

English Language Arts

English 1202



Curriculum Guide
September 2013

*Department of Education
Mission Statement*

*By March 31, 2017, the Department of Education will
have increased the ease of access and responsiveness of the
provincial education system to improve opportunities for the
people of Newfoundland and Labrador*

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Section One - Newfoundland and Labrador Curriculum

Introduction

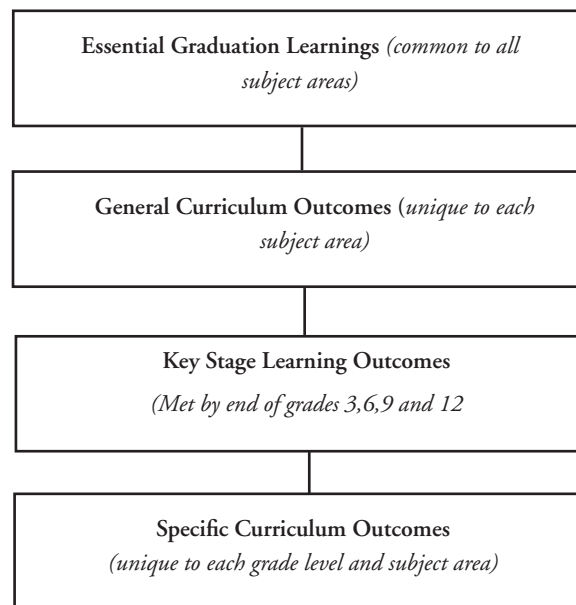
There are multiple factors that impact education; the information explosion, technological developments, the need for lifelong learners, increased emphasis on accountability, and globalization. These changes point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will equip teachers to address the needs of students served by the provincially proscribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

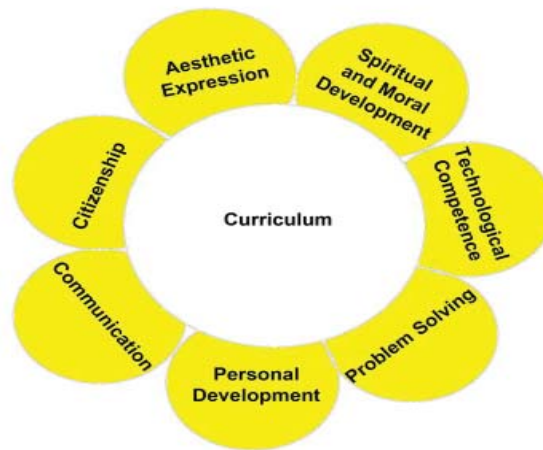
Curriculum in K-12 education in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. They help ensure that our provincial education system's mission is realized. The EGLs are supported by general, key stage and specific curriculum outcomes.

EGLs describe the knowledge, skills and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations not in terms of individual subject areas but in terms of knowledge, skills and attitudes developed throughout the curriculum as a whole. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work and study. EGLs serve as a guiding framework for the curriculum development process.



Aesthetic Expression - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship - Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.

Communication - Graduates will be able to think, learn and communicate effectively by using listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols.

Problem Solving - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

Personal Development - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Spiritual and Moral Development - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

Technological Competence - Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Curriculum Outcomes

Curriculum outcomes are unique to individual subject areas. Through the achievement of curriculum outcomes, students attain the Essential Graduation Learnings.

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each subject area and incorporate knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a subject area. Often, GCOs are further delineated into KSCO.

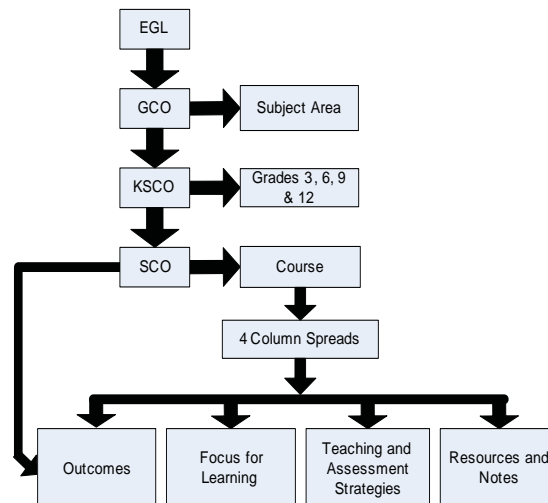
Key Stage Curriculum Outcomes (KSCO)

Key Stage Curriculum Outcomes (KSCO) expand the intent of the GCOs and summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine and Twelve.

Specific Curriculum Outcomes (SCO)

SCOs elaborate the GCOs for a subject area. They set out, more specifically, what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. SCOs are written to give defined information pertaining to student learning. Student performance is assessed on whether it meets pre-stated criteria rather than on the basis of rank or relative standing. In some subject areas, SCOs are further articulated into delineations. It is expected that all SCOs will be addressed during each course of study.

Graphic Organizer



Nature of the Senior High Learner

High school learners usually range in age from 15 to 19. While there may be some general characteristics of adolescent learners at the high school level, it is imperative that each high school learner be recognized as a unique individual. Within any group of students a range of differences; in rates and ways of learning, in experiences and interests; are expected and respected. Unique qualities should be celebrated and built upon. There may still be some considerable differences in the characteristics of the entry-level high school adolescent and senior high school adolescent. Teachers will need to consider their students' prior learning and experiences in their efforts to address their needs and interests.

Adolescence is a time of increasing autonomy and self-discovery leading to identity formation. Students encounter clashes of values, personal conflicts and social pressures in developing their sense of self. Frequently learning occurs in a social context. The opportunity for collaboration promotes critical thinking and problem solving, stimulates curiosity and imagination, and improves adaptability and analytical thinking. By providing students with a safe, inquiry-based learning environment, teachers can foster the skills of critical analysis, group interaction and decision making.

A viable goal for each student is to have an equitable opportunity to experience success as he/she works toward the achievement of intended outcomes and a personal best. Improving performance and realizing potential is more important than competition and comparisons to others. The adolescent learner has built a framework which includes tolerance and respect. In senior high, students will seek out questions and develop answers which incorporate more sophisticated reflective practices.

Characteristics of the Senior High Learner:

High school learners:

- are able to think abstractly and need fewer concrete examples
- are concerned about future educational and vocational plans
- are developing a consciousness of the broader local and global community
- are less likely to accept the status quo in attempting to attain their objectives
- are more autonomous in their decision making
- assert their own ideas about their learning
- enjoy questioning
- experience internal and external motivation
- experience a desire to take on leadership roles
- have a deeper capacity for caring and sharing, and for the development of more intimate relationships
- look for opportunities for self-expression

- need to know their opinions are welcomed and can be expressed without fear of ridicule
- need to understand the purpose and relevance of instructional activities
- seek relevance and connection between life outside school and the curriculum
- value sincere relationships with adults
- want to establish immediate and long-term goals

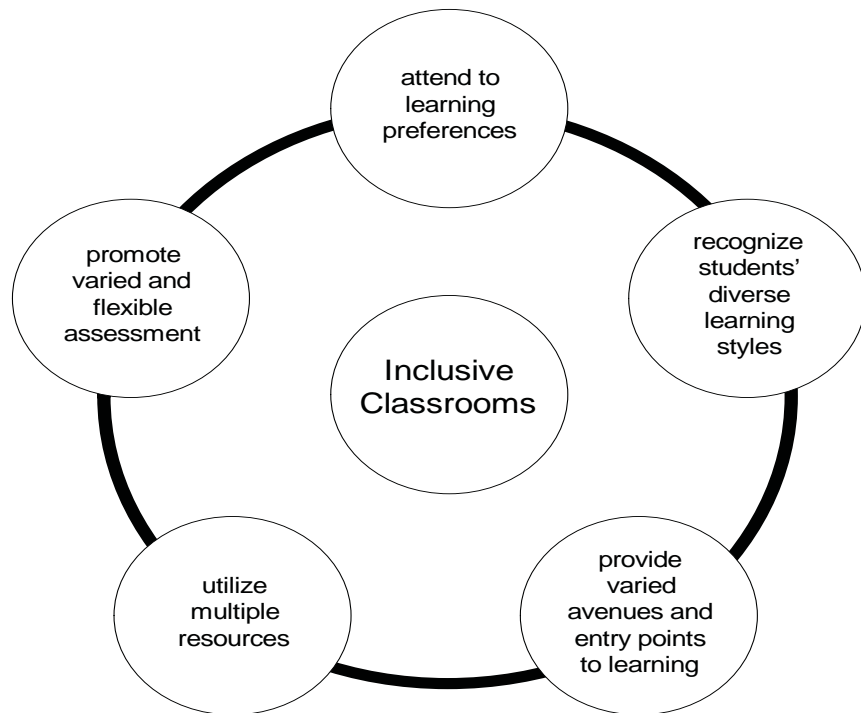
Context for Teaching and Learning

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of both genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all student while creating opportunities for community building. The development of policies and practices which reflect an inclusive philosophy promotes a culture which builds respect for one another, creates positive interdependence, and values varied perspectives. Learning resources should include a range of materials that allows students to consider many viewpoints and to celebrate the diverse aspects of the school community.



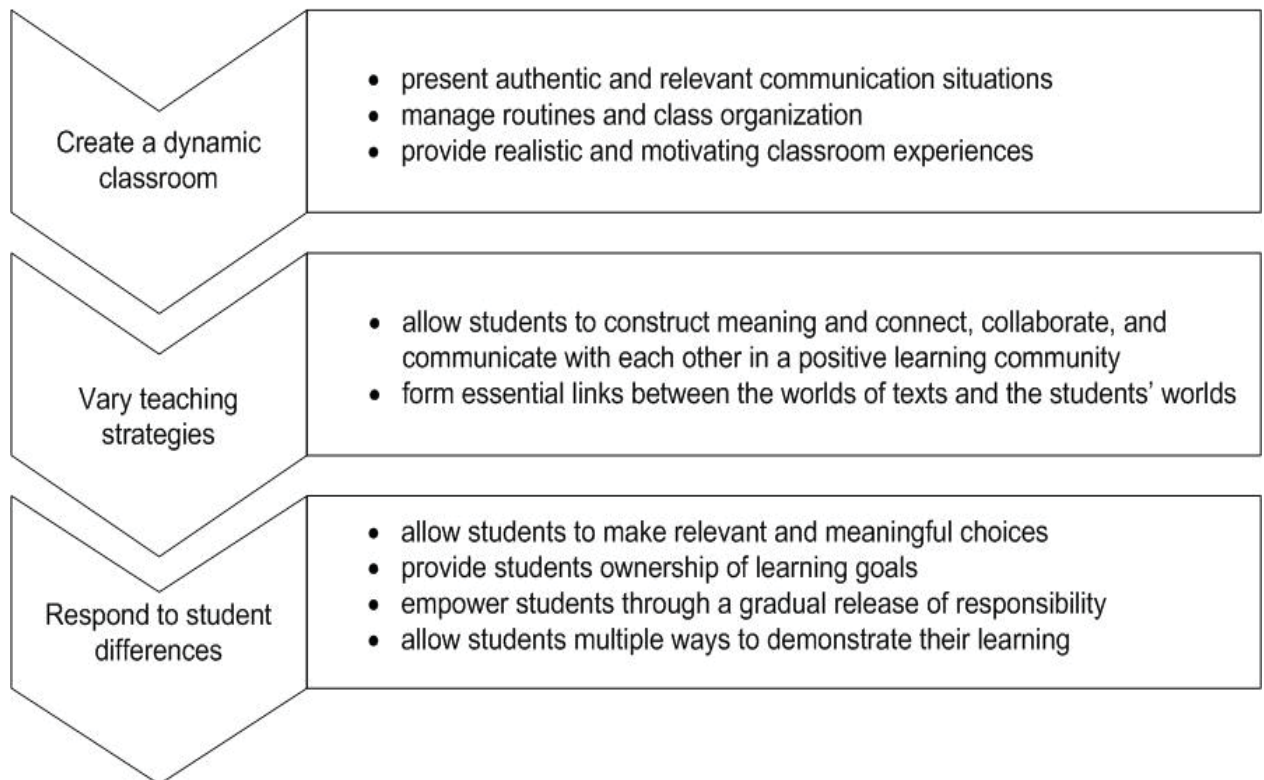
Differentiated Instruction

Differentiated Instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. - Carol Ann Tomlinson

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the resource used, and the products which students create are in response to the teacher's knowledge with whom he or she is interacting. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed in a dynamic and personalized space.

Teachers should...



Differentiating the Content

Based on the specific curriculum outcomes (SCOs), the content can be described as the knowledge, skills and attitudes we want students to acquire. Differentiating content requires teachers to pre-assess students. This will identify students who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit

students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for enrichment or more in depth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating by content:

- meeting with small groups to re-teach an idea or skill or to extend the thinking or skills when necessary
- presenting ideas through auditory, visual and tactile means
- using reading materials such as novels, web sites, and other reference materials at varying reading levels

Differentiating the Process

Differentiating the process means varying learning activities or strategies to provide appropriate methods for students to explore and make sense of the concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups and peer critique while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating by process:

- offering hands-on activities or other supports for students who need them
- providing activities and resources that encourage students to further explore a topic of particular interest to them
- using activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity
- varying the length of time a student may take to complete a task in order to provide additional support or to encourage an advanced learner to pursue a topic in greater depth

Differentiating the Product

Differentiating the product means varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned. When students have a choice in what the end product can be, they become more engaged in the activity.

Teachers should consider the following examples of differentiating by product:

- allowing students to work alone or in small groups on their products
- encouraging students to create their own product assignments as long as the assignments contain required elements.
- giving students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.

Differentiating the Learning Environment

The learning environment includes the physical and affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, and how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students. Teachers should consider the following examples of differentiating the learning environment:

- developing routines that allow students to get help when teachers are with other students and cannot provide immediate attention.
- ensuring there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establishing clear guidelines for independent work that matches individual needs
- providing materials that reflect diversity of student background, interests and abilities

The physical learning environment must be structured in such a way that all students can gain access to information while developing confidence and competence in applying their learning to real-life situations.

Meeting The Needs Of Students With Exceptionalities

All students have individual learning needs. Some students, however have exceptionalities (defined by the Department of Education) which impact their learning. Details of these exceptionalities are available at:

<http://www.ed.gov.nl.ca/edu/k12/studentssupportservices/exceptionalities.html>

Supports for these students may include:

- accommodations
- modified prescribed courses
- alternate courses
- alternate programs
- alternate curriculum

See service delivery model for students with exceptionalities at <https://www.cdli.ca/sdm/> for further information

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Students Who are Highly Able

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. Teachers should pre-assess the students in order to identify strengths or needs. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able. Some strategies which are often effective include:

- the offer of independent study to increase depth of exploration in an area of particular interest
- the use of curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge
- the use of similar-ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge

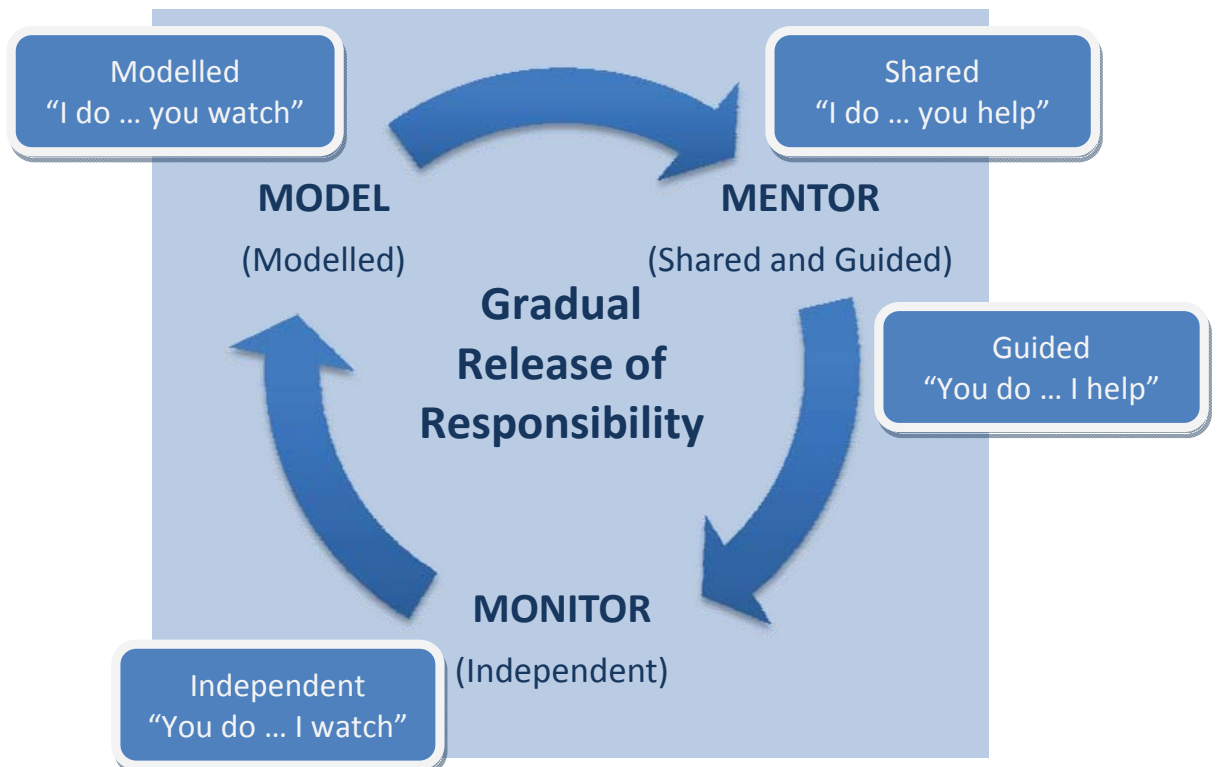
Highly able students require the opportunity to do authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the service delivery model for students with exceptionalities.

Metacognition

When students monitor their learning, assess their strengths and needs, and set goals for improvement they become independent, lifelong learners. By reflecting on how they think and learn, students gain personal control over the strategies they use when engaged in learning activities. This control develops through metacognition, i.e., becoming aware of and more purposeful in using strategies for self-monitoring, self-correcting, reflecting and goal setting. Every student can develop metacognitive strategies and skills when teachers explain, model and help them practice talking and writing about their thinking.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.



Literacy

UNESCO has proposed an operational definition which states, "Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society". To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. - The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13

Adolescent Literacy (Grades 7-12)

Literacy is a fundamental human right. It is the responsibility of educators to ensure that students graduate from the education system as literate members of society who are able to participate fully in their community.

Literacy is:

- a process of receiving information and making meaning from it.
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Literacy skills are used in paper, digital, and live interactions where people:

- analyze critically and problem solve
- comprehend and communicate meaning
- create a variety of texts
- enjoy reading and viewing
- make connections both personally and inter-textually
- participate in the socio-cultural world of the community
- respond personally

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools (CAMET)*.

With modelling, support and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations. When students engage in inquiry-based learning they use language and thinking skills to explore a range of topics and issues. Their identity and independence develop further, allowing exploration of issues such as identity, social responsibility, diversity and sustainability as creative and critical thinkers.

A high degree of the students' learning occurs in a social context. The opportunity for collaborative learning promotes critical thinking and problem solving; stimulates curiosity and imagination; and improves adaptability and analytical thinking. Adolescent literacy development is supported by teaching approaches that support authentic learning experiences, opportunities for students' self-assessment, and attention to student issues and student voice. This encourages students to question and analyze situations, examine societal values, participate in discussions and communicate using available technology. A dynamic and interactive learning environment supports the unique interests and strengths of adolescent learners. As well partnership and collaboration among families, schools, and communities is critical to ensure support for literacy development is sustained.

Reading in the content areas

The focus for reading in the content areas is not on teaching reading, but on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students. Students develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features and navigate through information. Information may be presented to them in a variety of ways including, but not limited to:

- | | | |
|---------------------|--------------------------|--------------------------------------|
| • Books | • Documentaries | • Speeches |
| • Poems | • Movies | • Podcasts |
| • Songs | • Music videos | • Plays |
| • Video games | • Advertisements | • Webpages |
| • Magazine articles | • Student-created videos | • Online games |
| • Commercials | • Blogs | • Online databases and encyclopedias |

Students should be able to interact with and comprehend different texts at different levels. There are three levels of text comprehension:

- Independent level – students are able to read, view and understand texts without assistance
- Instructional level – students are able to read, view and understand most texts but need assistance to fully comprehend some texts
- Frustration level – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet the needs of students. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

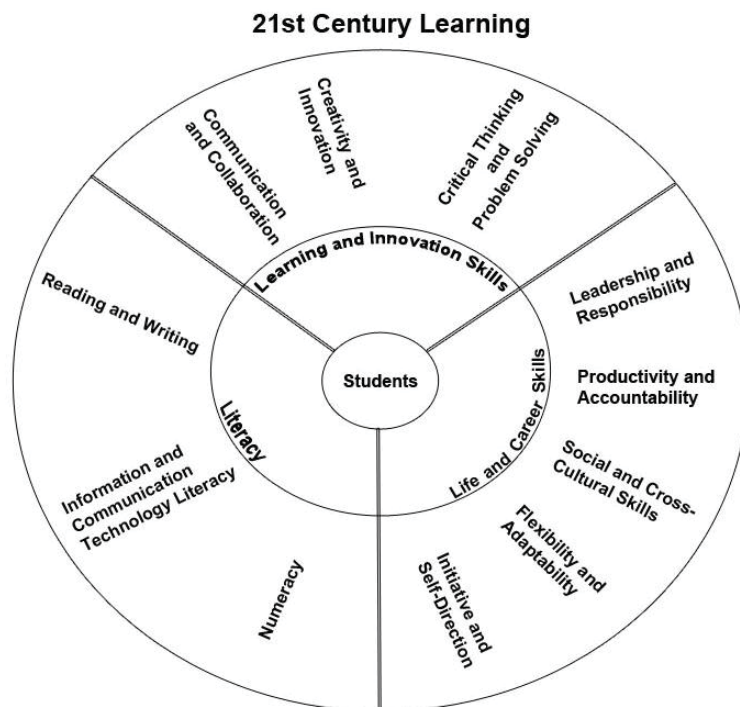
When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after engaging in a task, text, or problem.
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts

21st Century Learning

21st Century Curriculum

A 21st century curriculum incorporates learning and innovation skills; literacy; and life and career skills. These three areas are addressed in the context of academic programs and across interdisciplinary themes. The diagram below illustrates the relationship between these areas and their specific components. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies; modern learning technologies; and real world resources and contexts.



21st century learning skills are practiced across curriculum areas and should be integrated into teaching, learning and assessment strategies. Opportunities within the curriculum for integration of these skills exist and should be planned with rich, engaging, experiential activities that support gradual release of responsibility. Integrated teaching and learning occurs when connections are made among program areas. For example, lessons in a variety of subject areas can be infused with 21st century skills by using open-ended questioning, inquiry approaches, essential questions, self-directed learning, student role rotation, internet-based technologies, student as teacher, and role plays.

When there are common concepts, processes, and skills among programs, students begin to understand a new meaning for the word integration. As more importance is attached to the development of processes and skills, students' sense of efficacy and their emotional response to the learning greatly impacts their motivation to learn. Cooperation, collaboration and community building are enhanced when students and teachers work together. The challenge in effective integration is to ensure that the skills, strategies, and knowledge components of each discipline are respected.

Learning and Innovation Skills

Teachers are preparing students for the jobs of the future, some of which do not even exist yet. The one commonality for those job paths will be the ability to learn, create new ideas, problem solve and collaborate. These are learning and innovations skills.

- Creativity and Innovation - Developing, implementing and communicating new ideas to others. Being open and responsive to new and diverse perspectives within learning.
- Critical Thinking and Problem Solving - Understanding the interconnections among systems. Identifying and asking significant questions that clarify various points of view and lead to better solutions.
- Communication and Collaboration - Demonstrating ability to work effectively with diverse teams. Assuming shared responsibility for collaborative work.

Literacy

In addition to the literacy aspects outlined in the previous section, students in the 21st century must be skilled consumers of information, critical readers, writers and creators, and critically aware of the world in which they live. There are three components of literacy related to 21st century learning.

Firstly, reading and writing are the literate emphases used in school based literacies and the language of the workplace. It is often through reading and writing that students receive and communicate information. Traditionally developing reading and writing skills (learning to read and write) is associated with the early years of formal school while using reading and writing skills (reading and writing to learn) happens in the later years. Students develop their literacy skills as consumers and producers of information across all school subjects throughout their educational careers. They are also asked to create texts in response to what they read, view and hear. Therefore, the development of reading and writing skills within various school subjects continues throughout students' educational careers.

Another important component of literacy is Information and Communication Technology Literacy. Students need to be prepared to understand, use and apply Information and Communication Technology (ICT) in an effective, efficient and ethical manner.

Activities, projects and problems that replicate real life situations are the best methods for attaining ICT skills and should be integrated within subject areas.

In the context of other programs, students using ICT will learn:

- about the impact of technologies on daily life
- how to determine which processes, tools and techniques to use, and when to use them

- how to use and apply a variety of information and communication technologies for problem solving, decision making, inquiry and research

The final component of literacy within the context of 21st century learning is numeracy. Numeracy is a collection of knowledge, beliefs, communication capabilities, and problem solving skills needed to engage effectively in quantitative situations arising in life. A numerate individual has the ability to identify and understand the role mathematics plays in the world, to make well-founded judgements, and to use mathematics in ways that meet the needs of that individual's life as a constructive, concerned and reflective citizen.

Life and Career Skills

The one constant of the job market is that it is not constant. Students will require skills that allow them to adapt, be self-reliant, deal with many cultures, be productive and show leadership. These are the new employability skills for the 21st century.

