., look closely at maps, charts, graphs, and other illustrations) • predict what text will be about (e.g., predict outcomes) • set purpose (e.g., use 5 Ws+H to consider possible purposes for viewing, listening, and reading).

CR7.2 (continued)

b. **During:**

- connect and construct meaning (e.g., make personal connections to text and world) and to contemporary and historical issues and problems
- note key ideas and what supports them (e.g., notice and understand cause and effect and other relationships among ideas)
- construct mental images (e.g., visualize the setting and mood)
- make, confirm, and adjust predictions (e.g., consistently make predictions using evidence from the text to support thinking) and to confirm conclusions
- make, confirm, and adjust inferences and draw conclusions (e.g., draw conclusions from dialogue, including language with double meaning)
- ask questions and self-monitor comprehension (e.g., ask questions of texts to increase understanding)
- use cueing systems to construct meaning and self-monitor comprehension (e.g., place subject of text in the centre and "map" out the key ideas when viewing, listening, and reading)
- adjust rate and/or strategy (e.g., match silent and oral reading rate to specific purpose and difficulty of text).

c. **After:**

- recall, paraphrase, summarize, and synthesize (e.g., track, gather, and summarize information about characters, their traits, and their relationships; summarize main points; summarize and ask questions to synthesize information from different texts)
- reflect and interpret (e.g., explain how the texts reveal the theme through events, characters, plot; work co-operatively with others to reach consensus on the meaning of a text and how to interpret it)
- evaluate (respond critically) (e.g., think critically about the authenticity of characters and the portrayal of current issues; identify bias and stereotyping)
- evaluate craft and techniques (e.g., discuss the artistic aspect of a text including how illustrations and narrative form a cohesive whole; detect the emotional appeal and language that is persuasive)
- respond personally (giving support from text) (e.g., explain identification with character or incidents and why)
- listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g., notice how the author/presenter reveals the underlying messages; try out different interpretations through oral reading).

Outcomes	Indicators
CR7.3 Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening, and reading.	Recognize and comprehend the particular purpose (pragmatic cues), textual structures and patterns (textual cues), sentence patterns (syntactical cues), word patterns and meanings (lexical/semantic/morphological cues), sound-symbol relationships (graphophonic), and other cues and conventions in oral, visual, print, and multimedia (including digital) texts. a. **Pragmatic:** Recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang); *recognize author's purpose and point of view;* detect use of emotional appeal or persuasive language (e.g., testimonials, emotional appeals, bandwagon effects). b. **Textual:** Recognize and explain how structures and features of texts can work to shape understanding including form/genre, *common organizational patterns within texts* (chronological, enumerative, problem/solution, cause/effect, comparison/contrast), artistic devices (e.g., personification, exaggeration, symbolism, figurative language including similes and metaphors), elements (e.g., point of view, conflict, theme, supporting arguments), and text features (e.g., credits, headings, diagrams, glossaries, columns, sidebars, pull-quotes). c. **Syntactical:** Recognize and comprehend sentence structures that contain a verb and its subject, closely related ideas in compound structures using conjunctions or joining words, complete sentences with a *main idea and appropriate subordination and modification,* varied sentence beginnings, and effective capitalization and punctuation including periods, commas, quotation marks, colons, dashes, and hyphens. d. **Semantic/Lexical/Morphological:** Recognize and comprehend words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; *use context, prefixes, suffixes, and root words, sounds, and reference tools to determine meaning of words*; recognize words used figuratively and for imagery; identify and interpret figurative language and words with multiple meanings; understand and explain "shades of meaning" in related words (e.g., quietly, softly). e. **Graphophonic:** Recognize and explain onomatopoeia, alliteration, *derivatives, bases, and affixes.* f. **Other Cues:** Recognize and comprehend non-verbal cues, physical movement, body language, gestures, and facial expressions; recognize sound, visual, and multimedia techniques characteristic of visual and multimedia texts including navigation bars, footnotes, *headings, charts, and diagrams.*

Note: Italicized text refers to those indicators that are emphasized at this grade level.