- Flexibility & Adaptability – Ability to adapt to change, to continue to function in a variety of situations
- Initiative & Self-Direction – Working without supervision, completing tasks that are not necessarily assigned but are required to be completed
- Social & Cross-Cultural Skills – The ability to work well with others, being cognizant of cultural mores and differences
- Productivity & Accountability – Completing work assigned in time required, to the skill level required, and taking responsibility for your own actions and work
- Leadership & Responsibility – Being able to enlist the aid of others in completion of a task, and being dependable enough to complete that task

Impact of 21st Century Learning

Consideration of the following factors will support the development of 21st century skills and support students ability to take responsibility for their learning:

- Elements of sustainable development present in all activities
- Emphasis on teaching and learning strategies that include differentiated instruction
- Focus on self-reflection to document learning
- Inquiry-based learning to guide student research
- Integration of technologies
- Physical organization within classrooms (e.g., access to resources, flexible seating arrangements for collaboration)
- Professional learning opportunities for teachers

Inquiry

With inquiry-based learning, the focus is on the development of questions by teachers and students to guide the inquiry, problems and issues related to the curriculum outcomes. The questions guide student research so they can create their own knowledge and understanding.

Students take more responsibility for:

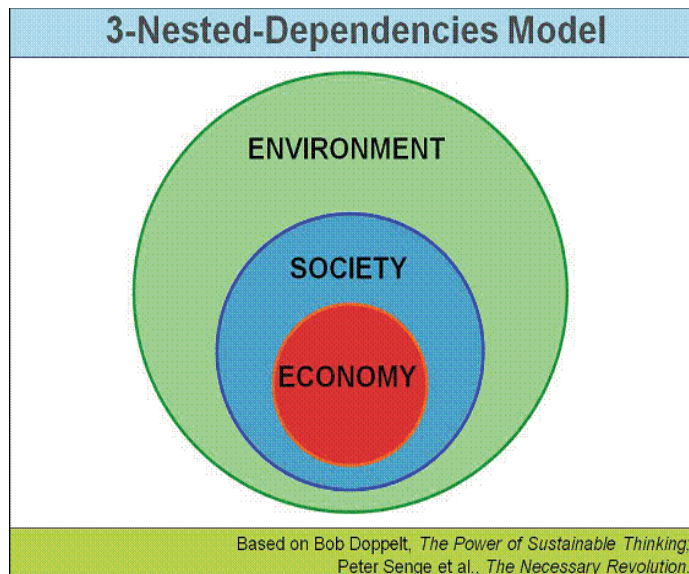
- determining what they need to learn.
- identifying resources and how to best to learn from them.
- using resources and reporting their learning.
- assessing their progress in learning.

Student self-reflection of their learning and their documentation of the inquiry process are important components of this learning.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development).

Sustainable development is comprised of three integrally connected areas: economy, environment, and society.



As conceived by the United Nations Educational, Scientific and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans such things as understanding the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include such things as being able to assess bias, analyze consequences of choices, ask questions, and problem solve. The values and perspectives include an appreciation for the interdependence of all life forms and the importance of individual responsibility and action. ESD values and perspectives also include an understanding of global issues as well as local issues in a global context, the fact that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Purposes of Assessment

What learning is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued.

Assessment techniques are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs and guides future instructional approaches.

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make an evaluation or judgment about student achievement.

Assessment can be used for different purposes:

1. assessment for learning to guide and inform instruction;
2. assessment as learning to involve students in self-assessment and setting goals for their own learning; and
3. assessment of learning to make judgments about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment for learning involves frequent, interactive assessments designed to make student understanding visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:

- engages students in their own learning as they assess themselves and understand how to improve performance
- focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
- includes pre-assessments that provide teachers with information of what students already know and can do
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what students knows

2. Assessment as Learning

Assessment as learning actively involves students' reflection on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning related to learning outcomes

3. Assessment of Learning

Assessment of learning involves strategies to confirm what students know, demonstrate whether or not they have met curriculum outcomes, or to certify proficiency and make decisions about students' future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgments about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:

- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

Involving Students in the Assessment Process

Students should know what they are expected to learn as designated by learning outcomes, and the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgments about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions such as, "What have I learned? What can I

do now that I couldn't do before? What do I need to learn next?"
Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

Types of Assessment Tools:

- Documentation using photographs
- Graphic Organizers
- Self Assessments
- Observations
- Presentations
- Demonstrations
- Rubrics
- Anecdotal Records
- Audio/video clips
- Literacy Profiles
- Portfolio
- Questioning
- Conferences
- Checklists
- Journals
- Role Play
- Debates
- Tests
- Exemplars
- Wikis
- Quizzes
- Case Studies
- Podcasts
- Projects

Assessment Guidelines

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for students to work towards

Evaluation

Evaluation is the process of analyzing, reflecting upon and summarizing assessment information, making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:

- interprets the assessment information and makes judgments about student progress
- makes decisions about student learning programs

Section Two - Curriculum Area and Course Overview

Rationale

English 1202 is designed for students entering Level I who continue to require extra support in order to strengthen essential language and literacy skills. The study of language and experiences will allow students to increase their understanding of literacy tools and communication devices. They will develop more detailed interpretations of these texts as they respond to them personally, critically and creatively. Students will analyze and create a variety of texts based on their interests, abilities and learning needs. The course is designed to help develop the range of oral communication, reading, writing and media literacy skills necessary for success in daily life as well as secondary and post secondary studies.

Background

The English language arts curriculum has been developed with the intent of:

- contributing toward students' achievement of the essential graduation learnings
- helping students develop multiple literacies and becoming more critically aware in their lives and in the wider world
- providing opportunities for students to increase literacy levels
- responding to continually evolving educational needs of students and society

This curriculum guide focuses on the language arts curriculum by providing a focus for learning, suggestions for teaching and assessment, and suggested resources.

The curriculum documents:

- place emphasis on student-centered learning
- provide a coherent, integrated view of the learning and teaching of English language arts
- provide flexibility for teachers in planning instruction to meet the needs of each student
- reflect current research, theory and classroom practice

The Integrated Nature of English Language Arts

English language arts encompasses the experience, study and appreciation of language, literature, media and communication. All language processes (speaking and listening, reading and viewing, writing and representing) are interrelated and interdependent. Students become confident and competent users by having many opportunities to become engaged in language arts in a variety of contexts.

This integrated approach should be based on students' prior experiences with language and on meaningful activities involving all strands of language arts.

An effective English Language Arts program:
--

... IS	... IS NOT
Using a variety of texts competently, appropriately and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes
Recognizing the central role of language in communicating, thinking and learning	Allowing literature to drive the program
Setting meaningful contexts for teaching and learning (connections to students' experience, 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 (sharing 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 or comprehension questions, individually, after reading print texts
Communicating through speaking, writing and representing	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	Gaining knowledge but not using it
Participating, contributing and making connections to the world beyond the classroom	Ignoring the implications of issues within the broader community
Questioning students' assumptions about the world and their place in it	Accepting a complacent view of the world
Using a variety of strategies (before, during and after) depending upon the activity	Following only teacher-directed skills and strategies and spending time on isolated skill and drill
Understanding how language really works within context and consciously using writing and grammatical conventions for purpose and effect	Learning grammar and writing conventions in isolation
Engaging in inquiry learning	Doing a project or a series of activities to bring closure
Recognizing and respecting a range of worldviews	Disregarding the worldview presented
Using assessment and evaluation to guide and improve learning	Using summative evaluation only
Providing students with opportunities to reflect, monitor, self-assess and set targets for learning	Preventing student reflection or analysis on their own progress
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology's sake
Developing the disposition to lifelong learning	Setting short-term goals for learning (for example, “Is it on the test?”)

This table has been adapted from *English Language Arts* (Saskatchewan Ministry of Education, 2008). Used with permission of Saskatchewan Ministry of Education.

Curriculum Framework

The Role of Teachers in the Learning Environment

Teachers bring diverse knowledge, strengths and experience to their roles. Teachers should:

- act as coach, facilitator, editor, resource person or fellow learner
- create activities that are inquiry-based to challenge students to develop critical thinking skills
- encourage students to explore many ways to show what they know
- integrate new ways of teaching and learning with established effective practices
- monitor and support learning
- plan learning activities that enhance self-esteem, recognize accomplishments and encourage development of positive attitudes
- provide learning opportunities that allow students to learn how language can make a difference in their lives
- provide relevant and engaging learning opportunities
- select appropriate strategies for student learning, considering gender, race, orientation, religion, ability, ethnicity and culture

Resource-Based Learning

A resource-based learning approach is student-centered and promotes the teacher as a facilitator. There is less emphasis on lectures and textbooks and more on active learning experiences that emphasize independent inquiry and problem solving.

Teachers are encouraged to use a wide range of paper, live and digital print in order for students to access knowledge and skills they need to be *information literate*.

In the English language arts program, teachers should consider:

- capitalizing on the use of technology, media and other visual texts to enhance student learning
- collaborating with resource people in planning and teaching units
- creating a classroom environment rich in resources
- encouraging students to determine for themselves the skills and resources they need for learning and enjoyment
- encouraging students to experiment with a variety of responses to text
- encouraging students to read widely
- incorporating resource-based assignments and unit projects
- incorporating resources and inquiry skills in appropriate lessons

Establishing Community in the English Language Arts Classroom

Students' level of comfort and trust is built on teacher-student and student-peer relationships and impacts the learner's engagement. The teacher and the students together can make decisions as to appropriate groupings for various activities that support collaborative and cooperative learning. The teacher facilitates this by:

- asking for students' opinions during discussion
- guiding students to field questions evenly when in a group
- encouraging questioning and never assuming prior knowledge
- guiding students to use flexible grouping and allowing students to sometimes choose to work alone
- helping students to establish a comfort zone in which they will be willing to speak and take learning risks
- observing students and conferring with them about their strengths

Students Learning English as a Second Language (ESL)

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. The language, prior knowledge and culture of ESL students should be valued, respected and whenever possible, incorporated into the curriculum. The different linguistic knowledge and experience of ESL students can be used to extend the understanding of linguistic diversity of all students in the class.

While ESL students should work toward achievement of the same curriculum outcomes as other students, they may approach the outcomes differently. They may be working with alternate learning resources at varied levels with a different time frame than that of other students. It is especially important for these students to have access to a range of learning experiences, including opportunities to use language for both formal and informal purposes.

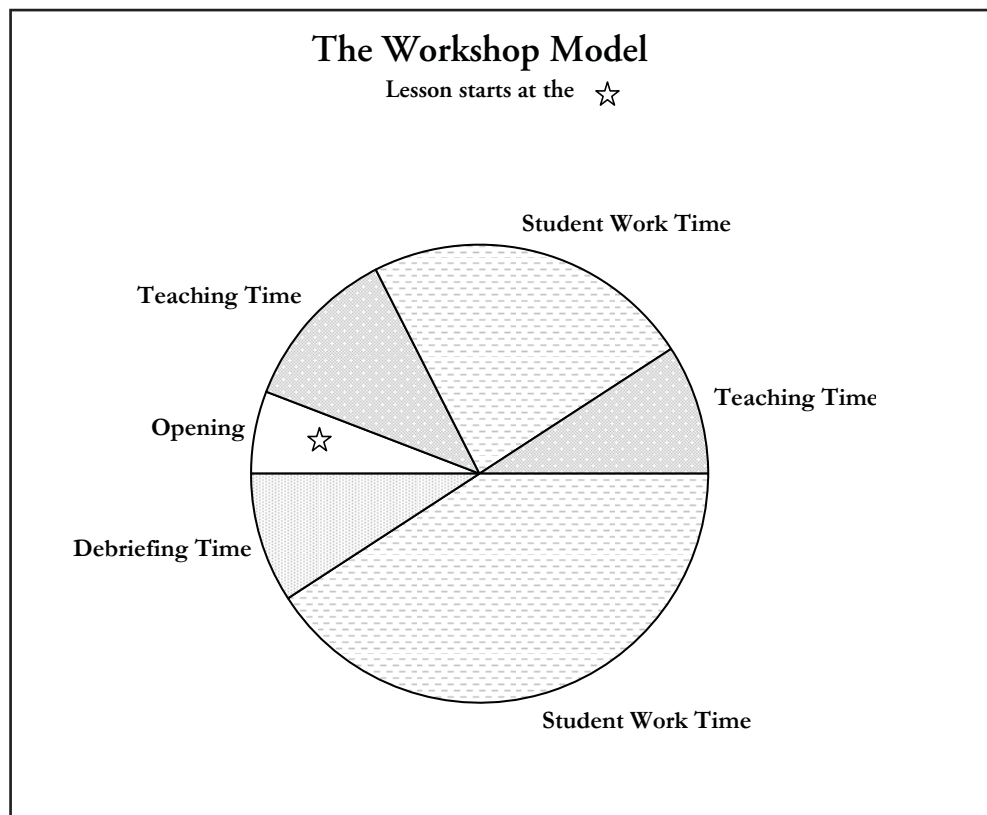
Organizing Learning Experiences for Students

It is important that essential graduation learnings and general curriculum outcomes be used as reference points for planning learning experiences. It is also important that wherever possible, learning in English language arts be connected and applied to learning in other subject areas.

Students need to experience and produce a range of texts. They also need to examine features and purposes of different texts and to examine how this information impacts their current understanding and knowledge. Their responses (live, paper or digital) to texts can serve as evidence of comprehension, reflection and analysis.

Workshop Approach: A Framework for Instruction

A workshop model as a framework for instruction is effective in supporting the gradual release of responsibility. The graphic below suggests the proportion of time to be devoted to each activity during class.



Opening

Opening comments are used to review previous lessons, set a goal for the class and activate student's knowledge for the current lesson.

Teaching Time

Teaching Time is usually dedicated to teacher-led, whole class instruction, which is often based on teacher assessed student needs. A limited number of concepts or directions may be more effective than lengthy lists.

Examples of whole-class instruction include:

- an overview, outline or review of a topic
- demonstrations or think-alouds
- direct instruction or directions
- informing of classroom procedures
- mini-lessons
- navigating online reference tools
- outlining or reviewing
- questioning
- story-telling

Student Work Time

At the core of the workshop model is the provision of larger blocks of *Student Work Time*. It is student-directed and usually occurs in an independent learning setting. Students practice strategies and concepts focused on during explicit instruction and apply them to specific tasks. Student choice is essential, and student work time must be of sufficient length to allow for sustained student engagement.

During student work time:

- conferences between a teacher and student, or between two students may be helpful so that students can implement feedback immediately or schedule follow-up lessons
- small-group instruction may be needed so that students may receive additional instruction from the teacher or a student
- small groups of students may collaborate on student-led (e.g., peer feedback, reciprocal reading, think-pair-share) or teacher-led (e.g., guided reading or writing, mini-lesson) learning tasks
- student choice in topic selection, type of inquiry or means of production is important
- teachers are engaged in on-going assessment that informs instruction
- teachers provide small-group and individual instruction and feedback

Debriefing Time

Debriefing Time is student or teacher led and occupies a proportionally shorter period of time than the *Student Work Time* phase of the workshop. Students reflect and focus on their learning and set goals for next steps. Debriefing time may vary as student understanding of the purposes of reflection grows. This may include:

- directing personal responses, discussion and sharing ideas or feedback
- gathering assessment information to inform instruction
- providing opportunities for students to extend and build upon their learning, and celebrate their own and others' successes
- reflecting upon learning that may not have been the teacher's focus of instruction, but marks student growth development
- using prompts or questions, self assessment surveys, or exit cards

Whole-Class Debriefing

Whole-class learning settings can provide a forum for critical thinking and challenge students to explore and extend their knowledge base. Examples of whole-class settings include:

- author share – students read aloud from a text
- fishbowl – students sit in a circle to observe interactions within a smaller group (can be used to model an activity)
- socratic circles – students lead discussions on a controversial topic (often using notes)
- talking sticks – students pass an object to take turns speaking
- text talk – students share opinions about a text

Small-Group Debriefing

Small-group settings help students learn to interact effectively and productively as members of a team. Students are required to:

- assess their own contributions to the group
- build on and share their own ideas and the ideas of others
- consider different ways of completing an activity
- identify and solve problems
- manage tasks and make decisions
- participate, collaborate, and negotiate

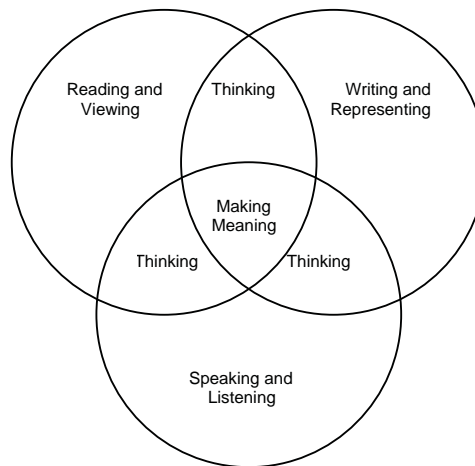
Examples of small-group settings where time for reflection should be considered include:

- book or magazine clubs
- community project groups
- inquiry and literature circles
- media production groups
- peer writers' conference groups
- reading partners

Six Strands of English Language Arts

A Framework

The English 1202 curriculum is designed to engage students in a range of experiences and interactions. It creates opportunities for balance and integration among the six strands of learning in language arts, which include: speaking and listening, reading and viewing, and writing and representing. These language processes can be developed most effectively as interdependent rather than discrete processes.



The curriculum includes choice and flexibility in classroom organization, teaching practices, resources and assessment. Based on the needs, interests and skills of adolescent learners, there are a number of organizational approaches that teachers and students may select and combine in planning learning experiences.

Comprehension and Metacognition

When students learn language arts in an integrated fashion, they use language arts interdependently to comprehend and make meaning. Students begin to monitor their learning, assess their strengths and needs, apply strategies and set goals toward becoming independent, lifelong learners. Students gain personal control over the strategies they use when engaged in literary activities. This control develops through metacognition – becoming aware of and more practiced in using the strategies for self-monitoring, reflecting and goal setting to improve learning.

Teachers choose instructional activities to model and scaffold composition, comprehension and metacognition that is just beyond the student's independence level. Students move from a high level of teacher support to independent practice.

The Speaking and Listening Strand

Expectations for Speaking and Listening

GCOs 1, 2, 3

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

The Speaking and Listening strand encompasses General Curriculum Outcomes 1-3. The English language arts classroom is an ideal environment for adolescents to practice using language to monitor and reflect on their experiences and to reason, plan, predict and make connections both orally and in print.

The classroom should be a place where the use of oral language is supported and where active listening is developed and valued. The role of the teacher in this environment is to:

- ask questions that require a range of thinking
- assess both processes and products
- develop students' sensitivities to others' feelings and responses
- encourage students to challenge their own and others' assumptions, prejudices and information presented as facts
- make informal talk and the sharing of facts and opinions a regular part of the language arts classroom
- provide students with opportunities to gather, question, interpret and exchange information
- regularly read and tell stories to students and allow opportunities for students to do the same
- respect cultural traditions

Developing classroom environments that support speaking and listening takes time. In an atmosphere where talk is encouraged, and where students feel safe and comfortable, the informal process of speaking and listening can develop into more focused oral activities designed for specific situations and purposes. When creating a positive speaking and listening environment, teachers should:

- consider making a permanent area in the room for small-group conversation
- develop expectations for listening and speaking
- ensure mutual respect for all participants
- establish and reinforce expectations for quiet working times

During speaking and listening activities, consider these basic principles:

- Instruction should be scaffolded and based on gradual release of responsibility.
- Students need multiple opportunities to speak and listen daily.
- Students should experiment with informal talking as well as formal speaking situations.

Focuses for the Strand

Suggested questions and prompts to scaffold student learning when speaking and listening:

Effective Speaking
<p>Before</p> <ul style="list-style-type: none"> • What are some rules for small-group discussion? • How can you ensure that others have an opportunity to be heard respectfully? • How can you politely disagree with someone's opinions and offer your own ideas in a respectful manner? What is the purpose of your presentation? • Who is your intended audience? How will you address that audience's specific needs? • What will you include to explain/describe/convince/persuade/entertain your audience? • What steps did you follow to prepare for the presentation? Which steps were the most helpful to you? • What steps have you followed to make your presentation clear and easy to follow? <p>During</p> <ul style="list-style-type: none"> • How do you capture and hold the audience's attention? • What techniques did you use to highlight key points? • How did your body language help introduce, explain and summarize this topic? <p>After</p> <ul style="list-style-type: none"> • What is a goal for your next speaking activity? What would help you become a better speaker? • What is a goal for your next informal talking activity? What would help you and others to become more confident when having conversations? • How would you evaluate your presentation? What were its strengths? What do you want to improve? • What feedback have you received from others that you will incorporate into your next presentation?
Effective Listening
<p>Before</p> <ul style="list-style-type: none"> • What strategy is most effective for you to remember ideas and facts presented? What other strategies might you try? • What would you consider to be your strengths as a listener? <p>During</p> <ul style="list-style-type: none"> • What did the speaker do to sustain your attention? • In what ways did you encourage the person who was speaking? • How did you go about asking for clarification? How did the discussion help with this topic? <p>After</p> <ul style="list-style-type: none"> • How do you distinguish between fact and opinion? Provide an example of each from what you heard. • What words and images did the presenter use to help you better understand the topic? How did he/she help you remember the presentation? • Can you give an example of how the speaker used or might have used humour, repetition and gestures? • What do you think the speaker wanted you to understand about the topic? What evidence did they provide? How did he/she go about persuading you? • What did the speaker deliberately leave out of the presentation to support his or her own bias? • What opposing viewpoints were presented? In what ways have you changed your viewpoint?

Generally, there are three types of listening, each serving a different purpose.

Discriminative Listening	Critical Listening	Appreciative Listening
<ul style="list-style-type: none"> • Comprehending oral communication that aims to provide the listener with information • Listening to the teacher's instruction and other students' comments 	<ul style="list-style-type: none"> • Listening for the purpose of evaluating the speaker's argument and evidence • Assessing whether the spoken comments are rooted in fact and logic • Assessing whether bias, prejudice or favouritism colour their own and others' remarks 	<ul style="list-style-type: none"> • Visualizing what is being said • Understanding that meaning is conveyed by non-verbal aspects of speech such as tone, volume, and pitch • Enjoying language simply for its sound or its music

Assessing Speaking and Listening

Informal assessments can be used to assess achievement of many of the speaking and listening outcomes. However, while students are to be evaluated on their performance in formal speaking situations, most students will need opportunities in a small-group situation to rehearse, receive feedback and revise their presentations.

The following should be considered when assessing speaking and listening:

- Teachers should have clear expectations for students when assessing outcomes.
- Speaking skills can be assessed using an observational approach.
- A structured assessment approach may be used where the student is asked to perform one or more specific oral communication tasks.
- Student portfolios can include reflections on performance, listener and observer responses, peer-assessments and self-assessments of speaking and listening.
- Students can answer selected response questions that address various levels of literal and inferential comprehension after completing a listening activity.
- Students can self-assess to reflect on their own and others' perceptions of themselves as speakers and listeners.
- Using checklists co-constructed with students, teachers can determine if a student has consistently demonstrated proficiency in this area.

Check it Out!

*Leading the way to
Assessment for Learning:
A Practical Guide*

A. Davies, S. Herbst &
B. Parrot Reynolds
(Connections Publishing,
2012)

The criteria below describes some of the characteristics of an effective speaker and listener. These criteria can be used to guide and assess student performance.

An effective speaker and listener:	
<ul style="list-style-type: none"> • acknowledges the structure of the discussion and abides by the patterns implicit within it • builds upon and extends the ideas of others • communicates ideas and information clearly, articulately and in an organized manner • is attentive, respectful and open to cultural, gender, and individual differences in conversation (i.e., listens with “eyes,” “ears”, and “heart”) • uses vocabulary and presentation style that are appropriate for the audience • looks for and expresses connections between texts, the ideas offered by other students, and experiences outside the classroom • maintains concentration during listening and speaking • monitors their presentation and is sensitive to audience response • organizes ideas and information so that the audience can understand and remember 	<ul style="list-style-type: none"> • prepares for discussions by completing required activities • probes and questions to speculate and take risks • receives, interprets and responds to messages • refrains from sarcasm or insults that silence others, and tolerates digressions from his or her own point of view • self-evaluates and sets goals for improvement • shows active listening skills • speaks, listens and uses language effectively for a variety of purposes • sustains conversations by encouraging the speaker, asking for information and contributing ideas • uses a variety of strategies to overcome difficulties in communication (e.g., a noisy environment, distractions, interruptive questions from audience) • uses tone, pace, volume, grammar, syntax, and conversational conventions that are appropriate for the situation

Check it Out!

Talking to Learn
50 Strategies for Developing Oral
Language

Jennifer Glass, Joan Green,
 Kathleen Gould Lundy
 (Oxford, 2011)

Suggestions for Supporting Students in Speaking and Listening

If you notice that ...	you need to ...
A student is reluctant to participate in group discussions	<ul style="list-style-type: none"> • provide opportunity to share in other ways • pair students (then have them move to small groups before a whole group)
A student has difficulty following oral directions	<ul style="list-style-type: none"> • give one or two directions at a time • ask the student to paraphrase the directions given • provide written or visual instructions
A student struggles to summarize what was said	<ul style="list-style-type: none"> • activate prior knowledge before the presentation • provide an outline before the presentation • provide a structure or key ideas to support the student as he/she listens • model summarizing techniques
A student does not ask clarifying questions of another speaker	<ul style="list-style-type: none"> • prompt the student to ask questions • model different types of questions • allow the student to write questions • encourage the student to investigate the questions others ask
A student is not respectful of the ideas and opinions expressed by others	<ul style="list-style-type: none"> • speak to the student and model appropriate behaviour • generate a list of group norms • pair the student with a student who will model positive behaviour • provide the student with a protocol for group participation
A student has difficulty evaluating the effectiveness of a speaker	<ul style="list-style-type: none"> • provide criteria for evaluation • model effective and ineffective presentations, and ask questions that will require the student to think about particular aspects of the presentation
A student has difficulty expressing his or her own ideas and opinions	<ul style="list-style-type: none"> • allow the student to express ideas in writing or through other representations • encourage the student to share first with a partner, then a small group, and finally a whole group
A student excels at engaging an audience of their peers	<ul style="list-style-type: none"> • challenge the student to engage an unfamiliar audience (e.g., Kindergarten students, Grade 12 students, school council members, school administrators, parents, municipal council members, Lions' Club, etc.)
A student excels at persuading someone to agree with his or her opinion	<ul style="list-style-type: none"> • challenge the student to argue a viewpoint that opposes his or her own

The Reading and Viewing Strand

Expectations for Reading and Viewing

GCOs 4, 5, 6, 7

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

6. Students will be expected to respond personally to a range of texts.

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

The Reading and Viewing Strand encompasses General Curriculum Outcomes 4-7. Reading and viewing extend comprehension and foster the complex thinking processes necessary to analyze, compare, and evaluate texts and synthesize information.

Teachers are facilitators in the reading and viewing classroom, setting up classes, organizing various study projects, and leading some small-group and most whole-class discussion. Teachers guide students in selecting reading materials, and provide descriptive feedback on their responses to readings. On other occasions, teachers allow students to carry the momentum of the class on their own. In these situations, teachers become listeners, observers, and class participants.

In the reading and viewing classroom, consider providing learners with the following:

- an accessible classroom library
- displays of student work and supportive text (charts, etc.)
- exposure to a variety of text types
- guidance regarding student reading selections
- opportunities and space for individual, pair and group work
- opportunities for choice
- opportunities to voice their own views and opinions
- regular feedback and questions to help enrich their understanding
- support in finding their starting point or level of reading ability

Reading and viewing instruction will focus on a number of different skills and concepts as the school year progresses. It may also include routines such as selecting texts, working in small groups, reading independently and with a partner, documenting reading and viewing, and responding to texts.

Teaching Vocabulary

Vocabulary is key to building conceptual understanding and the ability to communicate. The following chart outlines a number of strategies for effective vocabulary instruction.

Strategy	What this means
Focus on terms that have potential for high pay-off.	Selection is key. The words selected for explicit instruction should be words that are necessary for academic success. Words that are interesting or unusual may not build or reinforce the prior knowledge necessary to be successful academically.
Build on what students already know about the concept/term.	Students may already have knowledge of the meaning of the concept/term being discussed. Teachers can reinforce accurate understandings, and use this as a scaffold for constructing new knowledge.
Focus on descriptions, not definitions.	Students do not improve their understanding of a word by reading or recording definitions. Instead, they should describe and use the vocabulary in their own language.
Encourage multiple representations (linguistic and nonlinguistic).	The more ways students can represent their understanding of a word, the better their understanding will be. Students should write, draw, act, etc. to build understanding.
Provide multiple exposures.	Students need to hear and use a word multiple times and in multiple ways before they understand it.
Understand the value of talk and oral language.	The more students use the word in their oral language, the better their understanding will be. Also, by discussing words with others, students will continue to develop their understanding with the help of their peers.
Provide opportunity for students to play with words.	Games are a great way to reinforce vocabulary. Games are enjoyable and require the student to use the vocabulary repeatedly.

Varying the Reading/ Viewing Experience

The English language arts classroom must accommodate varied interests and abilities. Because not every student reads or views with the same confidence, skill and interest, classroom libraries must include texts that are accessible and engaging for all learners.

Reading Workshop

A reading workshop actively engages students in a number of purposeful reading experiences, ranging from those directed by the teacher to texts that the students select and read or view independently. Components of a reading workshop include:

- creating a comfortable, print-rich environment
- dedicating time for independent reading
- making time for student work
- offering specific feedback
- providing instruction about specific texts
- providing opportunity for sharing
- reading aloud
- providing short mini-lessons and modelling of reading strategies

Stages of Reading Development

Reading is developmental in that not everyone learns how to read at the same time or in the same way. However, there are common stages through which a reader progresses. Characteristics more reflective of students in high school grades are listed in the following table.

Stages of Reading Development

Early Readers	Transitional Readers	Fluent Readers	Extended Fluent Readers
<ul style="list-style-type: none"> • can identify and discuss many different kinds of text • can read familiar text with confidence but are slow and deliberate when reading unfamiliar text • may rely heavily on initial letters and sounds • are using new strategies to solve words 	<ul style="list-style-type: none"> • use a variety of reading strategies and can adapt reading to the type of text • enjoy texts that have a familiar structure or set of characters • are able to read aloud with expression and are able to respond personally to what they have read 	<ul style="list-style-type: none"> • use a variety of strategies automatically • use their knowledge of text structures to construct meaning • are able to read about topics that are abstract or outside their own experiences • respond personally and critically and read with appropriate phrasing, expression, and rate 	<ul style="list-style-type: none"> • have an extensive vocabulary • are able to read very complex and sophisticated texts with understanding • use multiple strategies and easily synthesize information and construct new meaning

Check it Out!

The Book Whisperer

Donalyn Miller
(Jossey Bass, 2009)

Check it Out!

In Graphic Detail

David Booth and Kathleen Gould
Lundy
(Rubicon, 2007)

Reading Strategies

There are a number of essential strategies for readers in all stages of reading development to use and develop. The following chart outlines seven key strategies

STRATEGY		Sounds like ...
Connecting	Relating something in the text to something students have experienced, read about or seen; can include linking information with personal: <ul style="list-style-type: none"> • experience (text-to-self) • known information (text-to-text) • knowledge of the world (text-to-world) 	<ul style="list-style-type: none"> • Another example of this is... • This explains the part on page ... • This also takes place in ... • The literary device is also used in ... • This makes me feel...because... • This is similar to...
Questioning	Asking questions before, during and after to better understand information. The questioning process may include: <ul style="list-style-type: none"> • identifying main ideas • predicting • self-correcting 	<ul style="list-style-type: none"> • Before I started to read I wondered ... • I am confused because the visuals seem to say something different than the text. • This part makes me wonder about ... • This doesn't seem to make sense. I wonder if there is a mistake. • I think the author/creator means... • So far I have learned...
Inferring	Interpreting “clues” left by the author and combining this with prior knowledge to create meaning	<ul style="list-style-type: none"> • Based on what I am reading, I think the word means ... • I think ... because it says ...
Visualizing	Picturing ideas and images based on the language and description used by the author	<ul style="list-style-type: none"> • I can visualize the part where it says ... • I imagine what it must be like to ... • I like the way the author describes ...
Determining Importance	Knowing what is important and being able to identify key ideas	<ul style="list-style-type: none"> • This is about ... • This is important because ... • This information is interesting but it isn't part of the main idea. • This word is in bold so it must be important. • I can use headings and subheadings to help me find the information I am looking for.
Analyzing	Examining parts or all of a text in terms of its content, its structure and its meaning	<ul style="list-style-type: none"> • I notice the author used this technique/ word choice ... • I think the author tried to ... • This doesn't fit with what I know ... • This would have been better if ...
Synthesizing	Building a new understanding by combining what is already known with what was read	<ul style="list-style-type: none"> • Now that I have read this I am beginning to think differently about... • For me this is about ...

Focuses for the Strand

Suggested questions/prompts to scaffold student learning when reading and viewing:

Exploring Text
<p>After reading/viewing a text:</p> <ul style="list-style-type: none"> • What connections can you make to the character's feelings? • What details/evidence led you to your understanding of the character's personality? • Which event would you identify as the critical event? How did it trigger subsequent events? • In what ways did the weaknesses/strengths of the character affect the chain of events in the story? • How might the next chapter/segment unfold? • What is the theme or message of this selection? What do you think the author/poet/director wants you to think about and remember? • What were the key ideas in the information you read/viewed? Why were they important? • What new information did you learn from reading and viewing this text? How did it change your thinking about the topic? What evidence from the selection supports your new thinking? • What information or ideas need further clarification for you? What additional information do you think the author should have included? Where might you go for more information on this topic? • Does the author try to persuade you in any way? How? • How can you apply the information you learned to an issue or problem in today's world?
Building Strategies
<p>Before</p> <ul style="list-style-type: none"> • What predictions can you make about this novel? Listen to the first paragraph. What are your predictions now? • What do you predict will be the problem or struggle in the story? Why? • Preview the information text. How is it organized? What sections do you think will give you the most information? The least? In what ways might this help you understand the material? • What is your purpose in reading this text? What questions do you have in your mind about this topic before you begin to read? <p>During</p> <ul style="list-style-type: none"> • If you come to words you don't know or understand, what strategies do you use to figure them out? • Which part of the story so far has been the most challenging for you to understand? Why do you feel that section was confusing? What strategies did you use to try and figure out the meaning? • How do the text features help you to understand what you have read? • How does rereading/reading ahead/skimmming/scanning help you understand the text and key ideas? <p>After</p> <ul style="list-style-type: none"> • What types of self-correcting strategies did you use when a passage didn't make sense? • What questions do you still have that you would like to go back and reread to clarify? • Review the questions you had before reading. What did you read that answered the questions? • In what ways have your predictions been validated, or not? • What was the author's intent in writing this? What was the bias? • How might you use a graphic organizer to record or to compare and contrast ideas? • This story was told from _____'s perspective. How different would the story be if it was told from _____'s perspective? Provide a summary of this text from _____'s perspective.

Focuses for the Strand

Suggested questions/prompts to scaffold student learning when reading and viewing:

Making Connections

- Describe your favourite genre. What is it that engages you?
- Describe how the protagonist/antagonist exhibited ____ (for example, kindness/cruelty, fairness/unfairness).
- What patterns did you recognize in the story? Explain. How did this help you to predict events?
- What events led up to the climax of the story? What was the anti-climax?
- At what point in the story did you wonder about the resolution of the problem?
- What themes are addressed in the story?
- How does one theme serve to represent two different texts?
- Whose viewpoint is missing?
- Describe the bias and assumptions presented in this selection. What is the targeted demographic?
- Do you think the information is from a reliable source? What clues tell you this? How can you check?
- What questions would you like answered? Where could you get more information? How has your opinion changed since reading this material?
- What characteristics or elements does the author/creator use? How does he or she make them stand out?
- Can you identify the facts? The opinions?
- How do statistics and data support the author's perspective?

Developing Awareness of Text

- Explain and give an example of how the author/poet used metaphor/simile/irony/personification, etc.
- What do you think might have been the author's reason for choosing this form?
- How does the use of literary elements in this selection compare with something you have read before?
- What techniques did the author use to develop the character(s)/mood?
- What viewpoint was presented in this selection? What techniques did the author use to present the viewpoint?
- What features make you think the author created this selection with a particular audience in mind?
- What techniques might the author have used to appeal to a different audience? Rework this piece with _____ as the audience.
- The direct reference is found on page _____. What does this mean? How else could this have been said?

Assessing Reading and Viewing

Assessment practices for reading and viewing should build a rapport between the teacher and the students. Teachers can use informal assessment to discover students' specific reading strengths and needs, and plan appropriate learning experiences.

Key areas to assess include the student's ability to:

- comprehend printed, oral, visual and media text
- decode text
- fluently and successfully navigate various texts
- respond personally to and critically analyze text

The table below highlights assessment strategies for reading and viewing.

Assessment Strategy	To Assess ...	How to Assess
Observation	<ul style="list-style-type: none"> • strategy use • commitment • interest and engagement 	<ul style="list-style-type: none"> • anecdotal records • checklists • rubrics
Conferences	<ul style="list-style-type: none"> • comprehension and concept development • strategy use • oral reading (accuracy, fluency) • attitudes and interests 	<ul style="list-style-type: none"> • retelling • questioning • anecdotal records • checklists
Student Work Samples	<ul style="list-style-type: none"> • comprehension and concept development • strategy use • skill development • growth/improvement • range and amount of reading • response to text (visual, written, oral, dramatic) 	<ul style="list-style-type: none"> • assignments and projects • learning and reading logs • graphic organizer • retellings • response rubric • rubrics • portfolios • audio/video recordings
Performance Assessment	<ul style="list-style-type: none"> • comprehension and concept development • strategy use • oral reading (accuracy, fluency) 	<ul style="list-style-type: none"> • performance tasks • oral reading record • checklists • rubrics
Quizzes, Tests and Examinations	<ul style="list-style-type: none"> • comprehension and concept development • strategy use 	<ul style="list-style-type: none"> • quiz, test, exam • process exam
Self-Assessment or Peer- Assessment	<ul style="list-style-type: none"> • group work • discussion • strategy use • attitude • interests • reflection on growth over time 	<ul style="list-style-type: none"> • checklists • rubrics • surveys and inventories • open-ended questions

The criteria below describes characteristics of an effective reader and viewer. These criteria can be used to guide and assess student performance.

An effective reader and viewer:	
<ul style="list-style-type: none"> • accesses prior knowledge • asks questions • makes predictions • self-monitors and recognizes when text is not making sense • uses strategies to overcome problems during reading and viewing • uses self-monitoring strategies to clarify meaning during reading and viewing • makes connections before, during, and after reading and viewing 	<ul style="list-style-type: none"> • distinguishes the main ideas and supporting details • infers • determines literal and inferential meanings • synthesizes and extends meaning • evaluates the text and considers its relevance to broader questions and issues • responds personally • organizes information to aid memory • paraphrases and/or summarizes • self-evaluates and sets goals for improvement • uses mental images to deepen and extend meaning

Check it Out!

Readicide

Kelly Gallagher
(Stenhouse, 2009)

Check it Out!

Making Classroom Assessment Work

Anne Davies
(Connections Publishing, 2011)

Suggestions for Supporting Students in Reading and Viewing

If you notice that ...	you need to ...
A student is consistently reading text that is too difficult or too easy	<ul style="list-style-type: none"> • set goals with the student • model techniques for selecting text • assign short pieces of text that provide a little bit of challenge for students • provide the student with a number of texts to choose from
A student has difficulty with reading fluency (reading is slow and choppy or much too fast)	<ul style="list-style-type: none"> • model fluent reading • ask the student to read the same piece more than once • have the student practice with text that is at his or her independent reading level
A student has difficulty with comprehension and understanding text	<ul style="list-style-type: none"> • confer with the student • ensure the student is reading text that is at his or her instructional level • encourage the student to discuss the text with a small group
A student does not provide evidence and support for his or her opinions and statements	<ul style="list-style-type: none"> • model and scaffold the process • provide a graphic organizer that prompts the student to give evidence
A student is unable to locate information relevant to a topic of study	<ul style="list-style-type: none"> • provide questions for investigation • model questioning and the process of locating information
A student does not critically evaluate text	<ul style="list-style-type: none"> • provide the student with questions or prompts to encourage critical thinking • model critical thinking using a think-aloud • begin by providing the student with easy/obvious texts for evaluation and move toward more complex texts
A student excels at selecting appropriate texts	<ul style="list-style-type: none"> • provide the student with more variety, independence and opportunity to select texts
A student excels at comprehension and understanding of texts	<ul style="list-style-type: none"> • challenge the student to compare texts that may be related by theme, allusion or social context
A student excels in an author study	<ul style="list-style-type: none"> • challenge the student to investigate the author's writing habits, including whether the author works alone or has worked with others

The Writing and Representing Strand

Expectations for Writing and Representing

The Writing and Representing strand encompasses General Curriculum Outcomes 8-10.

Writing and representing allow the expression and communication of ideas and information through a variety of media. Students must know the organization and conventions associated with different representations, as well as those used in written language.

The role of the teacher in a writing and representing classroom includes:

- challenging students to use representing skills to extend their speaking and writing skills
- challenging students to use viewing skills to extend their listening, reading, writing and representing skills
- collecting portfolio assessment data
- displaying and publishing writing and representing samples
- instructing students about how to use jot notes, idea webs, etc.
- modelling processes and sharing his/her own work with students
- providing instruction about the processes of writing and representing
- using exemplars to illustrate a technique
- using mini-lessons with individuals, and small or large groups
- using writing folders, portfolios, checklists, and anecdotal notes to guide instruction

There are several basic principles to consider when organizing for instruction in writing and representing. Teachers need to:

- allow time for sharing with the whole group
- create texts regularly with students and share their experience
- ensure time for conferencing with individuals or groups
- provide explicit instruction
- provide opportunity for students to apply what they have learned
- use strong mentor texts to model writing techniques

GCOs 8, 9, 10

8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.

Writing Workshop

There are a number of important elements for creating a classroom writing workshop. Students, teachers, the dynamic in each classroom, even the furniture and how it is arranged differ from one class to the next and will make writing workshops look different in each classroom.

Check it Out!

Exploring Writing in the Content Areas

Maria Carty
(Pembroke, 2005)

The following guidelines will help teachers create effective writing workshops:

Writers need regular blocks of writing time. This includes many kinds of writing for many purposes on a daily basis.

Writers need personal, meaningful reasons to write. Students assume greater ownership over their written texts if they write about topics that are personally relevant and important to them.

Writers need ample responses and reactions to what they write. Writers require feedback from both peers and teachers, therefore enabling them to refine their thinking and communication of ideas.

Mini-lessons

A teacher provides short lessons to one student, to a small group of students or to the whole class if they are experiencing the same difficulties or successes. These may include helping a student who is struggling to develop a suitable introduction, an effective paragraph or concise and accurate sentences.

Modes of Writing

Writing can be categorized into three modes: expressive, transactional and poetic. Within these modes, students need to adapt their writing to meet differing purposes, audiences and forms.

Determining *purpose* helps the writer maintain a focus. The writer might ask:

- What do I want my audience to know?
- What do I want my audience to believe or agree with?
- Is there an action that I want my audience to take?

Determining *audience* helps the writer establish the type and level of detail the finished piece should contain. The writer might ask:

- Who will be reading this piece of writing?
- Is a formal or informal style more appropriate for this audience?
- What information on this subject does this audience need?
- How much information does this audience already know?

The *form* that the writing will take is sometimes pre-determined. However, there are times when students must decide what form will best accomplish their purpose. The writer might ask:

- Is there a model or format that I am supposed to follow?
- Would formal or informal writing be more appropriate for my audience and purpose?
- How can I best organize my information to have the greatest impact on my audience?

Expressive or Exploratory

Expressive writing is largely personal writing. This mode of writing allows students to explore ideas and opinions without worrying about following the writing conventions required to accommodate the needs of an outside reader. Students write about topics that interest them and are able to make a connection between themselves and the literature they read. This may include various types of journal writing which can serve as the springboard for developing texts into more refined compositions intended for a wider audience.

Transactional Writing

Transactional writing involves using language to inform, advise, persuade, instruct, record, report, explain and speculate. Writers must present their ideas in a clear and organized manner. Students who are writing to explain, report, or convince must have a statement of purpose, a clearly developed structure, supporting evidence, and an effective conclusion. Writers must quote and paraphrase resource materials, structure paragraphs, use transitions appropriately, etc. These texts may include essays, business letters, reports, autobiographies, editorials, book reviews and research projects.

Poetic Writing

Poetic writing uses the aesthetic qualities of language to evoke meaning. Students can compose poetry, stories, songs, plays, monologues and dialogue. The writing requires decision making about elements such as form, style, character development, event sequencing and the logic of plot.

Representing

Various modes of representing appeal to the needs of visual learners. They learn by viewing, to gather information, as well as to express themselves and their understanding. Representing processes can include various forms of movement, visual representations, drama, media production and technological applications.

Focuses for the Strand

Suggested questions/prompts to scaffold student learning when writing or representing:

Creating Text

- Who is your audience? How did you craft this piece of writing or product specifically for your audience? How did knowing the audience influence the form and word choice?
- What do you know about this form and genre that can help you to organize your writing or product for this purpose?
- What techniques did you use in your writing or representing to keep your audience's interest?
- What part of this text do you feel is particularly strong?
- Where have you attempted to create mood? What word choices or aspects of sentence fluency let you do that?
- How has the organization of this piece of research helped the readers understand your message and information? What evidence is there in your conclusion to support your viewpoint?
- How will your readers know about your personal interest in the topic? In what sections could you include your personal opinions on the topic?
- How do the visuals support your work?

Developing Approaches to Text

- How did you organize your work? What sources did you use? What do you know about this genre and form that could help you organize your work?
- Which author or text had the greatest influence on your piece of writing or product?
- Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings/types?
- How might you begin your writing in a way that starts in the middle of the action? ...that begins with dialogue?
- In what ways did you develop your characters (e.g., through dialogue, description, actions, models)?
- Find two ideas/sentences that might be combined. How could you put those ideas/sentences together to create a more interesting, detailed sentence?
- Highlight the part of your work which best reflects your personal voice.
- What part of your work most strongly reflects the criteria?
- Is there a part of your text you would like to revise? What would you focus upon in revision?
- As we look at your final draft or product, what would be the best presentation style and format for your published work?

Focuses for the Strand

Suggested questions/prompts to scaffold student learning:

Expanding Thinking Capacity

- How and where in your writing or text creation did peer editing influence the revision of your work?
- How did using criteria help you when editing someone else's work?
- What are your goals for your next piece of writing/representation? What steps will you need to take to achieve them? Where will you go for help if you need it?
- Show your statement of opinion and point out the support you have provided for that statement.
- How did studying _____ influence your opinion?
- Did you create a piece of writing or a representation that captures an emotion? Where in your piece do you believe that the emotion is most clearly expressed? What word(s) or elements contribute the most to expressing that emotion?
- Read your writing aloud. What trait is the strongest? Why do you feel this way?
- What would you like your readers to notice and remember about your text? How can you strengthen that in your writing?

Developing Ability to Use Features of Language in Writing

- Can you point out the clauses in this sentence that could have been arranged differently for dramatic effect?
- When you cite the work of other authors, how do you acknowledge that source for your readers? Why must you acknowledge the source?
- What sources can you examine for more variety in word choice so some words are not overused?
- How can you indicate to the reader that this part of your piece is dialogue, and help them identify which character is speaking?
- How many sources have you cited for your work? Where are your references?
- How reliable/reputable are the sources? How do you know?
- How did using technology help you with your revision and editing?
- Read your piece aloud. Is your voice coming through? Explain.

Assessing Writing and Representing

A great deal of information can be gathered by looking at samples of student's work. Work samples can include a broad range of items from stories, reports, posters and letters to summaries, journals, multimedia and poetry. Students must be provided with clear direction and the instructional support necessary to successfully complete a learning activity. In addition, students must understand how they will be assessed before they begin a learning activity.

In formative assessment, teachers might ask students to provide samples on topics of their own choice or in response to a selection of short articles. A student's overall progress can be assessed through a variety of work samples. Rather than assigning marks or grades to an individual piece of work, teachers can use student samples to identify strengths and needs.

Teachers should consider the following when assessing writing and representing:

- a student's understanding of audience and purpose
- editing and proofreading processes
- how ideas have been organized
- the appropriate selection of form and structure, given the audience and purpose
- the development of voice, style and design suitable to the purpose, content and audience
- the conventions and mechanics used

Students benefit from the opportunity to participate in the creation of criteria for the assessment of their work and to practice scoring pieces of writing or forms of representation, comparing the scores they assign for each criterion. Such experiences help students find a commonality of language for talking about their own and others' writing and representation.

In providing specific feedback to the student, the teacher should speak about what the writing or representation reveals. What is not written or represented can tell as much about the learner as what has been included. Emphasis should be on helping the student to recognize and build on strengths and to set goals for improvement. The students should record these goals, update them on a regular basis, and use them as reference points during teacher student writing conferences.

Check it Out!

*Exploring Formative
Assessment, Professional
Learning Community Series*

Susan M. Brookhart
(ASCD, 2009)

Appropriate Indicators of Achievement: Assessing Writing Using “Traits of Writing”

Content/Ideas	Organization	Word Choice
<p><i>Refers to the overall topic, degree of focus and related details.</i></p> <p>Students</p> <ul style="list-style-type: none"> select a specific topic with a main idea that supports the purpose and audience include straightforward and thoughtful ideas/events include relevant information with details to enhance the ideas 	<p><i>Refers to the structure and form, dependent on purpose and audience.</i></p> <p>Students</p> <ul style="list-style-type: none"> select an appropriate form and establish the purpose in the introduction show evidence of logical sequencing express related ideas in paragraphs include a reasonable conclusion 	<p><i>Refers to evidence in selecting vocabulary, language and phrasing that makes things clear for the reader.</i></p> <p>Students</p> <ul style="list-style-type: none"> include precise/interesting words and/or technical language (nouns, verbs, adjectives and adverbs) use figurative language (simile, metaphor)
Voice	Sentence Structure	Conventions
<p><i>Refers to evidence of author’s style, personality, and experience.</i></p> <p>Students</p> <ul style="list-style-type: none"> connect the audience to the topic/theme show commitment to the topic begin to generate strong feeling, energy and individuality 	<p><i>Refers to the variety and the complexity of sentences.</i></p> <p>Students</p> <ul style="list-style-type: none"> include different kinds of sentences, with a variety of complex structures include a variety of sentence lengths and beginnings to create a natural flow of ideas 	<p><i>Refers to the spelling, punctuation, capitalization, layout and usage.</i></p> <p>Students</p> <ul style="list-style-type: none"> use correct end punctuation and capitalization include internal punctuation spell familiar and commonly used words correctly; use knowledge of rules to attempt difficult spellings use standard grammatical structure (subject/verb agreement and verb tense) attempt to use correct pronoun agreement (subjective and objective forms) and clear noun-pronoun relationships

The criteria below describe characteristics of effective writing and representing. These can be used to guide and assess student performance.