Outcomes	Indicators
CR7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.	a. Display active viewing behaviours (e.g., setting purpose and formulating questions before viewing, drawing conclusions based on evidence in the text, identifying strategies used to influence audience). b. View critically to understand and analyze opinions and messages presented in visual and multimedia texts. c. Identify how data is represented in circle graphs and give a supportable interpretation of these graphs. d. Identify how a visual or multimedia (including digital) text was constructed, shaped, and produced. e. Recognize the overall organization of ideas in visual and multimedia texts (including digital). f. Use organizational features of electronic text (e.g., databases, keyword searches, e-mail) to locate information. g. Analyze and evaluate what was seen in visual and multimedia (including digital) texts considering elements, techniques, and overall effect. h. Evaluate the effectiveness and impact of a range of visual and multimedia texts. i. Reflect and re-view in light of purpose.

Outcomes	Indicators
CR7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).	a. Display active listening behaviours (e.g., focusing on the message of the speaker, making reasonable predictions, checking for understanding, recognizing when information is making sense, making notes). b. Listen to understand and analyze instructions, directions, and oral explanations. c. Adopt a receptive listening posture and observe visual and verbal cues from the speaker. d. Determine literal and implied meaning of message. e. Separate own ideas and opinions from speaker's ideas and opinions. f. Recognize and follow the presenter's main ideas, supporting details, and organizational structure. g. Consider and respect ideas from speaker's point of view. h. Identify the perspective implicit within an oral presentation and what information, arguments, or positions are not included. i. Listen critically to understand and analyze oral information and ideas in oral explanations and reports, and in opinions or messages presented in the mass media. j. Evaluate the effectiveness of a range of oral texts. k. Note how examples, illustrations, and visual aids support or take away from the key message.

Outcomes	Indicators
CR7.6 Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.	a. Display active reading behaviours (e.g., reading with purpose in mind; making, confirming, correcting predictions; matching reading rate to purpose and difficulty of text; rereading to clarify understanding). b. Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports. c. Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets. Cite sources of information. d. Read orally and silently Grade 7 appropriate texts for enjoyment and to increase fluency and expression.

CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.

CR7.8 Read Grade 7 appropriate texts to increase fluency (130-170 wcpm orally; 170-220 silently) and expression.

e. Read independently for a sustained period.

f. Summarize major ideas presented in printed texts.

g. Recognize author's overall organization of ideas.

h. Recognize the author's use of language (formal, informal, colloquial) and significant elements and techniques and how they interact to create effects.

i. Recognize author's point of view and reason for choosing it.

j. Evaluate the effectiveness of a range of written texts.

k. Reflect on and support personal and critical response with reference to text.

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

CC7.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity (e.g., Exploring Thoughts, Feelings, and Ideas), social responsibility (e.g., Taking Action), and efficacy (e.g., Building a Better World).

Indicators

a. Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.

b. Create representations, speeches, and writing that feature the following qualities:

Message Content or Ideas (Meaning): Maintains focus around a clear purpose; shows awareness of audience; provides relevant details, examples, and explanations; is accurate, complete, and uses own words; shows some individuality or originality in literary texts; contains ideas and images that create an impact.

Organization and Coherence (Form): Introduces the topic and purpose; may provide some context; sticks to the topic; is easy to follow with related ideas grouped together (i.e., sequence is logical); uses a variety of connecting words; creates a logical ending; includes appropriate, required text features (e.g., titles, headings, diagrams, illustrations) correctly constructed; uses paragraphs that have main ideas and supporting details.

CC7.1 (continued)	**Language Conventions (Style and Language Choices):** Use clear and varied language correctly; shows a sense of audience; level of formality is appropriate for purpose and audience; contains some description and variety in diction; contains a variety of sentence lengths and some varied sentence beginnings; demonstrates the use of several different conjunctions; formulates simple, compound, and complex sentences; applies the conventions of oral and written language, including very few spelling errors, correct punctuation (including use of comma, colon, dash, and hyphen); uses syntactically complete and correct sentences (avoiding run-ons and fragments), uses legible cursive handwriting and clear representations which are visually accurate and legibly and neatly presented. c. Use own experiences to create personal or impromptu communications characterized by some insight and development including opinion and personal and critical responses to text. d. Create a variety of narrative, descriptive, expository, and persuasive oral presentations, written compositions, and other representations with some original qualities. e. Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to texts, stories, reports, articles, instructions, explanations, opinions, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, and skits or short view scripts.
Outcomes	**Indicators**
CC7.2 Create and present a teacher-guided inquiry project related to a topic, theme, or issue studied in English language arts.	a. Apply inquiry process and complete an individual or group inquiry project related to the themes or issues being studied in English language arts. b. Examine personal knowledge of and experiences related to a topic to determine information needs. c. Formulate a variety of relevant questions on a topic to establish a purpose for seeking information. d. Contribute ideas, knowledge, and questions to help establish group inquiry or research focuses and purposes. e. Prepare and use a plan to access ideas and information from a variety of sources (including digital). f. Use pre-established criteria to evaluate the currency, usefulness, and reliability of information sources in answering inquiry or research questions.