An individual who effectively writes and represents:	
<ul style="list-style-type: none"> • adheres to conventions • controls word choice and sentence construction • conveys meaning clearly • defines an audience and considers its characteristics • demonstrates fluency and coherence in flow of ideas • develops a voice and style suitable to the purpose, content and audience 	<ul style="list-style-type: none"> • finds satisfaction in writing • generates ideas • identifies a purpose • organizes information • recognizes the value of feedback • revises and rewrites • self-evaluates and sets goals for improvement

In developing criteria for evaluating students' responses to text (for example, through examination of students' response logs or journals), teachers and students might consider evidence of students' abilities to:

- collaborate with others to explore issues or ideas
- define connections or relationships among various log or journal entries
- describe difficulties in understanding a text
- generate and elaborate on responses and perceptions
- reflect on the meaning of their responses to texts or reading/viewing experiences
- reflect on the nature or types of responses
- reflect on the range of voices or styles they use in their responses

Suggestions for Supporting Students in Writing and Representing

If you notice that ...	you need to ...
A student's writing is not focused, or lacks relevant and accurate information (<i>content and ideas</i>)	<ul style="list-style-type: none"> • confer with the student • model effective use of ideas using mentor texts • brainstorm ideas with students • model the process of grouping and classifying information • provide opportunity for practice and sharing
A student's writing lacks organization (<i>organization</i>)	<ul style="list-style-type: none"> • confer with the student • model effective organization patterns using mentor texts • explicitly teach organization using graphic organizers as a starting point • provide opportunity for practice and sharing
A student's writing has many mechanical errors (<i>conventions</i>)	<ul style="list-style-type: none"> • confer with the student • model effective use of mechanics using mentor texts • explicitly teach conventions • provide opportunity for practice and sharing • create posters that address issues of mechanics
A student's work consists of largely the same type of writing/representation	<ul style="list-style-type: none"> • provide students with a checklist and a minimum goal each term • provide models of various text types • read aloud and encourage others to share various text types
A student's writing/representation does not include the necessary text features and structure for that type of text (<i>presentation</i>)	<ul style="list-style-type: none"> • read aloud various types of text and conduct think-alouds highlighting key features • create and display posters that address text features
A student's writing is not appropriate for the intended audience and purpose	<ul style="list-style-type: none"> • confer with the student • encourage the student to share his or her writing with a peer for feedback
A student rarely shows commitment to a piece of writing/representation	<ul style="list-style-type: none"> • set small and manageable goals for the student, and confer or check with the student at regular intervals • give the student a choice of writing topic, form, or audience • invite the student to make decisions about the topic, form and/or audience

If you notice that ...	you need to ...
A student is reluctant to make revisions or editing improvements to his or her work (<i>conventions</i>)	<ul style="list-style-type: none"> • confer with the student • model using mentor texts • start small—choose one or two areas to focus on
A student is able to convey strong personal voice in writing	<ul style="list-style-type: none"> • challenge the student to write with an alternate voice (e.g., pseudonym)
A student excels in creating informational texts (e.g., newspaper articles, brochures, argumentative essays)	<ul style="list-style-type: none"> • challenge the student to produce creative texts (e.g., poems, stories, collages, dramatic productions)
A student excels in choosing vivid words	<ul style="list-style-type: none"> • challenge the student to investigate the etymology of discipline-specific vocabulary (e.g., art, medicine, technology, sports)

Teachers might also consider the following student actions to determine how the students are progressing:

Do students ...	
<ul style="list-style-type: none"> • accept responsibility for making meaning out of a text and discussion on the text? • change their minds about aspects of a text on any occasions? • distinguish between fact, inference, and opinion in the reading/viewing of a text? • distinguish between the thoughts and feelings they bring to a text and those that can reasonably be attributed to the text? • participate in discussions, listen to others, consider their ideas and present their own thoughts? 	<ul style="list-style-type: none"> • perceive differences and similarities in the visions offered by different texts? Are they aware of the subtleties? • relate the text to other human experiences, especially their own? Are they able to generalize and abstract? • seem willing to express responses to a text? • understand that each text, including their responses to a reading or viewing experience, reflects a particular viewpoint and set of values that are shaped by its social, cultural or historical context?

Elements of English Language Arts

To challenge all students to develop their language abilities and knowledge base, a broad range of elements are essential. The following elements are integral to the development of students' competencies in English language arts and to their achievement of curriculum outcomes.

Areas of Text Inquiry in English Language Arts

Students need opportunities to examine and critique the properties and purposes of different texts, and the ways in which ideas and information are presented in them.

Specific Areas of Text Inquiry in English Language Arts	
<i>Purpose of the Text</i> <i>Why has this text been created?</i>	<ul style="list-style-type: none"> To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe experience imaginatively and formulate hypotheses
<i>Genre of the Text</i> <i>How does the choice of genre serve the author's purpose?</i>	<ul style="list-style-type: none"> Drama, fable, fantasy, fiction, folklore, historical fiction, horror, humour, legend, mystery, mythology, poetry, realistic fiction, science fiction, short story, tall tale, non-fiction
<i>Form of the Text</i> <i>How is the text organized, arranged and presented?</i>	<ul style="list-style-type: none"> Encyclopedia entries, instruction manuals, news reporting, advertising copy, feature articles, appeals, campaign brochures, memos, résumés, tributes, eulogies, obituaries, political speeches, debates, video, audio recordings/presentations, spreadsheets, databases, images, and web pages
<i>Structure of the Text</i> <i>What is the pattern or organization of the information?</i>	<ul style="list-style-type: none"> Approaches to organizing text, particular structural patterns, how specific genres and forms are shaped and crafted, and what characteristics and conventions they share. A narrative text has a beginning, middle and end, while an information text can be a description, a sequence, a compare and contrast, a cause and effect, a problem/solution or a question/answer
<i>Features of the Text</i> <i>What characteristics of a text give support to its meaning?</i>	<ul style="list-style-type: none"> Print (font, underlining), visual supports (diagrams), organizational supports (indices, headings, figures, references), and vocabulary supports (textual cues such as "for example", "in fact", or "on the other hand")

Selecting Strategies

Learning experiences in English language arts focus on helping students develop, select, and apply appropriate strategies in interpreting and creating various types of texts. Students need to choose, apply and reflect on those that best fit the learning activity.

These include strategies which are helpful in:

- assisting small-group discussion such as inviting others to contribute, asking questions to help clarify
- deleting or adding elements to clarify meaning and rearranging sections of text to improve the organization of ideas

- note making, webbing and outlining to explore and organize ideas and information
- predicting a plot in a film or a TV program based on setting
- scanning information texts for selected topics, keys and symbols
- screening out irrelevant information
- spelling unknown words, such as using knowledge of word parts and derivations
- tailoring information or tone of voice to a listener's reaction
- using subject/key word/author/title searches to identify and locate resources

Critical Responses

A more complex level of response emerges when students move from a personal response to a critical evaluation of texts. These critical responses involve referencing specific aspects of a text to support personal viewpoints by finding key words, images, passages, actions or events that support the claims they make. Students and teachers can ask probing questions such as:

- Does the setting or time of day have any impact on how readers feel after reading this passage?
- Do you agree or disagree with how the characters handle the conflict? Explain your answer.
- For whom is the text constructed? To whom is it addressed?
- How would changing the point of view make the story different?
- Should the message be contested or revisited?
- What can we learn from this text about how we live our own lives?
- What details made the setting interesting for you?
- What is the author/text trying to do to the listener/reader/viewer? How does he/she accomplish this?
- What traits of the main character would you change and why?
- Whose voices and positions are not being expressed?

Check it Out!

Project Media

Sylvie Webb
Jessica Pegis
(Emond Montgomery, 2012)

Students may discuss the following in relation to the text: construction, audience, author's intent, values, questions, prejudice, bias, stereotyping or point of view. This requires learners to engage their logic, reasoning, problem-solving and decision-making abilities as they connect their judgements to evidence found in texts.

Developing Multiple Literacies

What it means to be literate changes as society changes. As adolescent learners become more skilled with locating, analyzing, extracting and using information, they must be able to determine the validity of information and select the most appropriate technology to complete an activity.

Media Literacy

Media literacy refers to an informed and critical understanding of the role of mass media in society. It is the ability to:

- develop awareness of how these factors influence content
- understand that multi-media texts often have a variety of texts embedded within them
- bring critical thinking skills to bear on all media
- question what is there, and notice what is not there
- question what lies behind the media production (motives, money, values and ownership)

Media literacy provides an opportunity to examine the reliability, accuracy, and motives of media sources. It involves students asking questions such as:

- Can I respond to this message? Does my opinion matter?
- Do I need this information? What is the message? Why is it being sent?
- Who benefits from this message?
- Who is sending the message? How is the message being sent?
- Who is the intended audience? Who or what is left out?

Students may discuss media devices as they relate to particular texts and to specific courses and student abilities. Students may encounter some of the following terms as they develop an awareness of the role of media in society:

advertisement	headline	podcast
agenda	hypertext	poster
bias	icon	product
blog	image	product placement
brochure	intent	propaganda
caption	lead	speech balloon
commercial	logo	subliminal message
deconstruct	mass media	subtext
demographic	media	target audience
dialogue bubbles	media strategies	web page
endorsement	medium	whitespace
format	message	

Critical Literacy

Texts are constructed by authors who have different purposes for writing. Critical literacy involves the ability to recognize and evaluate the stereotyping, cultural bias, author's intent, hidden agendas, and silent voices that influence texts. Critical literacy learning experiences should offer students opportunities to:

- examine the processes and contexts of text production and interpretation
- identify the point of view and consider what views are missing
- question, analyze and challenge the authority of the text
- read, view and listen critically
- rewrite texts in ways that are socially just
- write texts representing the views of marginalized groups

Students can critique a text by asking some of the following questions:

- How is the topic presented? What are other ways in which this topic could be presented?
- What does the text tell us that we already know or don't know?
- What version of reality does this present?
- What view of the world does the author/creator assume that the reader/viewer holds?
- What view of the world does the creator assume that the reader/viewer holds?
- Where did the text appear? For what purpose can it be used?
- Who constructed this text? For whom is the text constructed?
- Who is marginalized in this text?
- What has been included and what has been omitted?
- What is the author/text trying to do to the reader/listener/viewer? How does he/she do it?
- What other ways are there to convey this message? Should the message be questioned?
- Whose voices and positions are being/not being expressed?

Check it Out!

Teaching 21st Century Skills

Sue Z. Beers
(ASCD, 2011)

Visual Literacy

Visual literacy involves the ability to decode, interpret, create, question, challenge and evaluate texts that communicate through visual images as well as, or rather than, words.

Students must learn to respond personally and critically to visual texts and be able to select, assimilate, synthesize and evaluate information. A climate of trust and respect for the opinions of all students must be established to ensure that everyone feels free to express his/her own personal point of view. The unique perspectives of many different student voices will enhance understanding. Students can also discuss the feelings that a visual image evokes in them, or associations that come to mind when viewing a visual image.

Key questions for students to ask in the critical thinking process during visual literacy instruction include:

- What am I looking at? What does this image mean to me?
- What is the relationship between the image and the displayed text message? How is this message effective?
- How can I visually depict this message? How can I make this message effective?
- What are some visual/verbal relationships I can use?

When responding to visual texts, students may become familiar with some of the following:

- elements – angle, background, balance, composition, dominant image, focal point, font, foreground, frame, lighting, panel, perspective, proportion, scale, shadow, symmetry, caricature, etc.
- form – editorial cartoon, comic strip, graphics, photo essay, print, storyboard, etc.

Information Literacy

“Critically and reflectively reading the word, ultimately empowers readers to critique and transform their worlds toward greater equity and social justice.” (Giese, 2009)

Information literacy is a process in which the learner needs to find, understand, evaluate, and use information in various forms to create for personal, social or global purposes. It also involves the ability to judge whether the information is meaningful and how best to communicate the knowledge. Students need to know how to define a question and how to locate, access and evaluate information from a variety of sources. They must learn to detect bias, differentiate between fact and opinion, weigh conflicting opinions, evaluate sources and synthesize information so that it can be communicated.

The Role of Literature

Literature is the body of written works of a language, period or culture. Identifying and assessing the ideas and values inherent in contemporary, adolescent, and world literature helps students to explore, clarify and defend their own ideas and values. Through the

reading of literature, students gain:

- the complex interaction of emotion and intellect as they respond to the images, ideas and interpretations evoked by the text
- the satisfaction of the lived-through experience
- the sense of pleasure in the medium of language

English language arts teachers must expose students to both fiction and non-fiction texts so that they will develop the level of skill and comfort needed to learn how to engage with these texts. Students are expected to be able to read, understand and create a wide range of material that is pertinent to various school subjects. Students may also discuss literary devices as they relate to particular texts and to specific courses and student abilities. Some of these may include:

• allegory	• flashback	• pun
• allusion	• foreshadowing	• resolution
• anachronism	• hyperbole im-	• sarcasm
• analogy	agery	• satire
• assonance	• irony	• stereotype
• atmosphere	• juxtaposition	• suspense
• climax	• metaphor	• symbolism
• complication	• mood	• theme
• conflict	• motif	• tone
• epiphany	• paradox	• transitions
• exposition	• parallel structure	• unity
• falling action	• parody	• voice

Literary Genres

Genre describes the various types of literature, classifying forms of literature according to the formal structures, the treatment of subject matter, or both. Grouping literary works:

- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre
- allows learners to have a better idea of the intended overall structure of the text and/or subject
- offers an orderly way to talk about literature

The English language arts curriculum offers students varied opportunities to experience and respond to a wide range of literary genres, enabling them to:

- appreciate the range and power of language
- construct and elaborate upon their own interpretations
- develop a lifelong habit of reading
- develop as critical readers, writers and thinkers

Understanding Texts

Allowing students to select texts to read, view and listen to that are interesting and meet their learning needs and encourages them to improve their reading and viewing skills. Specific criteria indicating what should be evident in the response must be communicated to students to establish clear expectations. Through demonstration and modelling, shared reading and shared writing, teachers can provide direction to students.

Personal Responses to Text		
Oral	Written	Other
<p>Students might:</p> <ul style="list-style-type: none"> • discuss written responses that students have previously completed • prepare a passage for dramatic reading, either individually or in pairs • participate in small or large group discussions about what they see, read and view • prepare a book talk or a response to a viewing experience 	<p>Students might:</p> <ul style="list-style-type: none"> • examine the techniques authors employ to make texts interesting and effective • write about personal experiences related to situations encountered • write short, succinct summaries of text they have read/viewed • write in personal journals, dialogue journals or double-entry journals • write poems as responses to reading and viewing 	<p>Students might:</p> <ul style="list-style-type: none"> • create comparison pieces between different mediums • dramatize short stories or part of a novel • draw, paint or create a mural or collage that relates to themes and characters studied • produce screenplays or audio dramas based on texts • watch films of plays studied, to deepen their responses and understandings

Responding to Literature

The ways students are asked to respond to literature influences their enjoyment of reading and their development as readers, writers and thinkers. In their response to literature, students can develop their abilities to think imaginatively, analytically and critically.

Personal and critical responses to literature offer students choice in both modes of response and selection of texts.

Poetry

Poetry offers an opportunity to explore feelings and emotions, and to increase awareness of the power of written expression. It is important that students experience, read aloud and respond to poetry in addition to creating works of their own. Poetry relies on meaning, imagery, word choice and sound to evoke an emotional response in the reader. Some poetic forms may include: ballad, blank verse, elegy, epic, free verse, narrative, ode, sonnet, villanelle, etc. Students may respond to poetry in various ways, focusing of purpose, audience, etc. or literary devices such as alliteration, atmosphere, euphony, figurative meaning, irony, metaphor, personification, simile, etc.

Drama

Drama is a powerful medium for language and personal growth and an integral part of an interactive English language arts program. Drama activities enable students to develop their social skills, improve and extend communication skills, and discover new ways of seeing the world and expressing how it affects them. Activities may include but are not limited to improvisation, role-play, storytelling, mime, Reader's Theatre, scripts, interviews, dance and theatre games. These activities are often the best medium for integrating listening and speaking into the curriculum. When responding to scripts or plays, students may also consider techniques used such as: aside, chorus, comic relief, dialogue, prologue, soliloquy, tableaux, tragic flaw, tragic hero, etc.

Reader's Notebook

A Reader's Notebook is a personal storehouse of student's thoughts, feelings and reflections about their reading. As students become more proficient, they grow more independent in their thinking and responses and will begin to select the strategies that work best for them.

Online Interaction

Online interactions allow the students and the teacher to expand the classroom beyond the school walls so that thoughtful exchanges can continue. Examples of interaction include online literature circles, virtual book clubs and blogs.

Essays

Essay writing provides students with an avenue for thought and for sharing of opinions. It is an avenue for students to consolidate their learning by delving more deeply into a particular topic, organizing

their critical thinking and expressing their thoughts clearly and logically. They will read widely from a variety of texts and use subject terminology effectively.

Essays are generally classified as descriptive, expository or narrative. Methods used to develop different types of essays, especially expository essays; include:

- compare and contrast
- classification and division
- examples and illustration
- process analysis
- cause and effect
- definition

Stages of Inquiry

Check it Out!

Guiding Readers Through Text

Karen Wood, Diane Lapp,
James Flood, D. Bruce
Taylor
(International Reading
Association, 2008)

The process of inquiry centers on the process of research. Inquiry focuses on student questions to guide their inquiry into topics, develop solutions to problems, and investigate information and issues. Broad questions can lead to more specific questions that provide direction for research. Students construct understanding from a variety of resources, and create a final performance, product or demonstration to be used as an integral component of evaluation.

An effective English language arts program provides opportunities for inquiry and understanding, as students guide themselves by asking:

- What do I already know?
- What questions do I have?
- How do I find out?
- What did I learn?

Inquiry involves many different skills and strategies, grouped within stages. As a result of students' discovery of new information or as new questions arise, these stages can be revisited. However, for overall success, all stages should be completed.

The stages include:

1. Planning
2. Gathering Information
3. Interacting with Information
4. Synthesizing Information
5. Assessment and Evaluation

Planning

Planning for inquiry provides the foundation on which a successful project is created. Steps include the following:

1. Students and teachers decide on a general topic or problem that requires information to be further explored.
2. The topic or problem is narrowed. Students write a research thesis and develop questions.
3. Students can list a number of key words or ideas related to the research questions and subtopics that they will use.
4. Students should prepare a list of sources they will use.
5. Methods for recording information and materials are used.

Teachers should provide students with the assessment rubric in order to guide students through their research and product creation.

Gathering Information

Students search for meaning as they access appropriate learning resources. They will need to learn and practice important skills:

- find and use resources from outside the school
- generate a variety of research terms to locate information
- identify and use appendices and bibliographies as sources
- identify appropriate primary and secondary resources
- locate information from multiple sources to ensure accuracy
- locate information using cross references and links

Interacting with Information

Once the resource is located, information is to be found *within* this resource. Students evaluate the information to determine if it will be useful in answering their questions. They will:

- extract relevant information and record information needed to answer their guiding questions
- make notes in an appropriate format, such as an idea web, matrix sheet, chart and computer database or spreadsheet
- record bibliographic information, including the names of resource persons and dates of interviews
- skim, scan, view and listen to information to critically evaluate whether the content is relevant to the topic
- use organizational tools and features within the resource (e.g., table of contents, index, glossary, captions, menu prompts)

Synthesizing Information

Students need to take information from a variety of sources and synthesize it in a unique and personal way to meet their inquiry question. Students use a variety of strategies such as:

- understanding the rules of copyright and plagiarism
- numbering, sequencing or highlighting notes according to questions or subtopics/categories to organize the information
- presenting their product/presentation in a way that is meaningful for a particular audience
- reviewing their information to determine whether they need more facts or further clarification before they proceed

Assessment and Evaluation

Emphasis is on involving the student in the assessment of the process as well as the product. Students should reflect on their learning and the skills and strategies used to learn. Students can evaluate their own products/presentations and those of peers by:

- asking questions, making observations and guiding discussions throughout the process
- discussing students' products in small or whole-class groups
- encouraging reflection and metacognition creating a climate of trust for self-assessment and peer-assessment
- involving students in creating portfolios as evidence of developing information literacy
- knowing the evaluation scheme prior to beginning
- using teacher-made, student-made or co-constructed evaluation charts or rubrics

Pre-writing

A student may wish to engage in the following pre-writing techniques to generate ideas:

- brainstorming
- constructing thought webs
- engaging in discussions and conferences
- freewriting
- interviewing
- listening to music
- listing and categorizing information
- reading about and researching the topic
- reflecting on personal experiences
- role playing and other drama techniques
- viewing media

Organizing

After students generate ideas, they must develop an organized plan for drafting the product they will create. A writer needs to consider:

- audience
- form
- introduction
- point of view
- purpose
- tone

Drafting

Students need to write first drafts. At this point, the emphasis is on content and meaning rather than on conventions. As writers progress, they often modify their initial planning, determining what to include and exclude.

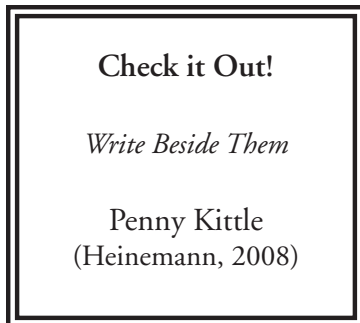
The Processes of Writing

Writing engages students in various processes that motivates communication, focuses and extends thought and allows for reflection. It is important to recognize the following:

- a predictable classroom structure allows for flexibility and choice
- a variety of tools (e.g., dictionary, word processor, language handbook, peers) must be made available for student use
- both the process and product should be assessed and evaluated
- creating a community of writers encourages students to feel safe taking risks
- frequent writing and instruction must be conducted within the context of students' writing (small group or whole class mini-lessons)
- modelling, interacting and conferencing scaffold learning
- the writer moves within the processes of writing rather than following a set of linear steps
- the writing process is individualized, although basic processes are similar from writer to writer

Product Strategies for Writing

As they reflect on the strategies they use to accomplish the various purposes of their writing, students will become more aware of their purpose. Most writers use a combination of processes which can be categorized into three areas: inquiry, drafting and product.



- *Inquiry strategies* help students find, focus and develop ideas (e.g., webbing, interviewing, researching, viewing).
- *Drafting strategies* assist students in understanding how texts are organized (e.g., purpose, audience, point of view, tone, form, ideas, content, meaning).
- *Product strategies* help students revise, edit and publish their writing (e.g., clarify ideas, reorganize, check conventions, word choice and sentence fluency).

Revising

Revising is key to creating effective writing as the student thinks about the needs and expectations of the audience. The focus is largely on content. Students add, remove or rearrange ideas to better capture what they want to convey. They may also revise the tone or the word choice in order to match the purpose and style of the writing. Conferences with the teacher and peers will provide constructive feedback. They may need to revise their texts a number of times before they feel they have a finished product.

Revision is comprised of editing and proofreading.

Editing

Editing involves creativity as the student checks for accuracy and makes corrections to structure and organization. Paragraph length, spelling, capitalization, punctuation, sentence variety, word choice and verb tense are some of the things that students need to attend to during editing. Editing ensures that a document has logical arguments, structure and style.

Proofreading

Proofreading is a technical undertaking, completed before the final product is presented. The final stage of editing focuses on reviewing written text to discover typographical errors, misspellings and grammatical errors. Writers need practice and guidance with learning to identify errors in their own or others' writing.

Publishing

Publishing or the presentation of the final draft to an audience often provides the motive for writing, so students should be encouraged to consider publishing their work in a variety of ways, including:

- creating a poster or wall hanging
- distributing copies to classmates or reading the work aloud
- electronic publishing
- entering contests or submitting to the class or school newspaper
- forwarding to authentic, intended readers external to the school
- posting on a bulletin board or uploading on a school site
- recording the writing for others to hear
- submitting to a newspaper, anthology or other publication
- taking texts home to share with others

Conferring with Students

Conferencing is an effective way to work with writers. Conferences can take place between a teacher and a student, or between two or more students, and can occur at any stage of a text's development. These discussions guide students toward finished products.

Some general conference prompts might include:

- What would you like to improve in your next piece?
- What feedback did you give to a peer?
- What could be accomplished through this piece of writing?
- What form of writing would you like to work on next?
- What are you reading right now that could be a mentor text?
- What is the best way to publish this writing?
- Which writing trait is your best strength, in your opinion?

Content Conferences

Teachers may use the following questions/prompts to guide students through content conferences:

- Does this conclusion do what you want?
- I don't understand. Please tell me more about your topic.
- What do you think you will do next?
- What else do you know about your subject?
- What is your favourite part? How can you build on it?
- Where does your piece really begin? Can information be deleted prior to this start?

Editing Conferences

Editing conferences help writers polish their texts. Students should be encouraged to use dictionaries, writing style manuals, thesauri and other style guides. Students must develop a strong understanding of why it is important to edit work. Teachers can model how to:

- conference with readers while they edit another writer's text so they can learn editing techniques
- help writers learn about themselves as writers by studying and understanding feedback they receive
- listen and ask probing questions rather than telling writers what they should or should not do to fix their writing
- look for transitional statements or ideas
- read a paragraph one sentence at a time to see if the information presented flows in a logical order
- separate the ideas in a paragraph and check for connections
- use brackets to signal that something might be wrong

Section Three - Specific Curriculum Outcomes

Outcomes Framework

Specific Curriculum Outcomes elaborate the General Curriculum Outcomes of a particular area. The General Curriculum Outcomes for English language arts, K – 12 are listed below:

General Curriculum Outcomes:

Speaking and Listening

Students will be expected to:

- GCO 1 • speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
- GCO 2 • communicate information and ideas effectively and clearly, and to respond personally and critically
- GCO 3 • interact with sensitivity and respect, considering the situation, audience, and purpose

Reading and Viewing

Students will be expected to:

- GCO 4 • select, read, and view with understanding a range of literature, information, media, and visual texts
- GCO 5 • interpret, select, and combine information using a variety of strategies, resources, and technologies
- GCO 6 • respond personally to a range of texts
- GCO 7 • respond critically to a range of texts, applying their understanding of language, form, and genre

Writing and Representing

Students will be expected to:

- GCO 8 • use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations
- GCO 9 • create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
- GCO 10 • use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness

Connections

The following English language arts grade 12 key-stage curriculum outcomes are examples of outcomes that enable students to achieve the essential graduation learnings.