CC7.2 (continued)	g. Locate information using a search engine. h. Assess the appropriateness of the amount and quality of information collected. i. Recognize and address information gaps for particular audiences and purposes. j. Organize new information to reflect the intended purpose and audience. k. Use the language of inquiry (e.g., "Where would I find information and ideas about this topic, question, problem, or issue?""What processes or procedures could I use?""How will I access these sources or carry out these procedures?").

Outcomes	**Indicators**
CC7.3 Select and use the appropriate strategies to communicate meaning before (e.g., planning and organizing ideas to fit format), during (e.g. using transition words), and after (e.g., revising to eliminate unnecessary repetition) speaking, writing, and other representing activities.	a. Progress through stages of the creating process (planning, drafting, revising, presenting) as needed. b. Use several strategies before, during, and after representing, speaking, and writing including: **Before:** • consider prompt or find a topic and activate prior knowledge (e.g., look for ideas and topics in personal experiences and form questions about topic) • consider purpose and audience (e.g., plan and organize information for the intended viewer, listener, reader) • consider and generate specific ideas and information that might be included (e.g., get ideas from books and others) • consider and choose/adapt a possible form (e.g., select a form that will serve purpose; consider the underlying structures – temporal sequence, time sequence, compare and contrast, problem and solution to present different kinds of information) • collect and focus ideas and information (e.g., select details that will support the topic; create a list, graphic organizer, character map, timeline, or sketch) • plan and organize ideas for drafting (mapping and authoring) (e.g., create an outline, flow chart, map, or other organizer to plan) • consider qualities of effective communication and the language to use (e.g., consider strong verbs to use and how to match stance/role/voice to audience purpose). **During:** • create draft(s) and experiment with possible product(s) (e.g., arouse interest with a strong lead; develop a clear

CC7.3 (continued)

main idea supported by significant and sufficient detail; create a coherent sequence)

- confer with others (e.g., draft multiple leads and endings and consult peers to seek the most effective)
- use language and its conventions to construct message (e.g., write a variety of complex sentences using conventions of word order and punctuation; vary the structure and length for reasons of craft)
- reflect, clarify, self-monitor, self-correct, and use a variety of "fix-up" strategies (e.g., make corrections based on feedback of others; compare with others and talk about the differences)
- acknowledge sources (e.g., cite and credit material downloaded)
- experiment with communication features and techniques (e.g., experiment with different points of view).

After:

- revise for content and meaning (adding, deleting, substituting, and rethinking) (e.g., identify and select important information from the total available; ensure there is an effective introduction, clear middle, and effective conclusion)
- revise for organization (e.g., move information to increase suspense or move the action; make choppy communications fluent)
- revise for sentence structure and flow (e.g., vary sentence structure and length for effect)
- revise for word choice, spelling, and usage (e.g., consult a variety of resources to find appropriate and precise words to reflect what students want to say)
- proofread for mechanics and appearance (e.g., use white space, font, bold to communicate meaning; polish to enhance legibility)
- confer with peers, teacher, or others (e.g., provide editing help to peers; seek feedback from peers and teacher)
- polish, practise, and decide how work will be shared and published (e.g., enhance for clarity and correctness; use expression, tone, and pitch for emphasis; state what was learned from each presentation)
- share final product, reflect, consider feedback, and celebrate learning (e.g., use inclusive language and a range of vocal effects to communicate meaning; consider impact of presentation).

Outcomes	Indicators
CC7.4 Use pragmatic (e.g., use language that demonstrates respect for others), textual (e.g., use common organizational patterns within texts), syntactical (e.g., ensure agreement of subjects, verbs, and pronouns), semantic/lexical/ morphological (e.g., avoid overused and misused words), graphophonic (e.g., enunciate clearly), and other cues (e.g., use appropriate gestures and facial expressions) to construct and to communicate meaning.	a. Use the conventions of language and communication to deliberately convey meaning when engaging in speaking, writing, and other forms of representing. b. Consistently apply the conventions of oral and written language and the conventions of visual and multimedia texts. c. Use and apply language cues and conventions to communicate meaning including: **Pragmatic:** Select and use the language appropriate for specific audiences and purposes including the celebration of special events and accomplishments; *use language that demonstrates respect for others*; address communication to a specific audience; ensure voice/tone is appropriate to audience and text type; recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; use standard Canadian English that follows accepted rules of usage; use appropriate register, tone, and usage; use standard Canadian English. **Textual:** Understand and use a range of standard forms for texts including paragraphs and multi-paragraph compositions; *use appropriate point of view (including third person)* for purpose; use common organizational patterns within texts (e.g., chronological, enumerative, problem/ solution, cause/effect, comparison/contrast); craft strong leads and effective conclusions; maintain focus from beginning to end; use transition words; include covering page and list of references. **Syntactical:** Use clear sentence structures that contain a verb and its subject (average spoken sentence length – 9.5 words; written sentence length – 9.0 words).; combine closely related ideas into compound structures using conjunctions or joining words; include some subordination and modification; use phrases, clauses, and a variety of qualifiers; ensure that sentences are complete, interesting, and on topic; combine sentences to form compound and complex sentences for variety, interest, and effect; *ensure that the subject, pronouns, and verbs agree;* ensure that the sentences use appropriate verb tense (e.g., "I have seen…."); ensure that qualifiers are not misplaced; vary sentence beginning; avoid double subjects (e.g., "Bill, he….") and double negatives with verbs (e.g., "I don't have nothing."); use effective punctuation and capitalization including periods, commas, quotation marks, colons, dashes, and hyphens.

Note: Italicized text refers to those indicators that are emphasized at this grade level.

CC7.4 (continued)

Semantic/Lexical/Morphological: Use words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; *avoid overused and misused words (e.g., "could of");* use common homonyms (e.g., their/they're/there; its/it's; too/two/to) and commonly confused words (e.g., who/whom) correctly; use words figuratively and for imagery; spell most words correctly using Canadian spelling, use a variety of strategies and resources (e.g., dictionaries, thesauruses, spell check) to learn the correct spelling and meaning of words.

Graphophonic: Enunciate clearly and carefully*;* pronounce words correctly; recognize onomatopoeia and alliteration; use basic spelling strategies, rules, and word families to spell words correctly at grade level; spell derivatives correctly by applying the spellings of bases and affixes.

Other Cues: Use volume and presentation techniques appropriate to audience and purpose; *use appropriate gestures, physical movements, facial expressions,* sounds, visuals, and multimedia aids to enhance presentation; combine print and visuals; use printing (e.g., for labels on a map) and cursive writing (e.g., for writing a report) appropriate to purpose; write legibly with appropriate speed and control; include clear representations (e.g., electronic illustration); underline and/or italicize names of books and periodicals; use quotation marks correctly in speech, songs, poems, and short stories.

Outcomes	Indicators
CC7.5 Create and present a variety of representations including visual and multimedia presentations such as displays, illustrations, and videos, and enhance communication with appropriate graphic organizers, charts, circle graphs, timelines, maps, and sound effects.	a. Explore ideas and express understanding using a variety of representations (e.g., timelines, models, videos, news items). b. Represent ideas and demonstrate understanding of forms and techniques in cartoon sequences, contextual dramas, posters, and advertisements. c. Use the appropriate strategies in the representing process including planning and focusing, scripting and layout, revising, and producing. d. Create and edit sound files. e. Create and edit video files. f. Create literary representations with some original qualities including narratives and dramatic scenes (e.g., skit or short video script).