Essential Graduation Learnings

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, representing and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Key-stage Curriculum Outcomes

By the end of grade 12, students will be expected to:

- use writing and other ways of representing to extend, explore and reflect on their experiences with and insights into texts and issues
- make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
- respond critically to complex and sophisticated texts

By the end of grade 12, students will be expected to:

- consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different periods
- explore and reflect on culture and reality as portrayed in various texts

By the end of grade 12, students will be expected to:

- ask discriminating questions to acquire, interpret, analyze and evaluate ideas and information
- use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- articulate, advocate and justify positions on an issue or text in a convincing manner
- listen critically to analyze and evaluate concepts, ideas and information

By the end of grade 12, students will be expected to:

- select texts that address their learning needs and range of special interests
- access, select and research, in systematic ways, specific information to meet personal and learning needs
- evaluate the responses of others to their writing and media productions

Essential Graduation Learnings	Key-stage Curriculum Outcomes
<p><i>Problem Solving</i></p> <p><i>Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.</i></p>	<p>By the end of grade 12, students will be expected to:</p> <ul style="list-style-type: none"> • ask discriminating questions to acquire, interpret, analyze and evaluate ideas and information • critically evaluate the information they access • integrate information from many sources to construct and communicate meaning
<p><i>Technological Competence</i></p> <p><i>Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.</i></p>	<p>By the end of grade 12, students will be expected to:</p> <ul style="list-style-type: none"> • use technology to effectively serve their communication purposes • communicate using technology for a range of purposes with a variety of audiences
<p><i>Spiritual and Moral Development</i></p> <p><i>Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.</i></p>	<p>By the end of grade 12, students will be expected to:</p> <ul style="list-style-type: none"> • examine others' ideas and synthesize what is helpful to clarify and extend their own understanding • make informed personal responses to increasingly challenging print and media texts and reflect on their responses • use writing and other ways of representing to extend, explore and reflect on the processes and strategies they used • demonstrate how spoken language influences and manipulates and reveals ideas, values and attitudes

English 1202

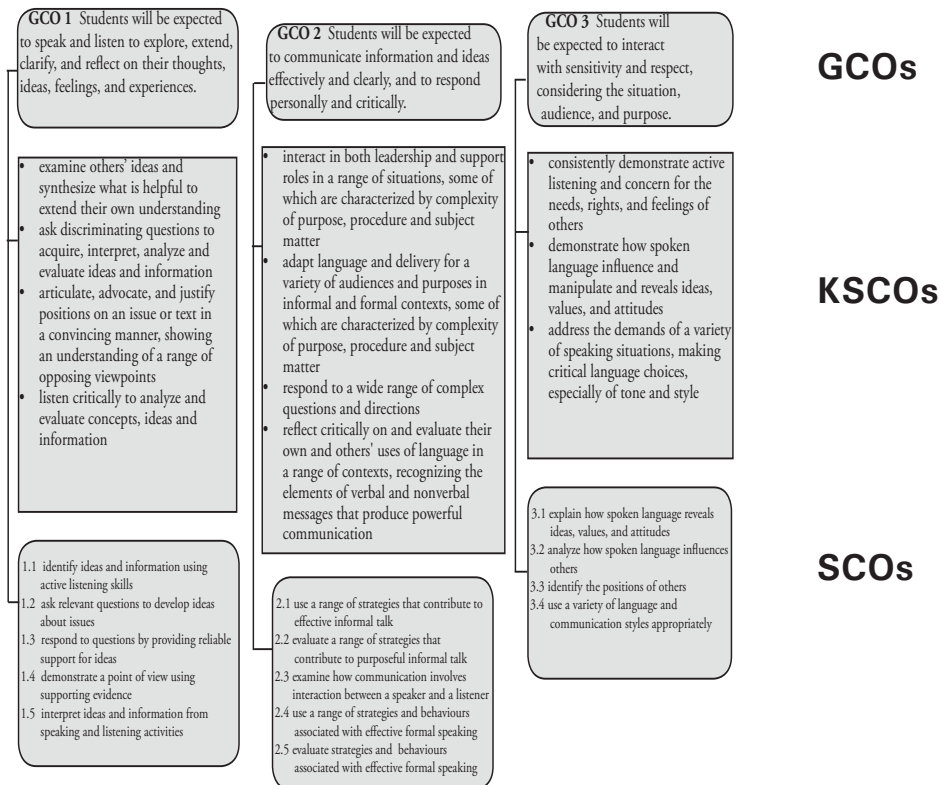
Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) are statements that identify what students should know and be able to do at a particular grade level. These outcomes represent a continuum of learning. Although the SCOs are presented in 2-strand groups (speaking–listening, reading–viewing, writing–representing), it is recognized that classroom experiences develop these processes in an integrated manner. The curriculum should be balanced to provide wide-ranging experiences in each outcome through student participation in all aspects of the program. Instructional and assessment practices can and should be designed to provide multiple routes to achievement of the outcomes and multiple ways for students to demonstrate what they **know** and what they can **do**.

The following chart explains the content of each of the four columns in the 2-page spreads following the Strand Overview.

How to use the Strand Overview

At the beginning of each of the 2-strand groupings there is explanation of the focus for the strands and a flow chart identifying the relevant GCOs, KSCOs and SCOs. A table of the SCOs Continuum follows the chart to provide context for teaching and assessment in English 1202. The current grade is highlighted in the chart.



Previous Current Next

SCOs Continuum

GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.		
Grade 9	English 1202	English 2202
1.1 examine their own and others' ideas during discussion	1.1 identify ideas and information using active listening skills	1.1 follow up on ideas of others in order to reflect upon their own interpretation of experiences
1.2 ask questions calling for elaboration, clarification or qualification	1.2 ask relevant questions to develop ideas about issues	1.2 ask perceptive/probing questions to explore ideas and gain information
1.3 respond to questions to provide reliable qualification for ideas	1.3 respond to questions by providing reliable support for ideas	1.3 address issues, present points of view backed by evidence, and modify, or argue for their positions in response to opposing points of view
1.4 advocate a point of view and support it with personal examples and evidence from various sources	1.4 demonstrate a point of view using supporting evidence	1.4 listen critically to evaluate ideas of others in terms of their own understanding and experiences, and identify unsubstantiated statements
1.5 use active listening skills to assess main ideas and the relevancy and adequacy of supporting details	1.5 interpret ideas and information from speaking and listening activities	

Column 1 contains the specific curriculum outcomes associated with the general curriculum outcome for the two-page spread. They are numbered according to the relevant GCO.

CURRICULUM OUTCOMES

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	Focus for Learning								
<p><i>At the end of English 1202 students will be expected to</i></p> <ul style="list-style-type: none"> 1.1 identify ideas and information using active listening skills 1.2 ask relevant questions to develop ideas about issues 1.3 respond to questions by providing reliable support for ideas 1.4 demonstrate a point of view using supporting evidence 1.5 interpret ideas and information from speaking and listening activities 	<p>It is important for students to be able to speak and listen effectively in both formal and informal situations. They will already have some experience speaking in pairs, participating in small and whole group discussion and giving speeches and presentations. However, they may still have difficulty; therefore, it is important that they have multiple opportunities for informal talk in small and large group situations.</p> <p>Listening is a skill that must be cultivated, nurtured and taught. Therefore, teachers need to provide students with explicit instruction in listening. Students can develop listening skills by:</p> <ul style="list-style-type: none"> • asking meaningful questions at appropriate times • facing the speaker • placing themselves in the speaker's shoes • removing things that may be distracting (e.g., books, cell phones) • using encouraging body language (nod, smile, etc.) <p>Information on the three types of listening can be found on page 35. Information on the characteristics of effective listening, see page 36.</p> <p>An important goal for listeners must be the building of rapport between themselves and the speaker. The active listener:</p> <ul style="list-style-type: none"> • asks questions in order to clarify understanding • takes notes and restates what is heard in order to confirm understanding • pays close attention to the speaker to improve understanding • responds to the speaker using non-verbal cues such as nodding or making eye contact <p>Students should practice constructing questions appropriately that require others to provide elaboration, clarification or qualification of ideas.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Questioning Technique</th> <th style="text-align: left; padding: 5px;">Examples</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Elaboration</td> <td style="padding: 5px;"><i>What are implied meanings? What does it mean to you? What are possible next steps?</i></td> </tr> <tr> <td style="padding: 5px;">Clarification</td> <td style="padding: 5px;"><i>How did the character get to this point? Where can I get more information? What do they mean by...?</i></td> </tr> <tr> <td style="padding: 5px;">Qualification</td> <td style="padding: 5px;"><i>What is the evidence for this statement? Where did this evidence come from?</i></td> </tr> </tbody> </table>	Questioning Technique	Examples	Elaboration	<i>What are implied meanings? What does it mean to you? What are possible next steps?</i>	Clarification	<i>How did the character get to this point? Where can I get more information? What do they mean by...?</i>	Qualification	<i>What is the evidence for this statement? Where did this evidence come from?</i>
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Qualification	<i>What is the evidence for this statement? Where did this evidence come from?</i>								

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Column 2, Focus for Learning, provides context and elaboration for the ideas and concepts identified in the SCOs. This may include:

- References to students' prior knowledge
- The depth of treatment of particular concept
- What teachers need to know to scaffold and challenge students' learning
- Common misconceptions
- Cautionary notes as applicable

The purpose of this content is to assist teachers with instructional planning.

The purpose of **Column 3** is to provide teachers with ideas for instruction and assessment. In this way instructional activities are possible sources of data for assessment purposes in a continual fashion. This column contains specific sample tasks, activities and strategies that enable students to meet the goals of the SCOs and be successful with Performance Indicator(s).

The sample strategies appear in three headings:

- **Activation** (getting ready to learn and direct teaching);
- **Connection** (linking new information and experiences to existing knowledge);
- **Consolidation** (synthesizing and making new understandings).

The strategies are generally scaffolded and provide opportunities for differentiated learning and assessment. Some strategies are sequential in nature but flexibility is encouraged (*i.e.*, assess students' needs and interests prior to engaging in any suggested strategy).

CURRICULUM OUTCOMES	
GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	
<p>Sample Teaching and Assessment Strategies</p> <p>Activation</p> <p>Teachers may</p> <ul style="list-style-type: none"> • review and model characteristics of effective listening and speaking by talking about how they feel about different texts (e.g., I wonder why..., Where did this information come from...I would like to know more about...) (characteristics of effective listening: page 36) model various types of speaking (e.g. informal, formal, giving directions, feedback) <p>Students can</p> <ul style="list-style-type: none"> • brainstorm a list of strategies they feel are important in making a convincing argument • reflect on the following questions: <ol style="list-style-type: none"> 1. Do I use body language to show that I am listening? 2. What kinds of body language encourages a speaker? 3. How do I show respect for others' ideas? 4. When I don't agree, do I say it? How? 5. How do I know I am hearing information the way it is intended to be heard? 6. When should I speak, and when should I just listen? <p>Connection</p> <p>Teachers may</p> <ul style="list-style-type: none"> • review and model effective interview techniques and respectful questioning • use shared reading to introduce argumentative or persuasive speech • provide prompts for improvisational drama, role plays, etc. (role play: Appendix B1) • invite a guest speaker to the class; with students, prepare a list of questions for the speaker prior to the event <p>Students can</p> <ul style="list-style-type: none"> • listen to a variety of audio texts and share personal opinions and interpretation • participate in interviews both as the facilitator and subject • present opinions and feelings in response to a news item 	<p>Resources and Notes</p> <p>Authorized Resources</p> <ul style="list-style-type: none"> • Nelson English Connect • Nelson Homegrown 10 <p>Curriculum Guide References</p> <ul style="list-style-type: none"> • See Appendix B1 for information on role play strategies. • Three types of listening, each serving a different purpose, can be found on page 35 • The characteristics of effective listening can be found on page 36.
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GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

At the end of English 1202 students will be expected to

- 1.1 identify ideas and information using active listening skills*
- 1.2 ask relevant questions to develop ideas about issues*
- 1.3 respond to questions by providing reliable support for ideas*
- 1.4 demonstrate a point of view using supporting evidence*
- 1.5 interpret ideas and information from speaking and listening activities*

Focus for Learning

Students must be able to provide reliable support to back up their ideas and points of view. Even though they will be familiar with being asked to advocate a point of view, this is a skill which must continue to be developed. This can be done through practice with speaking, as well as through listening to effective speakers. Teachers may wish to introduce more informal discussions, debates, etc., before asking students to participate in formal speaking activities (see Appendix B for more information on debates, panel discussions, role plays, etc).

Students can practice advocating a point of view by:

- being specific about the topic and stating how they are affected
- citing current evidence that is reliable and relevant
- using an emotional tone
- using examples that elicit an emotional response

Students will need to become more skilled at interpreting the meaning of ideas and information to which they are exposed. This is a necessary step towards being able to understand and analyze the messages others are giving. It is also important in order for students to explore and extend on their own thoughts and feelings. Students should consider emotional reactions, images, messages, details, the speaker's tone, etc., as they form ideas about what they say and hear.

Sample Performance Indicator

- Students choose a personally relevant topic and share their viewpoints in a form of their choice, using supporting reasons for their opinion. Audience members can demonstrate listening skills through the creation of relevant questions. Presenters can respond to some of these questions in a subsequent class.

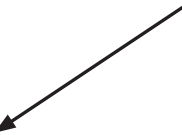
See page 44 for more information and criteria on assessing the Speaking and Listening Strand.

Column 1 SCOs are italicized when they appear in spreads beyond the first spread

Column 2 includes Sample Performance Indicator(s). SPIs provide a summative question or activity, where the answer or product would help teachers assess the degree to which the student has achieved the specific curriculum outcomes. To complete a Performance Indicator, students are required to use first order (knowledge) and second order concepts (analysis). Performance Indicators would be assigned when students have attained a level of competence with suggestions for teaching and assessment identified in Column 3.

CURRICULUM OUTCOMES	
GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	
<p>Sample Teaching and Assessment Strategies</p> <ul style="list-style-type: none"> role play situations from a character's viewpoint participate in a school or community meeting (e.g., how funding a new playground would be good for all kids) use a text from another course to present a topic to the class <p>Consolidation</p> <p>Teachers may</p> <ul style="list-style-type: none"> encourage students to keep listening and speaking logs to monitor their daily class interaction and set goals <p>Students can</p> <ul style="list-style-type: none"> give directions on how to complete an everyday task (e.g., how to put in a contact lens) create a presentation demonstrating personal expertise in a specific skill (e.g., a student could videotape herself applying make-up or give instructions for proper techniques in extreme bmx racing) write and create a video of a rant or rap to support an expressed point of view participate in a gallery walk (students view visuals throughout the room and respond to teacher directed questions or ask their own questions, compare and contrast, etc.) <p>Extension</p> <p>Students can</p> <ul style="list-style-type: none"> interview community members on a topic of interest and present highlights to the class participate in informal panel discussions (panel discussions: Appendix B2) organize a meeting to address a local issue of interest (e.g., youth centre) 	<p>Resources and Notes</p> <p>Authorized Resources</p> <ul style="list-style-type: none"> Nelson English Connect Nelson Homegrown 10 <p>Curriculum Guide References</p> <ul style="list-style-type: none"> See Appendix B2 for information on panel discussions. See Appendix B3 for information on debates. For more information and criteria on assessing the Speaking and Listening strand see page 44.
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Column 4 references supplementary information and references to possible resources for use by teachers.



Column 3 includes Sample Extension Activities designed for students who can be successful with more complex tasks than intended by the outcomes for the grade level.

Speaking and Listening

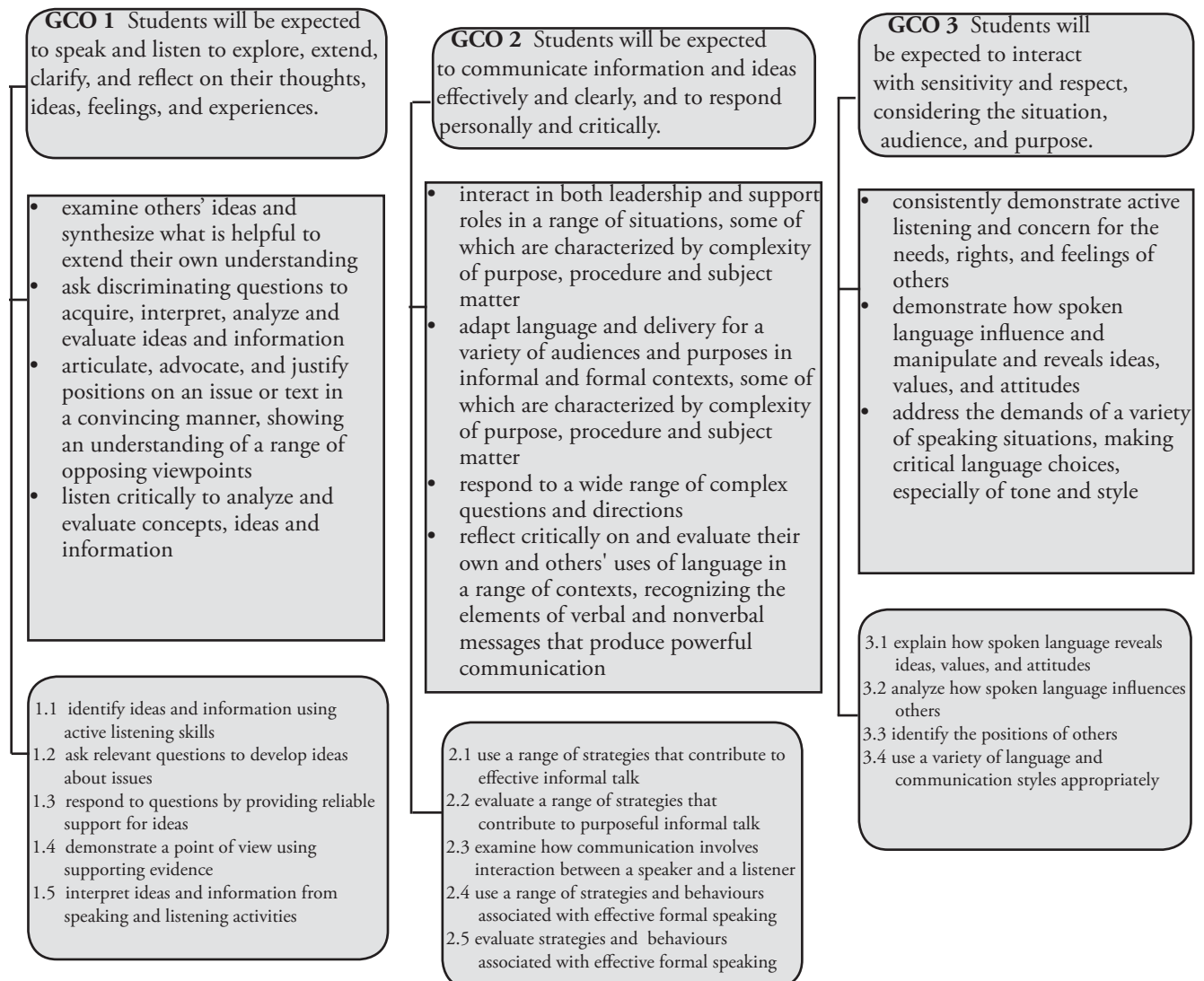
Overview

Focus for Speaking and Listening

The six strands of language arts necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths; emphasizing the cognitive strategies that students use to make meaning as they speak, listen, read, view, write and represent will support literacy learning.

Speaking and listening allow students to express themselves and communicate ideas through oral language. Students must practice recognized strategies and skills associated with effective speaking and listening, including verbal and non-verbal behaviours. They must decode, understand, evaluate and reflect as they speak and listen. In the classroom, what it means to be an effective speaker and listener must be clearly communicated to all students.

Outcomes Framework



SCOs Continuum

GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings, and experiences.		
Grade 9	English 1202	English 2202
1.1 examine their own and others' ideas during discussion	1.1 identify ideas and information using active listening skills	1.1 follow up on ideas of others in order to reflect upon their own interpretation of experiences
1.2 ask questions calling for elaboration, clarification or qualification	1.2 ask relevant questions to develop ideas about issues	1.2 ask perceptive/probing questions to explore ideas and gain information
1.3 respond to questions to provide reliable qualification for ideas	1.3 respond to questions by providing reliable support for ideas	1.3 address issues, present points of view backed by evidence, and modify, or argue for their positions in response to opposing points of view
1.4 advocate a point of view and support it with personal examples and evidence from various sources	1.4 demonstrate a point of view using supporting evidence	1.4 listen critically to evaluate ideas of others in terms of their own understanding and experiences, and identify unsubstantiated statements
1.5 use active listening skills to assess main ideas and the relevancy and adequacy of supporting details	1.5 interpret ideas and information from speaking and listening activities	
GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.		
Grade 9	English 1202	English 2202
2.1 evaluate a range of strategies that contribute to effective talk	2.1 use a range of strategies that contribute to effective informal talk	2.1 use their awareness of the difference between formal and informal speech to interact effectively in panel discussions, debates, and other structured situations
2.2 assess the need for clarification or elaboration when responding to instructions or questions	2.2 evaluate a range of strategies that contribute to purposeful informal talk	2.2 adapt language and delivery for a variety of audiences and situations
2.3 evaluate strategies and behaviours associated with effective speaking	2.3 examine how communication involves interaction between a speaker and a listener	2.3 ask and respond to questions in a range of situations
	2.4 use a range of strategies and behaviours associated with effective formal speaking	2.4 evaluate others' use of language and use this knowledge to reflect on and improve their own uses of language
	2.5 evaluate strategies and behaviours associated with effective formal speaking	

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.		
Grade 9	English 1202	English 2202
3.1 demonstrate responsive speaking and listening skills	3.1 explain how spoken language reveals ideas, values, and attitudes	3.1 demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations
3.2 demonstrate respect for others by expressing ideas and opinions in a manner that reflects sensitivity to others	3.2 analyze how spoken language influences others	3.2 discuss and experiment with some language features in formal, defined structures that enable speakers to influence and persuade audiences
3.3 question ideas, values and attitudes in oral language	3.3 identify the positions of others	3.3 adapt language and communication style to audience, purpose, and situation
3.4 evaluate how oral language can be used to influence and manipulate	3.4 use a variety of language and communication styles appropriately	

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

At the end of English 1202 students will be expected to

- 1.1 identify ideas and information using active listening skills
- 1.2 ask relevant questions to develop ideas about issues
- 1.3 respond to questions by providing reliable support for ideas
- 1.4 demonstrate a point of view using supporting evidence
- 1.5 interpret ideas and information from speaking and listening activities

Focus for Learning

It is important for students to be able to speak and listen effectively in both formal and informal situations. They will already have some experience speaking in pairs, participating in small and whole group discussion and giving speeches and presentations. However, they may still have difficulty; therefore, it is important that they have multiple opportunities for informal talk in small and large group situations.

Listening is a skill that must be cultivated, nurtured and taught. Therefore, teachers need to provide students with explicit instruction in listening. Students can develop listening skills by:

- asking meaningful questions at appropriate times
- facing the speaker
- placing themselves in the speaker's shoes
- removing things that may be distracting (e.g., books, cell phones)
- using encouraging body language (nod, smile, etc.)

Information on the three types of listening can be found on page 34. Information on the characteristics of effective listening, see page 35.

An important goal for listeners must be the building of rapport between themselves and the speaker. The active listener:

- asks questions in order to clarify understanding
- takes notes and restates what is heard in order to confirm understanding
- pays close attention to the speaker to improve understanding
- responds to the speaker using non-verbal cues such as nodding or making eye contact

Students should practice constructing questions appropriately that require others to provide elaboration, clarification or qualification of ideas.

Questioning Technique	Examples
Elaboration	<i>What are implied meanings? What does it mean to you? What are possible next steps?</i>
Clarification	<i>How did the character get to this point? Where can I get more information? What do they mean by...?</i>
Qualification	<i>What is the evidence for this statement? Where did this evidence come from?</i>

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- review and model characteristics of effective listening and speaking by talking about how they feel about different texts (e.g., I wonder why..., Where did this information come from...I would like to know more about...) (characteristics of effective listening: page 35) model various types of speaking (e.g. informal, formal, giving directions, feedback)

Students can

- brainstorm a list of strategies they feel are important in making a convincing argument
- reflect on the following questions:
 1. Do I use body language to show that I am listening?
 2. What kinds of body language encourages a speaker?
 3. How do I show respect for others' ideas?
 4. When I don't agree, do I say it? How?
 5. How do I know I am hearing information the way it is intended to be heard?
 6. When should I speak, and when should I just listen?

Connection

Teachers may

- review and model effective interview techniques and respectful questioning
- use shared reading to introduce argumentative or persuasive speech
- provide prompts for improvisational drama, role plays, etc. (role play: Appendix B1)
- invite a guest speaker to the class; with students, prepare a list of questions for the speaker prior to the event

Students can

- listen to a variety of audio texts and share personal opinions and interpretation
- participate in interviews both as the facilitator and subject
- present opinions and feelings in response to a news item

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix B1 for information on role play strategies.
- Three types of listening, each serving a different purpose, can be found on page 34.
- The characteristics of effective listening can be found on page 35.