CC7.5 (continued)	g. Enhance oral and written compositions with illustrations, charts, and other graphics when appropriate. h. Present to a specific audience (e.g., a presentation to adults) an oral, written, visual, or multimedia project using appropriate presentation software.

Outcomes	Indicators
CC7.6 Use oral language to interact purposefully and appropriately with others in pairs, small groups, and large group situations (e.g., contributing to sustaining dialogue, expressing support for others and their viewpoints, discussing and analyzing ideas and opinions, completing a variety of tasks, and contributing to group consensus building).	a. Share ideas/knowledge clearly and logically, add to others' ideas, repeat points for clarification, and relate points already made for emphasis and reconsideration. b. Maintain conversations with classmates, guests, and adults. c. Demonstrate the ability to participate responsibly in discussions and team projects. d. Facilitate small group activities and short, whole-class sessions to share information on a topic. e. Contribute to group efforts to reach consensus or conclusions. f. Assume different roles in group work (e.g., leader, recorder, contributor). g. Recognize when conflicts and tensions arise in group work and negotiate a return to a productive and respectful atmosphere. h. Support key points with evidence and examples. i. Defend and/or support opinion with evidence in group work. j. Summarize personal viewpoint in clear and meaningful ways. k. Summarize ideas discussed and state own view in light of discussion. l. Present group conclusions and findings to classmates. m. Respond to questions and suggestions concisely, clearly, and appropriately. n. Speak to share and to entertain (e.g., read aloud, recite a poem, participate in an improvisation).
CC7.7 Use oral language to express effectively information and ideas of some complexity in formal and informal situations (e.g., a procedural description based on personal experience, a demonstration, a persuasive speech, a dramatization).	

Outcomes	Indicators
CC7.8 Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.	a. Plan (e.g., using a chart or outline) and organize ideas to fit format and purpose (e.g., chronological, enumerative, problem/solution, cause/effect, comparison/contrast). b. Sustain focus in a piece of writing for several pages. c. Use transition words (e.g., first, then, next, before, after, however) to signal organizational pattern within compositions. d. Use appropriate point of view (including third person) when writing for particular audience and purpose. e. Create multiple-paragraph compositions (minimum of 5 paragraphs in an essay) of at least 500-700 words. f. Create **narrative** texts (e.g., recount an event) as follows: • establish a context, plot, and point of view • use a range of narrative devices (e.g., dialogue, tension, suspense) • make the narrative engaging • develop it systematically leading to a climax or conclusion. g. Create **expository, informational, and procedural** texts (e.g., present information or explain process, news story, letter) as follows: • pose relevant questions to limit scope of text • introduce the purpose • develop topic with facts, details, examples, and explanations from multiple authoritative sources • include several paragraphs or sections organized in logical sequences • use transitions • offer conclusion(s). h. Create **descriptive** texts (e.g., a character or person) as follows: • present a clear and colourful picture of a person • include sensory details and vivid words • use a logical order (e.g., head to foot). i. Create **persuasive** texts (e.g., persuasive letter, an interpretation) as follows: • explain and justify reactions and personal connections to texts viewed, heard, and read • make explicit and deliberate connections with previous knowledge and experiences • give opinions and make judgements • provide support by reasons, explanations, and evidence • support opinions with examples from text • develop a clear organization.
CC7.9 Experiment with a variety of text forms (e.g., meeting, presentation to adults, descriptive poem, opinion piece, a review, front page of a newspaper, short script) and techniques (e.g., dialogue, figurative language).	

CC7.9 (continued)

j. Experiment with a variety of forms and techniques.

k. Experiment with and make deliberate choices about form and language suited to audience and purpose.

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

Outcomes	Indicators
AR7.1 Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies.	a. Recognize speaking, listening, representing, viewing, writing, and reading as useful tools for clarifying thinking, communicating, and understanding. b. Assess the success of oral language skills and strategies including applying specific criteria to assess oral language interactions, analyzing the effectiveness of oral language strategies, and setting goals for oral language improvement. c. Participate in the development and use of a rubric for assessing language skills and strategies. d. Evaluate group process and personal contributions according to pre-established criteria. e. Discuss developing abilities in personal language learning and use. f. Contribute to and use scoring guides, rubrics, and other criteria to reflect on and analyze clarity of work. g. Act on feedback. h. Reflect on and assess viewing, listening, and reading experiences; and set goals for improvement. i. Reflect on, analyze, and assess writing and other representing behaviours, and formulate goals for improvement.
AR7.2 Appraise own and others' work for clarity and correctness.	