Suggested Resources

- For a curriculum guide overview, resource overview and for teaching and learning strategies featuring classroom clips, please visit the professional learning website at <https://www.k12pl.nl.ca/>

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

At the end of English 1202 students will be expected to

- 1.1 identify ideas and information using active listening skills*
- 1.2 ask relevant questions to develop ideas about issues*
- 1.3 respond to questions by providing reliable support for ideas*
- 1.4 demonstrate a point of view using supporting evidence*
- 1.5 interpret ideas and information from speaking and listening activities*

Focus for Learning

Students must be able to provide reliable support to back up their ideas and points of view. Even though they will be familiar with being asked to advocate a point of view, this is a skill which must continue to be developed. This can be done through practice with speaking, as well as through listening to effective speakers. Teachers may wish to introduce more informal discussions, debates, etc., before asking students to participate in formal speaking activities (see Appendix B for more information on debates, panel discussions, role plays, etc).

Students can practice advocating a point of view by:

- being specific about the topic and stating how they are affected
- citing current evidence that is reliable and relevant
- using an emotional tone
- using examples that elicit an emotional response

Students will need to become more skilled at interpreting the meaning of ideas and information to which they are exposed. This is a necessary step towards being able to understand and analyze the messages others are giving. It is also important in order for students to explore and extend on their own thoughts and feelings. Students should consider emotional reactions, images, messages, details, the speaker's tone, etc., as they form ideas about what they say and hear.

Sample Performance Indicator

- Students choose a personally relevant topic and share their viewpoints in a form of their choice, using supporting reasons for their opinion. Audience members can demonstrate listening skills through the creation of relevant questions. Presenters can respond to some of these questions in a subsequent class.

See page 34 for more information and criteria on assessing the Speaking and Listening Strand.

GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Sample Teaching and Assessment Strategies

- role play situations from a character's viewpoint
- participate in a school or community meeting (e.g., how funding a new playground would be good for all kids)
- use a text from another course to present a topic to the class

Consolidation

Teachers may

- encourage students to keep listening and speaking logs to monitor their daily class interaction and set goals

Students can

- give directions on how to complete an everyday task (e.g., how to put in a contact lens)
- create a presentation demonstrating personal expertise in a specific skill (e.g., a student could videotape herself applying make-up or give instructions for proper techniques in extreme bmx racing)
- write and create a video of a rant or rap to support an expressed point of view
- participate in a gallery walk (students view visuals throughout the room and respond to teacher directed questions or ask their own questions, compare and contrast, etc.)

Extension

Students can

- interview community members on a topic of interest and present highlights to the class
- participate in informal panel discussions (panel discussions: Appendix B2)
- organize a meeting to address a local issue of interest (e.g., youth centre)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix B2 for information on panel discussions.
- See Appendix B3 for information on debates.
- For more information and criteria on assessing the Speaking and Listening strand see page 34.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

At the end of English 1202 students will be expected to

- 2.1 use a range of strategies that contribute to effective informal talk
- 2.2 evaluate a range of strategies that contribute to purposeful informal talk
- 2.3 examine how communication involves interaction between a speaker and a listener
- 2.4 use a range of strategies and behaviours associated with effective formal speaking
- 2.5 evaluate strategies and behaviours associated with effective formal speaking

Focus for Learning

It is important for students to be aware of the difference between speaking and talking. Speaking (prepared speech, presented topic, job interview, etc), is more formal while talking (conversation, chatting while waiting in line, making an appointment, etc.) is generally informal. Suggested questions and prompts to scaffold student learning when speaking and listening can be found on page 33.

Students need opportunities to share information and ideas as well as to practice conversation with peers through informal talk, both in small and large groups. Some strategies for students to use for effective and purposeful talk include:

- adding only necessary detail
- giving the other person equal opportunity to speak
- interrupting appropriately
- knowing when the conversation should end
- making the other person feel comfortable
- paying attention to the body language of others
- providing thoughtful responses
- questioning rather than criticizing
- speaking clearly and using appropriate pacing
- staying on topic

Whether students are listening, talking informally or speaking formally, they must be aware that interaction between a speaker and a listener is necessary. Strategies for active listening can be found in Focus for Learning – GCO 1. A speaker must try to influence a listener (audience) by making the listener understand information or feel a particular emotion. A number of strategies may be helpful for students to use when speaking. Students can:

- avoid distracting mannerisms
- express emotion using facial muscles, intonation and voice
- highlight action verbs and consider actions to match verbs
- make eye contact with the audience
- make gestures meaningful
- smile
- try to be themselves and let their own personality show
- vary the speaking position

In order to respond both personally and critically, students will be able to examine their own ideas and opinions as well as the reasons they hold them. Students should be able to detect the strategies used

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- model or share examples of public service announcements
- review and model different speaking strategies such as those referred to in column two, Focus For Learning.
- model how to give an oral explanation of a diagram.(e.g., starting with a general statement, then moving into the details)

Students can

- share their views about various issues which are prominent in texts they have read or viewed
- brainstorm how to present information clearly
- participate in short ice-breaker activities at the beginning of class to give them an opportunity to speak informally for short periods of time
- compare a professional audio presentation of a story or text to one which is purposely poor (e.g., Stephen Colbert reading *The Veldt* vs Christopher Walken reading *Where the Wild Things Are* or John Malkovich reading *The Night Before Christmas*)
- read aloud short pieces of text written by themselves or others
- create a rubric for effective speaking to be used in the classroom or when viewing video clips or listening to audio clips (sample assessment rubric: Appendix B4)

Connection

Teachers may

- use video clips to critique with students the clarity and effectiveness of communication. Archived news clips from various news agencies may be easily accessed online for this activity
- use specific questions to scaffold student learning when speaking and listening (questions and prompts: page 33)
- demonstrate speaking connections to other courses (e.g., summarize a passage from a science text, create a list of points as an overview of information in a graph)
- assign students to work in pairs, then groups of three, then four, etc. to help them gradually build confidence when speaking in larger groups. The focus could be any topic students are studying or could be a discussion of a specific current event that is engaging for them

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix B4 for a sample assessment rubric.
- Suggested questions and prompts to scaffold student learning when speaking and listening can be found on page 33.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Outcomes

At the end of English 1202 students will be expected to

- 2.1 use a range of strategies that contribute to effective informal talk*
- 2.2 evaluate a range of strategies that contribute to purposeful informal talk*
- 2.3 examine how communication involves interaction between a speaker and a listener*
- 2.4 use a range of strategies and behaviours associated with effective formal speaking*
- 2.5 evaluate strategies and behaviours associated with effective formal speaking*

Focus for Learning

by effective speakers and begin to practice these strategies themselves (see Appendix B4 for a sample assessment rubric).

Students need to realize that each person speaks from his/her own background, cultural and religious perspective and personal experience. To avoid rash judgements, students need to evaluate carefully. Students must be encouraged to be open to differing viewpoints and be made aware of the fact that sometimes personal prejudices may interfere with effective listening.

When speaking in formal situations, students may be nervous but by being prepared they can alleviate some of this anxiety. Teachers should support students in developing the following speaking strategies:

- begin with a general greeting or speak to the audience informally before the speech begins
- create a list of points to use when speaking
- demonstrate appropriate body language and stance
- know the topic well, including information that may not be included in the actual speech
- rehearse and avoid reading word for word
- relay information chronologically
- remember to breathe and use pacing appropriately
- repeat the main idea
- take advantage of speaking opportunities in order to gain valuable experience; practice is how they will improve
- use appropriate tone, volume and pace
- use specific vocabulary
- use transitional terms

Suggestions for supporting students in speaking and Listening can be found on page 36. Criteria for an effective listener and speaker can be found on page 35.

Sample Performance Indicator

- In groups, students record a mock radio broadcast with roles assigned such as DJ, news reporter, meteorologist. There should also be interaction such as an interview or banter among the broadcasters.

GCO 2: Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Sample Teaching and Assessment Strategies

Students can

- practice communicating effectively using scenarios such as ordering by telephone, being interviewed by the media, making an announcement over the PA, job interview, etc.
- create a drawing or object (e.g., paper airplane) based solely on the verbal directions of another person
- use survey generating software (e.g. surveymonkey.com™) to develop and carry out a survey and present the results
- make and display posters listing strategies for effective speaking
- read short articles and retell main ideas to a partner

Consolidation

Students can

- justify or refute the rating of a book, song, or video game for a particular audience
- make informative presentations in small groups based on knowledge and inquiry (a student may outline reasons why it is important for everyone to recycle or reasons why one ATV is better than another)
- watch a video and summarize its main points, using, when possible, the appropriate vocabulary from the video
- bring in songs of different genres and express reasons for preferring a particular style
- create a Public Service Announcement (PSA) based on a current topic or need

Extension

Students can

- participate in extracurricular speaking activities such as public speaking, formal/informal debate and drama

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix B4 for a sample assessment rubric.
- Suggestions for supporting students in speaking and listening can be found on page 36.
- Criteria for an effective listener and speaker can be found on page 35.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes

At the end of English 1202 students will be expected to

- 3.1 explain how spoken language reveals ideas, values, and attitudes
- 3.2 analyze how spoken language influences others
- 3.3 identify the positions of others
- 3.4 use a variety of language and communication styles appropriately

Focus for Learning

Teachers should establish a supportive environment where listening to others is expected and tolerance for other viewpoints is the norm. Students must also be aware of the importance of maintaining a comfortable physical space and the necessity of allowing others to speak without interruption.

It is very important for the teacher to model speaking and listening behaviours and to ensure a respectful, safe environment is present in the classroom. Students must learn to understand the power of language and interpret a speaker's ideas, values and attitudes through their word choice, tone and body language.

Teachers should emphasize to students that effective communication relies just as heavily upon respectful listening as it does upon careful speaking.

Students should practice respectful listening and speaking in situations relevant to their own lives in order to develop communication skills that are adaptable to a variety of settings. Some of these settings may include:

- answering the telephone
- asking for directions
- asking for help
- filing a telephone complaint
- interviewing for a job
- ordering food
- speaking to friends in different situations
- working with peers in small or large groups
(see Appendix B5 for guidelines for collaborating in groups)

It is often difficult for students to assess and analyze whether an audience has been influenced by a speaker. They may find it easier to analyze the effect spoken language has by examining:

- how the audience has reacted emotionally and physically
- whether the audience understood
- whether there was speaker and audience interaction

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- brainstorm with students, examples of respectful speaking and listening
- model behaviours that promote sensitivity and respect
- present videos demonstrating formal and informal speaking situations (e.g., political debate as opposed to an on street interview during a news broadcast)

Students can

- practice speaking in pairs or small groups; activities may include: students ask each other prepared questions; QR or scavenger hunt activities; ‘find someone who’ activities, etc. (collaborating in groups: Appendix B5)

Connection

Teachers may

- discuss with students how to respect opposing viewpoints; see Focus For Learning for a list of suggestions
- show a debate or panel discussion from community, town hall or house of assembly meetings to highlight examples of respectful speaking and listening and to determine values, attitudes and positions of speakers

Students can

- participate in short, impromptu talks on a topic randomly selected (topics can include opinions on a controversial issue, questions on a text, responses to a visual, etc.)
- choose a graphic novel and read it in groups using Readers Theatre; students can decide who will read the narration, perform the sound effects and characters’ voices (students will also decide how they will read it – chorally, as a duet, etc.)
- analyze a series of commercials, discussing influence on audience, values and attitudes
- practice conversations based on daily life (ordering food, asking a teacher for help, purchasing an item, etc.)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix B5 for guidelines for collaborating in groups.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes

At the end of English 1202 students will be expected to

3.1 explain how spoken language reveals ideas, values, and attitudes

3.2 analyze how spoken language influences others

3.3 identify the positions of others

3.4 use a variety of language and communication styles appropriately

Focus for Learning

Students must identify the positions of others, as well as be aware that it is acceptable to respectfully disagree with the position of another person. To do this students can:

- agree to disagree
- ask for clarification
- avoid making personal attacks (reject the idea, not the person)
- avoid putting down the other person's ideas and beliefs
- communicate how they feel by using 'I' rather than 'you'
- focus on positive rather than negative aspects
- listen to the points of view of others
- remain calm and in control

It is important for students to be exposed to and practice a variety of communication styles. These may include non-verbal communication such as:

- eye contact
- facial expression
- gestures
- posture
- silence

As well, these may include verbal communication styles which focus on skills such as:

- learning to listen
- making concise statements
- questioning when necessary
- speaking with clarity
- speaking with confidence
- using a friendly and approachable tone
- word choice

Sample Performance Indicators

- Students present a multimedia presentation on a number of television advertisements and speak about the power of the spoken word in ads (e.g., persuasiveness, message, values).
- Students analyze an interview for strengths and weaknesses in speaking. Present findings to the class.

GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Sample Teaching and Assessment Strategies**Consolidation**

Teachers may

- observe and record students' responsive listening skills during presentations and discussions; it should be clear that when listening to a speaker they are:
 - ~ showing interest
 - ~ obtaining information
 - ~ acknowledging key points
 - ~ identifying problems
 - ~ resolving conflicts
- observe and record student speaking skills during discussions (Are they using appropriate verbal and non-verbal communication?)

Students can

- analyze media clips showing situations of respect and disrespect
- deliver a presentation about how attitudes of respect and disrespect are portrayed
- analyze the effectiveness of the spoken word in news programming/sportscasts in terms of tone, attitude, ideas conveyed, direct and indirect messages

Extension

Students can

- create a monologue on an issue of importance that shows sensitivity to audiences in a specific situation (e.g., bullying, aftermath of hurricane, body image)
- complete a peer observation on a monologue, news clip or other speaking activity

Resources and Notes**Authorized Resources**

- Nelson English Connect
- Nelson Homegrown 10

Reading and Viewing

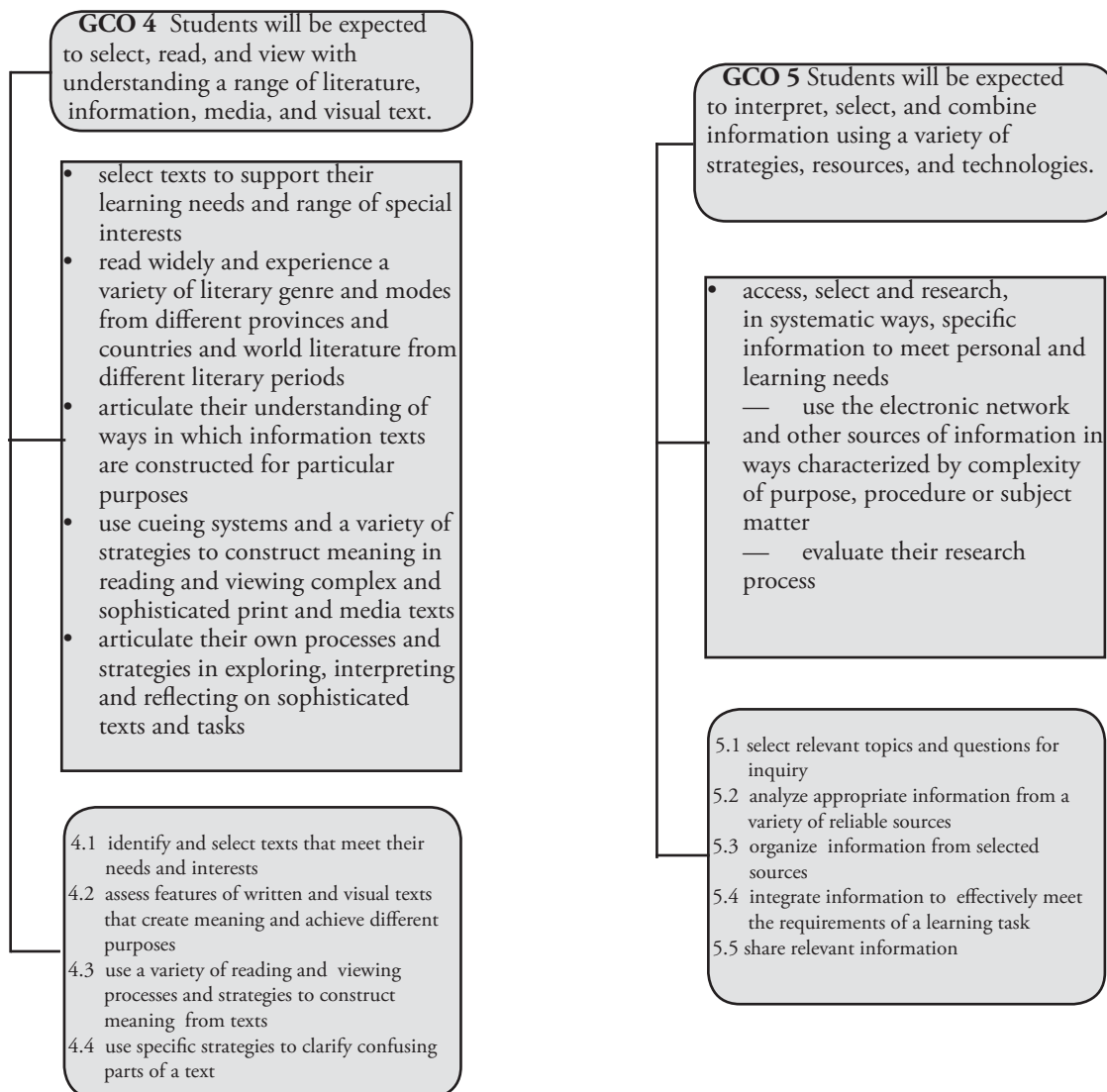
Overview

Focus for Reading and Viewing

The six strands of language arts necessitate an integrated approach in developing learning activities for students. When focusing on a particular strand, it is important to recognize the interconnectedness of the strands and build on students' strengths; emphasizing the cognitive strategies that students use to make meaning as they speak, listen, read, view, write and represent will support literacy learning.

Reading and viewing provide students with opportunities to interact with a variety of media and diverse texts. Students must know the organization, codes and conventions associated with different types of texts. They must decode, understand, evaluate and navigate all available forms of media. In the classroom, what it means to be an effective reader and viewer must be clearly communicated to all students.

Outcomes Framework



Outcomes Framework

GCO 6 Students will be expected to respond personally to a range of texts.

- respond to some of the material make informed personal responses to increasingly challenging print and media texts and reflect on their responses
- articulate and justify points of view about texts and text elements

- 6.1 explain a personal point of view about issues, messages and situations within texts
- 6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)
- 6.3 recognize more than one interpretation of a text

GCO 7 Students will be expected to respond critically to a range of texts, applying their understanding of language, form and genre.

- critically evaluate the information they access
- show the relationship among language, topic, purpose, context and audience
 - note the relationship of specific elements of a particular text to elements of other texts
 - describe, discuss and evaluate the language, ideas and other significant characteristics of a variety of texts and genres
- respond critically to complex and sophisticated texts
 - examine how texts work to reveal and produce ideologies, identities and positions
 - examine how media texts construct notions of roles, behaviour, culture and reality
 - examine how textual features help a reader and viewer to create meaning of the texts

- 7.1 examine the different stylistic techniques of texts that contribute to meaning and effect
- 7.2 respond critically with support to content, form and structure of texts
- 7.3 explain the impact of literary and media devices on the understanding of a text
- 7.4 explain how texts reveal ideologies and identities
- 7.5 analyze the portrayal of cultural identities in texts

SCOs Continuum

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.		
Grade 9	English 1202	English 2202
4.1 identify and select texts that meet their needs and interests	4.1 identify and select texts that meet their needs and interests	4.1 read a wide variety of print texts recognizing elements of those texts that are relevant to their own lives and community
4.2 explain how authors use text features to create meaning and achieve different purposes	4.2 assess features of written and visual texts that create meaning and achieve different purposes	4.2 view a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts
4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	4.3 assess ideas, information, and language, synthesizing and applying meaning from diverse and differing perspectives
4.4 assess personal processes and strategies for reading and viewing various texts	4.4 use specific strategies to clarify confusing parts of a text	4.4 demonstrate an understanding of and apply the strategies required to gain information from complex print and multimedia texts
		4.5 articulate their understanding of the author's purpose in relation to the impact of literary devices and media techniques on the reader or viewer

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.		
Grade 9	English 1202	English 2202
5.1 identify relevant or interesting topics and questions for further inquiry	5.1 select relevant topics and questions for inquiry	5.1 acquire information from a variety of sources, recognizing the concepts and ideas that can be utilized to generate student text - select appropriate information from a variety of sources, making meaningful selections for their own purposes - recognize and reflect upon the appropriateness of information - synthesize information from a range of sources, including the electronic network
5.2 use a variety of reliable information from various sources	5.2 analyze appropriate information from a variety of reliable sources	
5.3 compare information from a variety of sources	5.3 organize information from selected sources	
5.4 use effective inquiry approaches and strategies	5.4 integrate information to effectively meet the requirements of a learning task	
	5.5 share relevant information	
GCO 6: Students will be expected to respond personally to a range of texts.		
Grade 9	English 1202	English 2202
6.1 use examples and supporting ideas to reflect on personal responses to texts	6.1 explain a personal point of view about issues, messages and situations within texts	6.1 recognize and explain the elements of information from a variety of sources that trigger personal responses
6.2 examine their personal points of view about issues, themes and situations in texts using relevant evidence from the text(s)	6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)	6.2 make connections between the ideas and information presented in literary and media texts and their own experiences
6.3 evaluate more than one interpretation of a text	6.3 recognize more than one interpretation of a text	6.3 make connections among the themes, issues, and ideas expressed in various texts
		6.4 demonstrate a willingness to explore multiple perspectives on text

		6.5 justify points of view on various print and media texts
		6.6 recognize and articulate feelings about ambiguities in complex texts, interpreting details and subtleties to clarify their understanding
GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.		
Grade 9	English 1202	English 2202
7.1 recognize that texts can be biased	7.1 examine the different stylistic techniques of texts that contribute to meaning and effect	7.1 recognize the commonalities and differences in form, structure, and ideas of various texts
7.2 evaluate a text's language, form and genre	7.2 respond critically with support to content, form and structure of texts	7.2 recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer
7.3 analyze the tools authors use to achieve different purposes	7.3 explain of the impact of literary and media devices on the understanding of a text	7.3 examine the relationships among language, topic, purpose, context, and audience
7.4 evaluate how text form, content and structure can contribute to meaning	7.4 explain how texts reveal ideologies and identities	7.4 examine the relationship of specific elements within and among texts
7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts	7.5 analyze the portrayal of cultural identities in texts	7.5 analyze the merits of the language, ideas, and other significant characteristics of a variety of texts and genres
7.6 evaluate the portrayal of culture and reality in texts		7.6 respond critically to complex print and media texts
		7.7 explore the diverse ways in which texts reveal and produce ideologies, identities, and positions
		7.8 reflect on their responses to print and media texts, considering their own and others' social and cultural contexts

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

At the end of English 1202 students will be expected to

- 4.1 identify and select texts that meet their needs and interests
- 4.2 assess features of written and visual texts that create meaning and achieve different purposes
- 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
- 4.4 use specific strategies to clarify confusing parts of a text

Focus for Learning

Students must strengthen their skills in selecting appropriate texts to meet their needs and interests. They also need to practice specific strategies to help them adjust their reading and viewing rate according to purpose. For example, a text may need to be read more slowly in order to determine a deeper meaning. When identifying and selecting texts, the main focus is on purpose. Students may ask themselves: “Why do I need or want to choose this text?” (see Appendix C1 for a list of Literary Genres and definitions) For information on stages of reading development see page 39.

It is important to model text selection for different purposes, such as:

- checking accuracy of information already known
- choosing appropriate texts at their reading/viewing level
- choosing texts because of an interest in the topic or creator
- comparing visual texts by the same creator
- comparing written texts by the same author
- gathering information based on inquiry

For a more detailed list of reading strategies, see page 40.

When assessing written and visual texts, students will need to decide how illustration, words and structure communicate meaning. Teachers must consider the strengths and needs of the class in order to determine depth of treatment (see Appendix C3 for a sample observational checklist). Students may examine:

- author’s language, tone and style
- author’s purpose
- how illustrations or images affect meaning
- how text features affect presentation and meaning
- how text form affects meaning
- plot and character development
- selected literary devices

Vocabulary building is important in order for students to be able to construct meaning from texts and demonstrate an understanding of what they have learned. Students may have used a vocabulary journal in previous years and it may be considered for this course as well. More information on teaching vocabulary and clarifying confusing parts of a text can be found on page 38.

Students will continue to identify and assess how different features create meaning (see Appendix C6 for a more detailed table of text features).

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- model reading and viewing strategies to show how they work differently with different types of texts, including resources from English and other courses; these may include:
 - ~ Before Reading: activating background knowledge, making a prediction
 - ~ During Reading: skimming, scanning, identifying text features, close reading, rereading, cross checking
 - ~ After Reading: reviewing information, summarizing, discussing, writing about what was read
- model effective vocabulary building strategies
- introduce expanded sight vocabularies for reading subject specific texts (e.g., science text books may be used for this with students choosing challenging vocabulary)
- use a reading conference record to note student reading proficiency (observational checklist: Appendix C3)

Students can

- complete a student interest survey for reading and viewing
- using a specific text, identify confusing parts and list strategies that they use to construct meaning
- apply specific strategies tailored for different reading and viewing experiences
- describe what attracts them to a text (e.g., tone, description, character, conflict, resolution, epiphany, image, emotional response) (sample interest inventories: Appendix A3 and Appendix A4)
- locate specific features of a text as they are stated orally by a teacher or by a prompt on a written handout

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix A3 and Appendix A4 for samples of interest inventories.
- See Appendix C1 for a list of Literary Genres and definitions.
- See Appendix C3 for a sample observational checklist.
- For information on stages of reading development see page 39.
- For more information on reading strategies, see page 40.
- For more information and criteria assessing the Reading and Viewing Strand, see page 43.

Suggested Resources

- For a curriculum guide overview, resource overview and for teaching and learning strategies featuring classroom clips, please visit the professional learning website at <https://www.k12pl.nl.ca/>

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes

At the end of English 1202 students will be expected to

4.1 identify and select texts that meet their needs and interests

4.2 assess features of written and visual texts that create meaning and achieve different purposes

4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts

4.4 use specific strategies to clarify confusing parts of a text

Focus for Learning

Text features may be placed into categories including:

- graphic aids
- illustrations
- media literacy terms
- organizational aids
- print features

In grade 9, students were expected to automatically choose the reading and viewing strategies that worked for them. They will continue to practice these strategies in English 1202. The table below outlines some of these strategies.

Prior strategies students will have used	Expectations for English 1202 students	Further strategies and tools
<ul style="list-style-type: none"> • close reading • predicting • sampling • scanning • skimming • using syntactic, graphophonic and phonological clues 	<ul style="list-style-type: none"> • create sensory images to help understanding • locate important ideas • make connections personally or to other texts • monitor understanding and ask questions • predict thoughts, events and endings • reread parts for a clearer understanding 	<ul style="list-style-type: none"> • adjust reading rate • annotate texts • refer to a dictionary • use a highlighter • use context clues • use needs-specific software

(see Appendix C5 for information on cueing systems and reading strategies). For prompts and questions to scaffold student learning when reading and viewing, see page 41.

Sample Performance Indicator

Students can show how they used strategies for reading and viewing. Some examples may include:

- checklists and double-journal entries
- highlighting vocabulary and annotations
- presentations
- student teacher conferences
- text (use a highlighter, dictionary, software, etc.)

See page 43 for more information and criteria assessing the Reading and Viewing Strand.

GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Sample Teaching and Assessment Strategies

Connection

Teachers may

- demonstrate strategies on how to clarify confusing parts of a text

Students can

- identify confusing parts of a text and discuss strategies that assist in constructing meaning
- use strategies to clarify confusing parts of a text (such as adjust rate of reading)
- choose or create a visual that tells the same story as a written selection
- create a tableau to represent a text
- use a reading bookmark App (an application which allows students to mark items to read later) as they are browsing the Internet to make note of texts they may return to read; a general Internet search will assist in locating Apps

Consolidation

Students can

- create a text employing effective text features to explain how to do something they know well (e.g., skateboard trick, baking cupcakes, small engine repair, changing a flat tire, etc.) (features of informational text: Appendix C6)
- identify and discuss text features that clarify content
- determine how a song, video or visual connects to a print text and present observations to a partner or small group
- create a how-to video extending upon a writing or viewing assignment (e.g., how to read a newspaper, view a comic strip, or navigate a graphic novel)

Extension

Students can

- prepare and present a Book Talk on one book or by comparing two books related to a specific topic or idea (e.g., similarity of characters)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix C5 for a more detailed explanation of cueing systems and reading strategies.
- See Appendix C6 for a more detailed table of text features.
- More information on teaching vocabulary and clarifying confusing parts of a text can be found on page 38.
- For prompts and questions to scaffold student learning when reading and viewing, see page 41.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes

At the end of English 1202 students will be expected to

- 5.1 select relevant topics and questions for inquiry
- 5.2 analyze appropriate information from a variety of reliable sources
- 5.3 organize information from selected sources
- 5.4 integrate information to effectively meet the requirements of a learning task
- 5.5 share relevant information

Focus for Learning

Inquiry focuses on student questions within meaningful contexts to choose topics, develop solutions to problems and investigate information and issues on a continuous basis. The process of moving from general to specific questions for inquiry often starts with an essential question. Essential questions are structured as open-ended inquiries that do not have obvious or specific answers. They encourage students to rely on personal experiences, prior learning and information gathering as a means to connect with the topic or issue.

Some examples of essential questions include:

1. Is it acceptable to clone human beings?
2. How do advertising gimmicks influence spending?
3. How do decisions I make now affect my future?
4. Why is reading important?
5. What kinds of harm can be done because of fame and fortune?
6. What are the traits of a good team leader?
7. What makes a fair punishment?
8. How do children's books teach us about life?
9. How do people express themselves through art?
10. How would our culture be different without technology?

Students need to develop strategies for collecting and processing information. They may:

- read a variety of texts
- use notes to generate questions and ideas
- explore the use of graphs, pictures, etc.
- organize materials they have read
- paraphrase and summarize
- make connections within and among texts
- identify the potential for bias

For Internet related inquiry students can also:

- use URLs and extensions in a Web address to determine validity
- read country codes to determine origin of material
- check Web pages for age appropriateness, organized links and important and accessible information

Students should be able to evaluate the degree of reliability and bias in a given source, and select the important concepts for integration with their own understanding. In grade 9, students had experience using criteria to evaluate sources as well as independently using reliable information based on known criteria (see Appendix C4 for more

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Sample Teaching and Assessment Strategies**Activation**

Teachers may

- ask students to consider the following questions:
 1. What is the main source of your information?
 2. Why is one source more appropriate than another when searching for information?
- review criteria to assess reliability of information
- generate, with students, a list of essential questions based on student interest

Students can

- brainstorm (individually, in small groups, or as a class) topics of interest to them; categorize topics into groups based on most current, most engaging, most available information, etc.
- self-select meaningful topics of interest

Connection

Teachers may

- model the research process (provide ads, interviews with mechanics, video reviews, consumer reports) to demonstrate informed decision making regarding a purchase, such as a car, etc.

Students can

- choose one product or service they are interested in buying or using (skateboard, phone, hotel, etc.); investigate the benefits of one brand compared to another
- use a Venn diagram or other graphic organizer to show comparisons (sample graphic organizers: Appendix C2)
- evaluate the validity of a specific website or other type of text (for a website, students may look to see if it is professional – edu, .gov., .org., .mil, .museum, etc – has an author, is copyrighted, is current, has references, includes unbiased information, offers links, etc.)

Resources and Notes**Authorized Resources**

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix C2 for samples of graphic organizers.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Outcomes

At the end of English 1202 students will be expected to

5.1 select relevant topics and questions for inquiry

5.2 analyze appropriate information from a variety of reliable sources

5.3 organize information from selected sources

5.4 integrate information to effectively meet the requirements of a learning task

5.5 share relevant information

Focus for Learning

information on bias). When researching a topic using various sources, students should ask:

- What is the source of this information?
- Can I trust this information?
- How does it compare with information from other sources?

During the inquiry process teachers must:

- help students decide what type of information they need gather
- guide students to make connections between the information in the text and how they relate to it or feel about it
- plan ways each learner can be actively engaged
- encourage and enable students to take increasing responsibility
- make student assessment an ongoing part of the learning process

For more information on inquiry/research processes, see page 64.

Students must learn to organize their information throughout the inquiry process. How this is done may depend on the organizational styles of students (see Appendix C2 for examples of graphic organizers). They may consider:

- writing jot notes as they read
- using a larger space to help physically sort information
- placing research into sub-topics
- assigning a number or letter to code or to show order of relevance
- using notecards or a highlighter to mark important information
- keeping track of citations while organizing and writing

The type of information that is gathered and how it is integrated depends on the essential question and the text form used to present the information. Regardless of the form of presentation, teachers must guide students through the process of compiling information to be used in the final product. In order for students to feel comfortable with editing and revising their products before sharing, it is important that they receive regular feedback from both peers and teachers.

Sample Performance Indicator

- Based on their research of a product or service, students will create an ad (radio, television, internet, infomercial, etc.) that highlights the best features of the product or service, such as price, reliability, etc.

GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- guide students through research steps (inquiry/research: page 64)

Students can

- research a product or service and then write a product review or add to the online discussion about a product
- choose a topic for inquiry, follow the research steps and compile ideas and interpretation of information in an integrated manner through various formats, such as:
 - panel discussion
 - campaign video
 - research paper
 - position paper
 - blog
- analyze a current events story for reliability and bias using a variety of news sources (news stations, magazines, newspapers, etc.) (bias: Appendix C4)

Extension

Students can

- explore examples of individuals, groups, corporations, or governments making bad decisions based on poor research (e.g., vaccination-Autism connection that proved baseless)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix C4 for more information on bias.
- For more information on the stages of inquiry, see pages 64.

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes

At the end of English 1202 students will be expected to

- 6.1 explain a personal point of view about issues, messages and situations within texts
- 6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)
- 6.3 recognize more than one interpretation of a text

Focus for Learning

Personal response can often be an area of strength for students, and therefore, may provide great opportunity to advance their learning and interest in learning (see Appendix D1 for key elements of writing)

Students will have experience in reflecting on how their own ideas are impacted by what they read and view (e.g., their ideas on texting while driving may change as a result of reading an article on its effects). They must continue to assess their own personal points of view and offer relevant evidence to support their stance.

Student responses are expected to go beyond simply stating their opinion. Instead, they will be expected to make connections to themselves, to the world and to other texts. They should attempt to express, using supporting detail, a personal point of view about the issues, situations and messages within a text. This can be done by:

- conducting demonstrations
- giving examples
- listing effects on themselves, a text, or the world in general
- making comparisons
- making reflections
- providing statistics

In previous grades, students have been encouraged to examine different interpretations of a text. In English 1202, they will also reflect on and discuss how their interpretations are formed. Interpretation is what a reader does in response to a text. In order to offer an interpretation of a text, a student must be able to negotiate their own meaning and explain this clearly. This meaning comes as a result of reading, viewing or listening to any type of text. It is important to note, however, that responses are often based on students' own personal and cultural experiences.

Teachers can assist students in interpreting meaning from a text by:

- asking students for clarification of ideas
- encouraging students to consider others' comments on a text
- focusing on student interpretations during class discussions
- helping students to link ideas
- making a note of student first impressions
- revisiting earlier interpretations of a text

GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- use an observational checklist to observe strategies and behaviours students use when responding to what they have viewed or read

Students can

- self-assess their interest in texts through the interest inventory
- reflect upon their personal beliefs and attitudes towards issues and topics in society by answering questions such as:
 1. Are manners important?
 2. What is important about family?
 3. What behaviours do you value: sportsmanship; team work; honesty?
 4. What are your goals?
 5. What makes you proud?
 6. How important are material things?

Connection

Teachers may

- model their reasons for their own interests (e.g., someone enjoys hockey because of a positive experience)
- expose students to multiple perspectives on a given text by setting up blogs (or using other social media for responding)
- model a think-aloud as they give a personal response to a text that can have multiple interpretations.

Students can

- question the results of an interest inventory and examine why they like or dislike certain things
- consider whether or not they would be willing to expand their interests
- relate an experience where they changed their mind about something (e.g., food, type of music, favourite team) Key elements of writing: Appendix D1)
- experiment with critically evaluating and responding to a text in a think-pair-share arrangement (Think, Pair, Share activity: Appendix E3)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix C4 for a sample observational checklist (used to observe strategies and behaviours students use when responding to what they have read or viewed).
- See Appendix D1 for key elements of writing.
- See Appendix E3 for a sample Think, Pair, Share activity.
- For suggested questions and prompts to scaffold student learning see page 49.

GCO 6: Students will be expected to respond personally to a range of texts.

Outcomes

At the end of English 1202 students will be expected to

6.1 explain a personal point of view about issues, messages and situations within texts

6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)

6.3 recognize more than one interpretation of a text

Focus for Learning

Students will continue to gain an increased understanding of their own thinking (metacognition) as they delve further into their interaction and responses to a text, and should be encouraged to ask themselves questions such as:

Personal connections to a text

1. Am I making an emotional connection (contrast/similarity) between an element in the text, and someone or something in my life? How does that make me feel?
2. Is there an intellectual appeal that enhances or limits my appreciation (e.g., Too simplistic or advanced)?
3. Is the style something that I dislike? If so, am I lacking an appreciation for a text element that others may enjoy (e.g., Am I skimming through sections rich in imagery because of disinterest)?

Connections to other texts

1. Why does it remind me of another text?
2. What text features does it have in common with other text(s)?
3. Did I experience a parallel or contrasting emotion?

Connections to the world

1. Does it remind me of any past or current world issue?
2. Does it remind me of any ongoing events or issues in my community, province or country?

For suggested questions and prompts to scaffold student learning see page 49.

Sample Performance Indicator

- The Reflective Viewer. Students view a type of text that they can read or view over a period of time (news, documentary, drama, soap, sitcom, talk show, reality show, etc.). They can create a log (or blog) to track their responses to the text. Students discuss their responses.

GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies**Consolidation**

Students can

- choose a selection from an unfamiliar genre or artist and highlight their reactions to that text; they may answer questions such as:
 1. What is the text about?
 2. What does the information mean to me?
 3. What does the author want to say?
 4. Does the author do a good job of conveying the meaning of the text?
 5. Why is this genre or artist unfamiliar to me?
- compare the relevance of a text to contemporary issues

Extension

Students can

- explore controversial texts and the various reasons behind the controversy before arriving at their own opinion (e.g., an article on law enforcement cameras and whether they are an invasion of privacy)

Resources and Notes**Authorized Resources**

- Nelson English Connect
- Nelson Homegrown 10

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes

At the end of English 1202 students will be expected to

- 7.1 examine the different stylistic techniques of texts that contribute to meaning and effect
- 7.2 respond critically with support to content, form and structure of texts
- 7.3 explain the impact of literary and media devices on the understanding of a text
- 7.4 explain how texts reveal ideologies and identities
- 7.5 analyze the portrayal of cultural identities in texts

Focus for Learning

Students must respond critically to various texts that they encounter in English 1202. Many students will readily offer a response to a text based on their interaction with the ideas presented. This may be a response to ideas, organization, figurative language or other ways in which a text makes meaning. Students have been expected to respond critically to text in previous grades, however, the depth of treatment expected at this level may vary according to the text presented and student readiness.

It is essential for students to have the opportunity to choose texts which are relevant to their lives, and in which they can become more engaged. They will read and view texts and draw conclusions from the information presented to them. Teachers will need to assess students early in the year to determine strengths and challenges. Teachers should focus on further developing student skills and challenging them to critically evaluate the texts they encounter both inside and outside of the classroom.

Students will benefit greatly from teacher modeling of skills required to respond critically to a particular text. Teachers must model for students how to respond to texts in considering the following aspects:

- how an author's style contributes to meaning and purpose
- how authors choose to organize and present texts to an audience
- how literary devices and media techniques impact a student's understanding of a text
- what impact an author's text has on those who experience it
- why authors choose to create texts using the form they do

Students will also learn to analyze various stylistic techniques used by authors by examining:

- literary and media devices
- the conciseness of the writing
- transitional phrases
- use of dialogue
- varied sentence structure

Identifying and using particular stylistic techniques such as literary and media literacy devices is important for students at this level (see pages 58 and 61 for more information on literary and media devices). These may include point of view, imagery, mood, etc. Students have had experience in previous grades with many literary devices and

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- assess students knowledge and application of stylistic techniques/media devices to gauge student readiness
- present published texts and ask students to respond to questions relating to content, form and structure
- use cooperative learning strategies to help review or introduce new information (cooperative learning strategies: Appendix E3)

Students can

- complete a graphic organizer to compare a specific text to a traditional text on the same topic; texts used could include traditional and modern versions of fairy tales, older and newer versions of comic books and characters, catalogues, magazines, food packaging, etc.
- brainstorm reasons for the creation of various texts (both their own and others)
- rewrite a text using a different dialect or cultural context (e.g., a line of poetry or from a novel rewritten using the online Snoop Dogg Translator)

Connection

Teachers may

- lead a discussion on the different levels of meaning in a poem or song (i.e., literal and figurative)

Students can

- discuss what particular texts (books, videos, songs, poems, movies, etc.) may reveal about issues in society
- explore comparisons (of stylistic techniques) that exist between two similar texts of different genres (movie-novel, song-story, etc.)
- interpret and respond to texts considering alternate viewpoints (e.g., age, gender, ethnicity, culture)
- analyze why films are classified in particular genres (e.g., comedy, horror, drama, etc.) by analyzing specific devices (music, use of colour, camera angles, lighting, framing, etc.).
- create a comparison of a music video and the lyrics of the song

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix E3 for examples of anticipation guides and cooperative learning strategies.
- See page 58 for more information on media devices.
- See page 61 for more information on literary devices.

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes

At the end of English 1202 students will be expected to

7.1 examine the different stylistic techniques of texts that contribute to meaning and effect

7.2 respond critically with support to content, form and structure of texts

7.3 explain the impact of literary and media devices on the understanding of a text

7.4 explain how texts reveal ideologies and identities

7.5 analyze the portrayal of cultural identities in texts

Focus for Learning

their impact on a wide variety of texts (e.g., foreshadowing in a text to develop suspense, colour in a visual to enhance effect, music in a movie to evoke mood). As well, students will continue to develop their understanding of media literacy devices (e.g., advertisement, logo, medium, message) and their impact on various texts (see appendix E3 for examples of anticipation guides and cooperative learning strategies).

It is also important that students become aware that texts can reveal something about the personal and cultural identities of their creators, including their own beliefs and positions as well as any biases they may have. Students may find some level of bias in many of the texts they read and view. Questions to help students respond critically and understand how ideologies and identities are revealed and portrayed include the following:

1. Is there only one perspective presented?
2. Would a person have reason to feel devalued buy this text?
3. What issues are raised?
4. How does the author think about the world?
5. Is the author's thinking accurate? Justified?
6. How does the author portray ethical and legal issues? Belief systems? Multiculturalism? Violence? Aboriginal issues? Gender? LGBTQ? Individuals with special needs? Political issues?

Sample Performance Indicator

- Students develop, over time, a detailed reader response journal on a variety of texts that comment on some or all of the following: stylistic techniques, content, form, personal and cultural identity, etc.

GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- challenge students' preconceptions about children's texts by asking them questions related to their ideas and beliefs about the texts
- choose a children's text that includes elements aimed at a more mature audience (Disney movies, Phineas and Ferb, Muppet Show); model for students how to determine what parts of the text are aimed at adults (this may include looking at word choice, visuals, song lyrics, to determine parodies, analogies, etc.)

Students can

- select a social issue and explore how it is portrayed in different texts (print, media, visual)
- represent a print text in another genre utilizing specified characteristics (e.g., represent a story in a poster using visuals, headings, color)
- compare and analyze comedic styles of past and current comedians (content, form, language, use of literary devices)
- analyze texts for bias and cultural stereotypes and present results to the class (e.g., songs, videos, magazines, fairy tales, etc.)
- respond to texts studied through online forums (e.g. Edmodo™) to develop a better understanding of the text as well as to interact with peers

Extension

Students can

- rewrite a song using a different genre (e.g., country song as a rap)
- create a children's text on one theme from a novel studied

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Writing and Representing

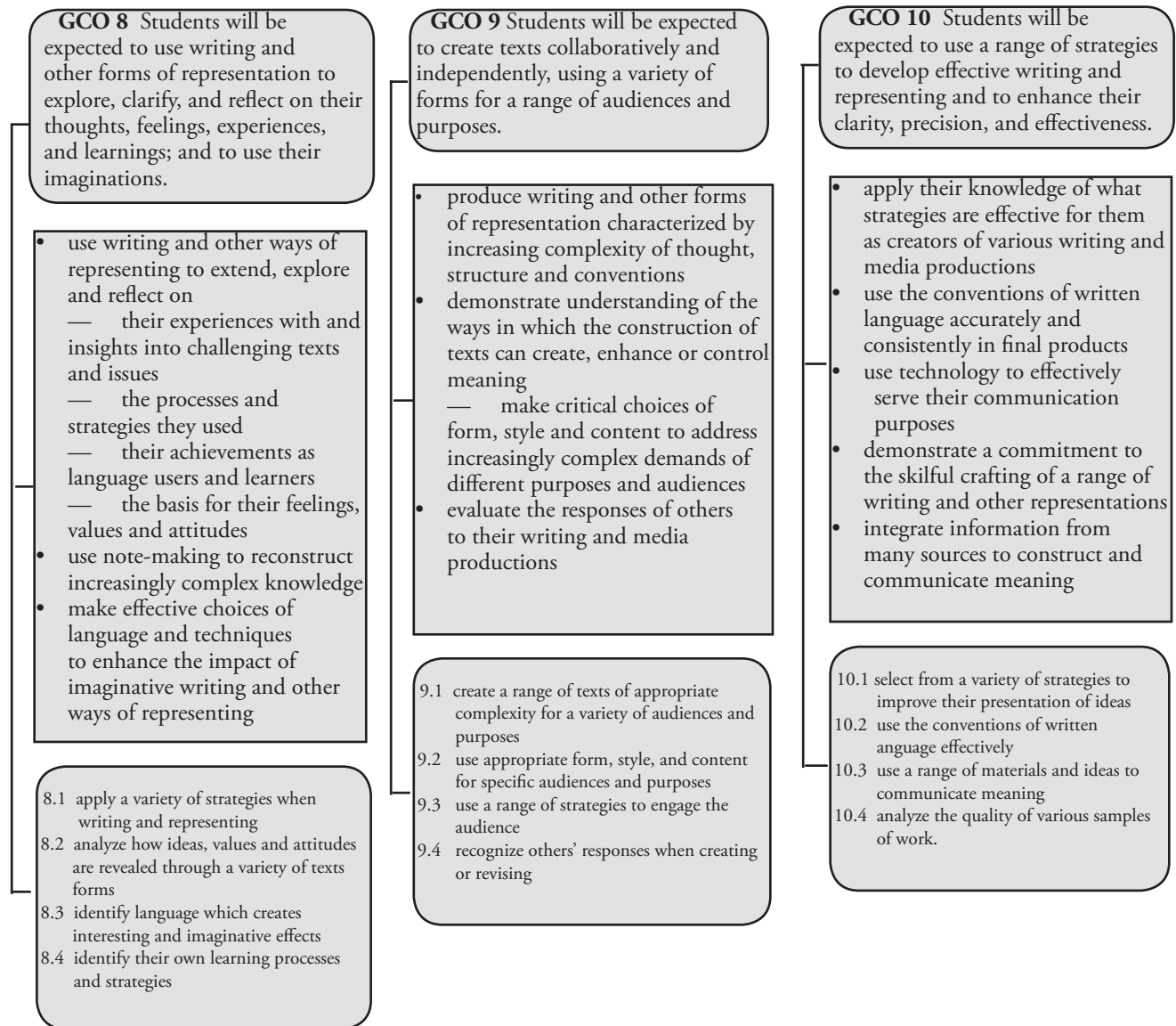
Overview

Focus for Writing and Representing

The six strands of language arts necessitate an integrated approach in developing learning activities for students. It is important to recognize the interconnectedness of the strands and build on students' strengths.

Writing and representing allow the expression and communication of ideas and information through a variety of media and diverse texts. Students must know the organization, codes and conventions associated with different representations, as well as those used in written language. They must decode, understand, evaluate and write through, and with all forms of media. In the classroom, what it means to be an effective writer and representer must be clearly communicated to all students.

Outcomes Framework



GCO 8: Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.		
Grade 9	English 1202	English 2202
8.1 experiment with a variety of strategies as language learners	8.1 apply a variety of strategies when writing and representing	8.1 use writing and other ways of representing to <ul style="list-style-type: none"> - explore, interpret, and effect on their experiences with a range of texts and issues - monitor the language and learning processes and strategies they use - record and assess their achievements as language users and learners - express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes
8.2 use writing and representing to extend, explore and reflect on ideas, values and attitudes	8.2 analyze how ideas, values and attitudes are revealed through a variety of texts forms	8.2 use note-making strategies to document experience and reconstruct knowledge by <ul style="list-style-type: none"> - paraphrasing - summarizing - using note cards, notetaking sheets, research grids - video or audio techniques
8.3 assess strategies that help them learn and describe their personal growth as language learners	8.3 identify language which creates interesting and imaginative effects	8.3 make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
8.4 integrate stylistic effects in writing and representing to create interest	8.4 identify their own learning processes and strategies	
GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.		
Grade 9	English 1202	English 2202
9.1 create a range of texts	9.1 create a range of texts of appropriate complexity for a variety of audiences and purposes	9.1 construct increasingly complex texts using a range of forms to serve their purposes

9.2 evaluate the use of a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)	9.2 use appropriate form, style, and content for specific audiences and purposes	9.2 create a clear and coherent structure in various forms of writing and media Production - make informed choices of form, style, and content to address the demands of different audiences and purposes - use effective strategies to engage the reader/viewer
9.3 assess feedback to inform future work	9.3 use a range of strategies to engage the audience	9.3 use audience feedback in the process of writing and media production to improve the effectiveness of final products
	9.4 recognize others' responses when creating or revising	
GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.		
Grade 9	English 1202	English 2202
10.1 evaluate the writing and representing strategies that help create a variety of texts	10.1 select from a variety of strategies to improve their presentation of ideas	10.1 apply a variety of writing/representation strategies to construct increasingly complex texts
10.2 use the conventions of written language	10.2 use the conventions of written language effectively	10.2 demonstrate control of the conventions of written language in final products
10.3 use various technologies in communicating for a range of purposes with a variety of audiences	10.3 use a range of materials and ideas to communicate meaning	10.3 make informed choices about the use of computer and media technology to serve their communication purposes
10.4 demonstrate a commitment to creating pieces of writing and representing	10.4 analyze the quality of various samples of work.	10.4 demonstrate a commitment to crafting a range of writing and other representations
		10.5 use information from a variety of sources to construct and communicate meaning

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

At the end of English 1202 students will be expected to

- 8.1 apply a variety of strategies when writing and representing
- 8.2 analyze how ideas, values and attitudes are revealed through a variety of texts forms
- 8.3 identify language which creates interesting and imaginative effects
- 8.4 identify their own learning processes and strategies

Focus for Learning

It is essential that students have many opportunities to write and represent for creative and personal reasons. Students need opportunities to express and reflect on ideas. Teachers should suggest relevant topics and examples as a basis for student writing. Assessment should focus on the process, not the product; on how students effectively use writing and representing to serve their purpose (see Appendix D1 for key elements of writing).