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 of her/his own progress and:

- supports students 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 rubric for assessment and evaluation of the Comprehending and Responding, Composing and Creating, and Assessing and Reflecting goals for English language arts.

Comprehend and Respond (CR) Goal 1 Viewing, Listening, and Reading Assessment and Evaluation Criteria Holistic Rubric	
Level 6	Comprehends almost all of what is viewed, heard, and read and demonstrates a **significant** recall and thorough and insightful understanding of ideas, information, concepts, and/or themes.
Level 5	Comprehends most of what is viewed, heard, and read and demonstrates a **good** recall and clear understanding of ideas, information, concepts, and/or themes.
Level 4	Comprehends most of what is viewed, heard, and read and demonstrates an **adequate** recall and an adequate understanding of ideas, information, concepts, and/or themes.
Level 3	Comprehends the basic ideas of what is viewed, heard, and read and demonstrates only **limited** recall and a general understanding of ideas, information, and/or themes.
Level 2	Comprehends some of what is viewed, heard, and read and demonstrates an **inadequate** recall or limited understanding of ideas, information, concepts, and/or themes.
Level 1	Comprehends little or nothing of what is viewed, heard, and read and demonstrates **little or no** recall or understanding of ideas, information, concepts, and/or themes.

Compose and Create (CC) Goal 2 Representing, Speaking, and Writing Assessment and Evaluation Criteria Holistic Rubric	
Level 6	The visual, multimedia, oral, or written composition is **original and insightful**. (Product is well-crafted, fully developed, and appropriate to purpose and audience. The student demonstrates confident control of the language elements of composition and presentation. Planning is evident, and the composition or presentation comes together as a secure whole. The few errors in mechanics are likely the result of risk taking.)
Level 5	The visual, multimedia, oral, or written composition is **clear and thoughtful**. (Product is fully developed and appropriate to purpose and audience. The student controls the language elements and techniques effectively. Planning is evident, and the composition seems complete. The few mechanical errors do not impede communication.)
Level 4	The visual, multimedia, oral, or written composition is **clear and straightforward**. (Product is adequately developed, appropriate to purpose, and shows some awareness of audience. The student demonstrates control over the language elements and techniques. Planning identifies main ideas. Minor errors, though noticeable, do not impede audience understanding.)
Level 3	The visual, multimedia, oral, or written composition is **satisfactory but unrefined**. (Product is understandable but uneven in its development. It maintains the purpose on a basic level, but may not show awareness of audience. The student shows a basic control over the language elements and techniques. Some errors in mechanics may impede understanding.)

Level 2	The visual, multimedia, oral, or written composition is **limited and overgeneralized**. (Product demonstrates uneven/uncertain control over the language elements relative to the purpose. It may not show awareness of audience. The student shows some control over the language elements and techniques, but attempts at complicated or sophisticated structures and variety results in awkwardness and/or obscured meaning. Less than adequate planning results in inconsistent development. Frequent mechanical errors impede understanding.)
Level 1	The visual, multimedia, oral, or written composition is **unfocused and unclear**. (Product is difficult to follow. The purpose is unclear, and the subject may be off topic. Evidence of planning is absent. The composition shows an uncertain grasp of the basic language elements relative to the purpose. Sentences are incomplete, run-on, or simple in structure. Frequent mechanical and structural errors impede understanding.)

Assess and Reflect (AR) Goal 3 Viewing, Listening, and Reading Assessment and Evaluation Criteria Holistic Rubric	
Level 6	**Executes task-relevant strategies** before, during, and after a viewing, listening, or reading task; monitors use of strategies; explains which strategies are being used and why these strategies are being used; models strategies for others; explains what to do when comprehending and responding; identifies own strengths and learning targets; explains own strategies for improvement.
Level 5	**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; may have difficulty explaining precisely the strategies to others.
Level 4	**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; uses a repertoire of responding behaviours but these may be hindered by comprehension breakdown.
Level 3	**Is able to use, with practice and teacher support, some important before, during, and after** viewing, listening, or reading strategies; 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.
Level 2	**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; struggles to determine own needs and to select appropriate strategies; comprehension problems may hinder responding behaviours.
Level 1	**Requires repeated modelling** of before, during, and after viewing, listening, and reading strategies and requires continuous coaching on when and how to use them.

Assess and Reflect (AR) Goal 3 Representing, Speaking, and Writing Assessment and Evaluation Criteria Holistic Rubric	
Level 6	**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 these strategies are being used; models strategies for others; explains what to do when composing and creating; identifies own strengths and learning targets; explains own strategies for improvement.
Level 5	**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; uses strategies and aspects of the process spontaneously but not always able to explain what and why; identifies own strengths and possible learning targets.
Level 4	**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; understands the task and the key strategies needed to complete the task successfully; has strengths but not assurance.
Level 3	**Able to use, with practice and teacher support, some important before, during, and after** representing, speaking, or writing tasks; understands the task and the necessary strategies but does not always deploy the strategies when they are needed; is developing strengths.
Level 2	**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; few strengths.
Level 1	**Requires repeated modelling of before, during, and afte**r representing, speaking, and writing strategies and requires continuous coaching on when and how to use them; lacks independence and strategies to carry out task.

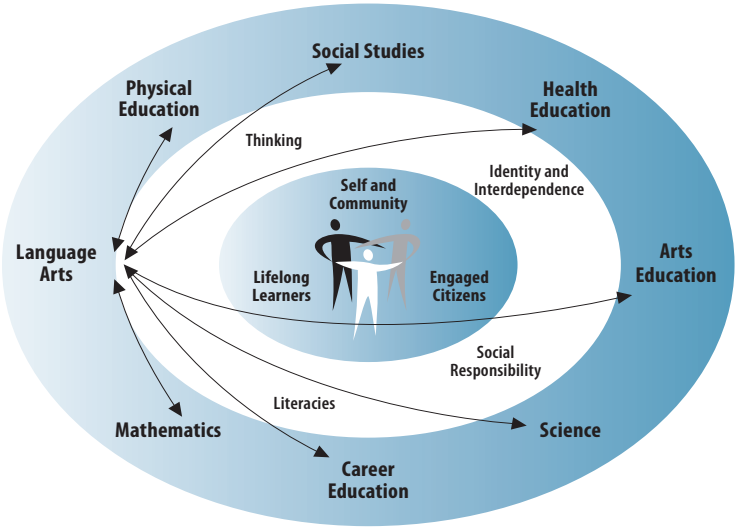
Sample Student Learning Tactic Targets Holistic Rubric			
	Comprehend and Respond	**Compose and Create**	**Assess and Reflect**
Level 4	I understand almost all of what I view, hear, and read. I can explain the explicit and implicit messages in a text. I can explain how the ideas are organized and how the conventions and techniques achieve a particular effect. I can provide an insightful interpretation and give strong evidence to support my response.	My compositions and presentations are original and insightful. The message demonstrates a deep understanding of the subject matter. It is well-crafted, fully developed, coherent, and appropriate to my purpose and audience. The language is consciously well-chosen and well-used.	I can confidently explain, monitor, and use a range of strategies before, during, and after I view, listen, read, represent, speak, and write. I can explain and model these strategies for others. I can also set goals to improve.
Level 3	I have a clear understanding of what I view, hear, and read. I understand the overall message, key ideas, and their supporting details. I have a clear understanding of how the text is organized and recognize the key conventions and techniques used to achieve an effect. I can provide a thoughtful interpretation and give reasonable evidence to support my response. I try to set goals to improve.	My compositions and presentations are clear and thoughtful. The message has a clear focus, and the details are relevant and appropriate for the audience and purpose. The message is sufficiently developed and logically sequenced. The language is appropriate, clear, and substantially correct.	I can confidently use a range of strategies before, during, and after I view, listen, read, represent, speak, and write. I understand the task and can use my strategies to successfully complete it. I can not always precisely explain my strategies to others.
Level 2	I understand most of what I view, hear, and read. I understand most of the important ideas and details that support them. I recognize how the ideas are organized and the key conventions and techniques that are used. I give an adequate interpretation and provide some evidence to support it.	My compositions and presentations are clear and straightforward. The message is focused and the details appropriate for the audience and purpose. The message is planned and has a good sequence. The language is appropriate, clear, and substantially correct.	I can use and explain a number of the important strategies that I use before, during, and after I view, listen, read, represent, speak, and write. I understand the task and know how to use most of the strategies that I will need to complete the task successfully.
Level 1	I understand some of what I view, hear, and read but can't recall most of it. I do not always understand the conventions and techniques that are used. I usually give a simple or inadequate interpretation and give little evidence to support it.	My compositions and presentations are basic. They are not well planned or presented. The message is not always clear or well organized. The language is acceptable but not always clear, correct, or appropriate for my audience and purpose.	I can use and explain a few strategies that I use before, during, and after I view, listen, read, represent, speak, and write. I do not always understand the task or know which strategies I will need to use to complete it successfully.

See the Ministry of Education website for additional rubrics that provide criteria for assessment and evaluation of each of the three goals for English language arts.

Connections with Other Areas of Study

Although some learning outcomes or subject area knowledge may be better achieved through discipline-specific instruction, deeper understanding may be attained through the integration of the disciplines. Some outcomes for each area of study complement each other and offer opportunities for subject-area integration. Integrating language arts with another area of study can help students apply their language skills and strategies and deepen the breadth and depth of their language learning.

By using a particular context and identifying a common 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 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 in-depth learning occurs. 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).



See the Ministry of Education website for suggestions regarding opportunities where topics, concepts, and outcomes for different areas of study might be integrated.

Glossary

Contexts are broad organizers for balancing an English language arts program by ensuring different perspectives and ways of knowing are included at each grade level. All instructional units should be related to one or more of the five contexts identified in the English language arts curriculum. The five contexts are (i) personal and philosophical, (ii) social, cultural, and historical, (iii) imaginative and literary, (iv) communicative, and (v) environmental and technological. These contexts also allow for interdisciplinary integration.

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

Efficacy is producing or ensuring the desired effect; power or capacity to produce desired effect; effectiveness in operation; effective as a means of addressing an issue, question, challenge, or problem.

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

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).

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 them 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 heard 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, andmovement.

Outcome is a statement of what students are expected to know 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, dramatization, video, or physical performance.

Rubrics offer criteria that describe student performance at various level of proficiency. They provide guidelines for judging quality and makes 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, and 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, video, 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 is developed in a unit and provides a focus and frame for 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 multi-genre thematic or topical unit is built around a theme or topic and includes a range of oral, visual, multimedia (including electronic), and print texts. A multi-genre inquiry unit is built around important questions or issues that students want to learn more about through research. A genre unit is focused on a specific genre of text (e.g., narrative) and an author unit is focused on the work of a particular author or illustrator.

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

WCPM stands for Words Correct per Minute.

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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1. Please indicate your role in the learning community

   ☐ parent ☐ teacher ☐ resource teacher

   ☐ guidance counsellor ☐ school administrator ☐ school board trustee

   ☐ teacher-librarian ☐ school community council member

   ☐ other _____

   What was your purpose for looking at or using this curriculum?

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

   ☐ print

   ☐ online

   b) Please indicate which format(s) of the curriculum you prefer:

   ☐ print

   ☐ online

3. How does this curriculum address the needs of your learning community or organization? Please explain.

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

The curriculum content is:	Strongly Agree	Agree	Disagree	Strongly Disagree
a. appropriate for its intended purpose	1	2	3	4
b. suitable for your learning style (e.g., visuals, graphics, texts)	1	2	3	4
c. clear and well organized	1	2	3	4
d. visually appealing	1	2	3	4
e. informative	1	2	3	4

5. Explain which aspects you found to be:

   Most useful:

   Least useful:

6. Additional comments:

7. Optional:

   Name: _____

   School: _____

   Phone:_____ Fax: _____

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

Please return the completed feedback form to:

Executive Director
Curriculum and E-Learning Branch
Ministry of Education
2220 College Avenue
Regina SK S4P 4V9
Fax: 306-787-2223