In order to brainstorm ideas related to topics, titles, language, structure, etc., which help students to create interesting and imaginative effects when creating, students may also use or refer to:

- 3-D construction models
- digital programs
- drawings, diagrams, charts, jot notes, collages and photographs
- graphic organizers
- lists, outlines, charts, webs and graphs
- marginal annotations
- single sentence and paragraph summaries
(see Appendix D2 for samples of print and digital texts students can create)

It is important for teachers to demonstrate a variety of forms for personal writing as well as for students to have opportunities to choose their own writing topics and forms.

Some of these forms of writing may include:		
anecdote	interview	rebuttal
blog	letter	sculpture
comic	memoir	short story
dance	monologue	skit
editorial	multi media	speech
email	opinion piece	summary
essay	painting	tweet
eulogy	play	10 word story

(see Appendix D3 for more writing forms)

The main purposes of this type of writing and representing are to:

- capture thoughts, feelings, perceptions, reactions and responses
- explore beliefs, principles, values and biases
- make sense of developing ideas and interpretations

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- share selections of personal writing such as journals, blogs, Twitter™ entries, monologues, poetry, songs
- ask students to respond to specific features of teacher and student exemplars
- share and discuss student exemplars based on writing elements (key elements of writing: Appendix D1)
- introduce guidelines for student portfolios at the beginning of the school year
- use flexible grouping to encourage students to share ideas and knowledge about creating texts

Students can

- use graphic organizers to determine areas of interest for creating texts
- share ideas of interest in groups (through a graffiti wall, list, sketch, etc)

Connection

Teachers may

- provide prompts to encourage writing and representing
- share cross-curricular links related to writing and representing (e.g., debates in social studies, explanations in science)

Students can

- reflect on prior experiences in creating texts to clarify their thoughts and feelings
- engage in self-assessment using rubrics and checklists (on their creation of texts)
- select previously completed texts from their portfolio to revise and resubmit for evaluation
- use a large sheet of paper or a computer program to create a character map, with captions, of characters in a play to show their relationships
- create a mind map to respond to a text studied. Visual representations should show an understanding of a specific aspect of a text (e.g., setting, character, message)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix D1 for key elements of writing
- See Appendix D3 for more suggestions of writing forms

Suggested Resources

- For a curriculum guide overview, resource overview and for teaching and learning strategies featuring classroom clips, please visit the professional learning website at <https://www.k12pl.nl.ca/>

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes

At the end of English 1202 students will be expected to

8.1 apply a variety of strategies when writing and representing

8.2 analyze how ideas, values and attitudes are revealed through a variety of texts forms

8.3 identify language which creates interesting and imaginative effects

8.4 identify their own learning processes and strategies

Focus for Learning

- reflect on initial responses and attitudes to texts and issues
- explain personal responses and extend them

It is important for students to experiment with writing and language (dialogue, literary devices, descriptive details, etc.) in order to make it interesting and imaginative. Teachers can guide students towards writing and representing creatively by:

- asking them to write (or represent) on unconventional topics
- setting varying time limits
- moving to a different area of the school (or going outside)
- encouraging students to choose topics that interest them
- giving students a few days to think about and discuss a topic
- asking students to parallel write (write about two different topics at the same time)
- giving students opportunities to sit away from others to work

For information related to Writing and Representing using the Workshop Model, see page 47.

Sample Performance Indicators

- Students create an audio-biography with sound effects.
- Selected pieces of student work completed throughout the year can be used for assessment purposes. A student portfolio is useful for evidence of growth in writing and representing.

For more information and criteria on assessing the Writing and Representing Strand, see page 51.

GCO 8: Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Sample Teaching and Assessment Strategies

- practice organizational skills by arranging the same type of information using different patterns (e.g., make a grocery list; organize by order of importance, by spatial order in the store and by classification into food groups; as well, students can look at the past twenty-four hours, and organize by cause and effect, as well as by chronological order)

Consolidation

Teachers may

- guide students to create their own selected response and constructed response questions

Students can

- write letters to the editor (key elements of writing: Appendix D1)
- create texts using a form of their choice to showcase some aspect of their own lives or interests (e.g., a comic strip to show a funny thing that happened to them or a collage to highlight an important event) (suggestions for creating print and digital texts: Appendix D2)
- create a travel brochure for a setting in a novel
- create a visual presentation of a poem or short story
- create a graphic novel project for a particular selection of a text

Extension

Students can

- create a video advertisement for a product based on a particular character studied (e.g., an advertisement where Fiona promotes ‘elsewhere’ as the best place to live or Jonas creates an ad as to why things must change in *The Giver*)

Resources and Notes

Authorized Resources

- Nelson English
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix D2 suggestions for creating print and digital texts.
- For information related to Writing and Representing using the Workshop Model, see page 47.
- For more information and criteria on assessing the Writing and Representing Strand, see page 51.

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Outcomes

At the end of English 1202 students will be expected to

- 9.1 create a range of texts of appropriate complexity for a variety of audiences and purposes
- 9.2 use appropriate form, style, and content for specific audiences and purposes
- 9.3 use a range of strategies to engage the audience
- 9.4 recognize others' responses when creating or revising

Focus for Learning

Students will create a variety of products both independently and collaboratively with guidance from the teacher. It will be useful for teachers to review with students the appropriate behaviours and expectations when working in a group setting (e.g., time management, respect for opinions, meaningful contribution).

Student readiness will determine the range of texts that students are able to complete independently (see Appendix D2 for suggestions for creating print and digital texts). Emphasis should be placed on problem-solving while creating texts, as well as on setting criteria for assessing their own texts.

It is important to introduce texts that demonstrate a wide range of purposes and are appropriate for broad audiences. Teachers may need to spend some time clearly outlining the variety of purposes that exist in text creation. These purposes may include to:

- clarify personal thoughts and feelings
- create for enjoyment
- entertain
- identify problems
- inform or persuade
- initiate social change
- present information
- record information
- reflect on a text
- respond to text
- summarize text

For more information on the modes of writing, see page 47.

Students may consider the following questions when creating texts to engage a specific audience:

- Are my details specific enough?
- Does my introduction/description grab the audience's attention?
- Does my text flow clearly from one idea to the next?
- Does my text have immediate appeal?
- Have I used multimedia appropriately/effectively?
- Have I used quotes appropriately?
- Is my creation self-explanatory?
- Is my message clear?
- Is my piece consistently focused on the main topic?
- Is my voice evident?

(see Appendix E2 for writing frames to assist in student reflection)

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- review with students, multiple audiences (age, gender, grade, location, job demographic, etc.) of a text
- review with students, multiple purposes (inform, entertain, explain, describe, persuade, etc.) of a text
- model exemplars to make students aware of expectations (e.g., paragraph and essay writing)
- display exemplars of products

Students can

- reflect on past experiences as audience members and share how they were engaged with the text (e.g., informal discussion, journal writing, graffiti wall)
- complete a table listing a specific text, its audience and evidence for the choice of audience
- have students create lists to compare audiences (e.g., things that would appear in a student's utopian society versus that of a parent)

Connection

Teachers may

- discuss types of products students can create based on texts studied
- ask students to participate in a never-ending story (a story can begin in one class – this could be English, science, social studies classes, etc. – and then be passed from class to class with contributions being made by each one)

Students can

- share their work with peers and seek advice from them about how to improve work (questions for revising: Appendix D4)
- create a text that may be suitable as a cross-curricular product (e.g., a pastel text in Art graded as a representing text in English 1202) (suggestions for creating print and digital texts: Appendix D2)
- participate in a writing circle (each student can begin a piece of writing, passing it around the room for others to contribute to before being returned to the original student for editing and publishing) (personal responses to text: page 62)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix D2 for suggestions for creating print and digital texts.
- See Appendix D4 for sample questions for revising and editing.
- For more information on the modes of writing, see page 47.
- For more information on personal responses to text, see page 62.

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Outcomes

At the end of English 1202 students will be expected to

9.1 create a range of texts of appropriate complexity for a variety of audiences and purposes

9.2 use appropriate form, style, and content for specific audiences and purposes

9.3 use a range of strategies to engage the audience

9.4 recognize others' responses when creating or revising

Focus for Learning

During the creation of texts, students should be made aware of skills and strategies that may be helpful throughout this process. These may include:

- using exemplars
- considering the audience
- discussing criteria
- choosing a form
- finding a topic
- choosing content
- planning a design or outline
- gathering information or materials
- getting feedback
- proofreading
- editing
- presenting projects

For examples of personal responses to text, see page 62.

Expectations as to the strategies students will be expected to use must be communicated clearly and continuously reinforced. It is important for teachers to note the strategies that work for particular students and encourage them to develop these further as the course unfolds.

Teachers will also need to provide consistent feedback to students as they complete an activity. It is expected that students will revise and edit their products as they receive feedback from peers and teachers. This feedback should be descriptive, specific and timely in order for students to have time to decide if or how they will incorporate this feedback into their finished product (see Appendix D4 for sample questions for revising and editing).

Sample Performance Indicators

Students choose a relevant issue (e.g., bullying, vandalism, homework) and:

- Write a letter of concern about the issue. Each student will write to a different audience of their own choice (peers, parents, teachers, politicians, children, general public, etc.).
- Create a multi-media product (e.g., Prezi©, Photostory©) about a relevant issue. The presentation would focus on one aspect of the issue (e.g., the issue could be animal cruelty but a presentation could be focused on how SPCA organizations across the province are helping animals).

GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audiences and purposes.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- conference with a student on the choices he or she makes while working on a particular product
- present a muted video clip to students and ask them to write their own script
- provide students the opportunity to revisit and revise previous texts they created (revising: Appendix D5 and student reflection: Appendix E2)

Students can

- submit work for publication in a newsletter, newspaper, school display, etc.
- write and produce a movie trailer for a novel, short story or event at school
- create a newspaper with each student having specific jobs based on their individual strengths and interests
- using one topic, create two similar texts appropriate for two different audiences (e.g., two posters on Internet safety: one for a K-6 audience and another for a 7-12 audience)
- write a paragraph or essay (depending on the ability of students in the class) of argumentation on a current issue that they feel strongly about

Extension

Students can

- rewrite an existing narrative to make it suitable for a younger audience; when completed, students could share the story with a target audience

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix E2 for writing frames to assist in student reflection.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Outcomes

At the end of English 1202 students will be expected to

- 10.1 select from a variety of strategies to improve their presentation of ideas
- 10.2 use the conventions of written language effectively
- 10.3 use a range of materials and ideas to communicate meaning
- 10.4 analyze the quality of various samples of work

Focus for Learning

Students will have had a range of experiences with producing a variety of final products. Some students will be more comfortable using particular strategies to present ideas and may rely on these at the beginning of the year. It is therefore important for students to be exposed to a variety of presentation styles.

Students should be encouraged to make use of the technological resources available to them. Even though students may be very familiar with current technology, it is important for teachers to review some of these options with students and encourage them to incorporate technology into their writing and representing products (Prezi™, Twitter™, Edmodo™, PowerPoint, etc.). However, the use of these technologies should not negate traditional strategies that may also be effective in creating quality texts (e.g., brainstorming, outlining, jot notes, paraphrasing, peer editing, etc.).

As well, students should understand and be able to use a wide range of writing conventions. However, regular review of effective use of writing conventions is necessary throughout the year. Students will need varying levels of support in order to use conventions of written language effectively. Peer-editing, conferencing, mini-lessons, self assessment and other strategies may assist with this, (see Appendix A1 for a list of aspects of language structures).

As students progress, they need to be aware of the importance of using strategies which help them present their ideas. Teachers will need to consistently remind students of these strategies and encourage their use in various aspects of the course. For the purposes of writing, these may include:

- pre-writing
- drafting
- revising
- editing
- publishing

When creating other types of texts, students may need to work on organizational skills and may therefore find it helpful to:

- create a goal for the project
- create a list of tasks
- outline roles and responsibilities (if working in a group)
- outline a time frame
- create, edit and publish

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Sample Teaching and Assessment Strategies

Activation

Teachers may

- brainstorm with students some of the technologies they are familiar with as well as others they would like to learn more about
- brainstorm with students various writing/representing strategies they have had success with in the past
- discuss with students appropriate use of various technologies
- review aspects of language structures (language structures: Appendix A1)

Students can

- co-create the assessment criteria used to evaluate an upcoming writing or representing project
- choose a writing/representing task (e.g., choice board, tic-tac-toe, menu boards)

Connection

Teachers may

- model for students specific strategies that will be useful in completing a writing/representing activity
- model revisions of exemplars with students.
- summarize, with students, sections from a text used in another subject area

Students can

- list reasons why they chose a particular writing/representing project
- peer edit and revise a piece of writing
- conference with other students about products they have developed in order to provide feedback
- develop and maintain a portfolio or e-folio of a wide variety of writing and representing texts created throughout the course
- conference with peers or teachers to edit written or created texts (conferencing: page 68)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- See Appendix A1 for a list of aspects of language structures.
- For more information on conferencing, see page 68.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Outcomes

At the end of English 1202 students will be expected to

10.1 select from a variety of strategies to improve their presentation of ideas

10.2 use the conventions of written language effectively

10.3 use a range of materials and ideas to communicate meaning

10.4 analyze the quality of various samples of work

Focus for Learning

For the purposes of creating texts, students may focus on: audience, content, message, organization, purpose, style, text form, voice, word choice, etc. For examples of personal responses to text, see page 62.

A portfolio of student work (paper or digital) is an effective way to help students organize their own work, provide easy access, and edit and revise completed projects. It is important for students to see their own growth, and therefore be better able to assess their own learning.

When assessing their own work, students may also use:

- checklists
- exemplars
- goal setting
- graphic organizers
- journals/logs
- rubrics
- self-recordings
- surveys

Teachers can help students learn to self-assess by:

- allowing time for students to practice these skills independently
- asking students to start with an uncomplicated task for self-assessment
- discussing the importance of self-assessment
- including students in creating assessment criteria (e.g., students helping to create a rubric)
- modelling practice with assessment tools
- conferencing with students and providing feedback during practice

For more information on conferencing, see page 68.

Sample Performance Indicators

- Students create a piece of writing using a specific form (narrative, descriptive, etc.)
- Students create a visual representation of a text studied.

GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- share various revisions of a piece of professional writing (e.g., revision and final copies of classical works of literature are available online)

Students can

- use rubrics/checklists they have developed with teachers and peers to assess their products
- compare forms, devices, effectiveness, etc. of two texts with the same topic (e.g., a website and a medical infographic)
- revise and submit a text creation from earlier in the year (samples of personal responses to text: page 62)
- design and publish a class website that presents samples of each student's favorite writing/representing project

Extension

- students can share a favorite piece of writing or representing with an outside agency for publication (e.g., newsletter, newspaper, school website)

Resources and Notes

Authorized Resources

- Nelson English Connect
- Nelson Homegrown 10

Curriculum Guide References

- For examples of personal responses to text, see page 62.

Section Four - Appendices

Appendix A: Planning for Instruction

Appendix A1: Suggested Three Year Plan

Broad Range of Texts:

Provide opportunity for students to experience the following range of texts. Through collaborative planning, teachers can determine emphases at each grade level.

Reading and Viewing	Grade 10	Grade 11	Grade 12
<p>Traditional Literature—myths, legends, folktales, other...</p> <p>Fantasy/Science Fiction—time warps, little people, spirits, strange/curious worlds, preposterous characters, other...</p> <p>Contemporary Realistic Fiction—people stories, animal stories, sports stories, mysteries, survival stories, humourous stories, etc.</p> <p>Historical Fiction</p> <p>Plays—silent plays (tableau/ pantomime), stage plays, puppet plays, radio plays</p> <p>Poetry—free verse, lyrics, narrative poems and ballads, shape or concrete poems, syllable and word-count poems, formula poems, other...</p> <p>Autobiography and Biography</p> <p>Information Texts—process, people, events, reference material</p> <p>Technological Texts—computer software, computer networks, databases, CD-ROMs, other...</p> <p>Significant Social Texts (Oral and Written)—speeches, advertisements, radio and television broadcasts, political documents, editorials, advertisements</p> <p>Everyday Texts—letters, notices, signs, memos, etc.</p> <p>Class-produced Material—individual and group texts</p>			

Provide opportunity for students to produce their own expressive, transactional, and poetic text, and to maintain and record and portfolio of their work.

Writing and Other Ways of Representing	Grade 10	Grade 11	Grade 12
<p>Expressive (Personal) Writing—response journals, friendly letters, thank-you notes, other...</p> <p>Transactional (Informational) Writing—project reports, reviews, letters, directions and instructions, autobiography and biography, advertisements and commercials, persuasive texts, articles, summaries, matrix, other...</p> <p>Poetic (Imaginative) Writing—stories, poems, plays, other...</p>			

Provide opportunity for students to engage in speaking and listening activities that range from informal, exploratory talk to more formal oral presentations.

Speaking and Listening	Grade 10	Grade 11	Grade 12
<p>Group Discussion—conversation, brainstorming, group sharing, interviewing</p> <p>Oral Interpretation—oral reading, choral speaking, readers' theatre, storytelling</p> <p>Oral Presentations—booktalks, short oral report, persuasive talks, illustrated media talks, debates</p>			

Repertoire of Processes and Strategies:

These processes and strategies will require significant attention each year.

Processes and Strategies	Grade 10	Grade 11	Grade 12
<p>Use of Background Knowledge to Construct Meaning</p> <p>Use of Cueing Systems—graphophonic, syntactic, semantic</p> <p>Predicting, Confirming, Correcting</p> <p>Previewing</p> <p>Brainstorming, Categorizing</p> <p>Questioning—I wonder/I think, reciprocal questioning, Q/A relationships</p> <p>Semantic Mapping, Webbing—emotions, characters, story structures</p> <p>Researching</p> <p>Skimming, Scanning</p> <p>Use of Text Structures—comparison/contrast, sequence/events, cause/effect, problem-solution, description</p> <p>Study Strategies to Enhance Learning and Recall</p> <p>Process Approach Strategies to Writing—prewriting, drafting, revising, editing, proofreading, post-writing</p>			

Aspects of Language Structure and Use:

Constant attention to structure and usage will be required each year. Instruction within the context of meaningful reading and writing experiences is most effective. Having students develop individual plans for improvement would be most helpful.

Language Structure and Use	Grade 10	Grade 11	Grade 12
<p>Abbreviations</p> <p>Acronyms</p> <p>Active and passive voice</p> <p>Canadian spelling</p> <p>Capitalization</p> <p>Citations</p> <p>Direct and indirect quotations</p> <p>Embedding quotations within sentences</p> <p>Embedding quotations within sentences</p> <p>Homonyms</p> <p>Misspellings (identify misused words, e.g., affect/effect, then/than)</p> <p>Punctuation</p> <p>Punctuation used to create effect</p> <p>Parts of Speech</p> <p>Sentence parts (subject, verb, predicate)</p> <p>Words/Vocabulary – root words, prefixes, suffixes, compound and hyphenated words, homophones, possessives, contractions, plurals</p> <p>Sentences – complex, compound, declarative, run-on, etc.</p> <p>Reference Material</p> <p>Manuscript Form – headings, margins, title</p> <p>Spelling Strategies</p> <p>Verb tenses (maintaining consistency)</p>			

Appendix A2: Suggested Guidelines for Selecting Content

The learning resources authorized by the Department of Education provide a core content to all teachers and students in the province. The range of texts help facilitate whole-class instruction as well as small-group and student-directed reading and viewing. Opportunity should be provided, however, for students to read beyond the texts used in class for instructional purposes. The “Resources” section of Foundation for the Atlantic Canada English Language Arts Curriculum states that “English language arts classrooms and school resource centres/libraries need a wide array of learning resources for student choice and use” (p. 54). Teachers should also “draw on a variety of community resources”(p. 56), including guest artists, writers, performers, media producers and communications experts. It is within this context that the following guidelines for selecting content is provided. Number of products and/or experiences are suggestions only.

It is important that teachers spend time getting to know their students interests, learning styles and motivations so that they are able to provide them with a variety of choice in the activities with which they engage. Empowering students through choice fosters a love for learning and supports their personal growth as lifelong learners.

	Grade 10	Grade 11	Grade 12
Writing and Representing Activities			
Transactional persuasive, explanatory, procedural, Length: dictated by form and grade level	Minimum of 2	Minimum of 2	Minimum of 2
Expressive memoir, biography or autobiography, narrative (short story, includes short graphic texts)	Minimum of 1 Min. 2 pages; focus on skills, not length	Minimum of 1 Min. 3 pages; focus on skills, not length	Minimum of 1 Min. 4 pages; focus on skills, not length
Visual/Multi-media Web page, model, collage, photo essay, drama Length: dictated by form	Minimum of 1	Minimum of 2	Minimum of 1
Inquiry Based research focus (literary, persuasive or explanatory) can be writing or representing (if written, should be approximately 2, 4 or 6 pages relative to grade level, with sources cited and following standard formatting regulations) may also be media focused	Minimum of 1 One should be written 2-4 pages with min. of four sources	Minimum of 2 One should be written 3-5 pages with min. of four sources	Minimum of 1 If written con- sider 4-6 pages with min. of five sources
Poetic poetry, prose poems, songs, rap Length: dictated by form	Minimum of 1	Minimum of 2	Minimum of 1

Reading and Viewing Activities			
Poetry ballad, elegy, epic, free verse, lyric, narrative, ode, sonnet	Minimum of 5	Minimum of 5	Minimum of 5
Drama Longer: Play, script, excerpt Shorter: monologue, student written script, short excerpt	Minimum of 1 longer and 1 shorter	Minimum of 1 longer and 1 shorter	Minimum of 1 longer
Short Prose fiction and non-fiction (essay, short story, article, blog, rant, etc.)	Min. 6 fiction 3 non-fiction	Min. 3 fiction 6 non-fiction	Min. 5 fiction 5 non-fiction
Multimedia film, music, websites, commercials, advertisements, podcasts, etc.	Min. of 5	Min. of 5	Min. of 5
Extended Texts (Independent and/or class study) Novel, biography	Min. of 2	Min. of 2	Min. of 2
Speaking and Listening Activities			
Informal speaking and listening experiences can be observed on a continual basis. Formal speaking experiences involve products produced through processes; these experiences may help students meet outcomes in writing and representing.		Min. of 2 informal and/or formal speaking Min. of 2 listening	
Informal speaking and listening experiences may include: Group discussion Extemporaneous Improv Role play Reading aloud Responding to questions (whole class or small group)	Formal speaking experiences may include: Interview Debate Speech Slideshow presentation Book talk Dramatic presentation	Formal listening experiences may include: Listen to music (content, theme, mood, etc.) Listen to read aloud (poetry, narrative, etc.) Listen to formal speeches or debates (content, style, tone, etc.)	

Appendix A3: Sample Interest Inventory Would You Rather ...?

While self-interest inventories are available online for more specific targeting of students' areas of interest, self-interest activities may also be used to support students as they explore and reflect on their own choices. Students will think critically about choices they make based on information available to them.

The following or similar activities may be useful in helping students determine their own interests and reasoning processes.

Place a line of tape down the center of the room. Ask the group to place one foot on either side of the tape. When asked "Would you rather", they must move to the left or right. If students are reluctant to physically move around the room, they could be given two sheets of paper (e.g., blue for one answer and red for another) to hold up as each question is asked. Teachers may ask students to discuss their reasons for particular choices.

Questions could include, would you rather...

<ul style="list-style-type: none"> • go without Internet or TV? • be invisible or be able to read minds? • work as a construction worker or a journalist? • watch a reality show or a movie? • go to a movie or a play? • meet the President of the US or the Prime Minister of Canada? • go on a ski holiday or a holiday at a beach? • live in a city or in a small community? • go hunting or join an animal rights group? • own a lizard or a snake? • watch a movie on TV or at a movie theatre? 	<ul style="list-style-type: none"> • read a novel or a magazine? • have a drivers license or another type of license? • read a magazine or a newspaper? • hang out with a group or with just a couple of people? • play a sport or a musical instrument? • not hear or not see? • go to a rock concert or a heavy metal concert? • go sky diving or bungee jumping? • have a cell phone or a tablet? • eat turnip or carrots?
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Appendix A4: Self-Interest Inventory

How Do You Like To Spend Your Time?

How do you like to spend your time? Review the list below and place a check mark next to the activities that you currently enjoy doing. Place an asterisk (*) beside those things that you enjoy but don't have the time and/or opportunity to do right now.

<input type="checkbox"/> being outdoors	<input type="checkbox"/> learning how things work	<input type="checkbox"/> selling things
<input type="checkbox"/> collecting things	<input type="checkbox"/> writing poetry or songs	<input type="checkbox"/> travelling
<input type="checkbox"/> listening to music	<input type="checkbox"/> reading novels	<input type="checkbox"/> riding ATVs
<input type="checkbox"/> fishing	<input type="checkbox"/> reading magazines or newspapers	<input type="checkbox"/> working at a part time job
<input type="checkbox"/> hunting	<input type="checkbox"/> staying up late	<input type="checkbox"/> cooking
<input type="checkbox"/> playing team sports	<input type="checkbox"/> sleeping in	<input type="checkbox"/> eating out
<input type="checkbox"/> playing individual sports	<input type="checkbox"/> getting up early	<input type="checkbox"/> shopping
<input type="checkbox"/> watching sports	<input type="checkbox"/> weight training	<input type="checkbox"/> doing extreme sports
<input type="checkbox"/> hanging out with friends	<input type="checkbox"/> cardio exercise	<input type="checkbox"/> child care
<input type="checkbox"/> camping	<input type="checkbox"/> going to the gym	<input type="checkbox"/> solving problems
<input type="checkbox"/> watching movies	<input type="checkbox"/> outside fitness	<input type="checkbox"/> auto work/repair
<input type="checkbox"/> watching TV shows	<input type="checkbox"/> church activities	<input type="checkbox"/> meeting people
<input type="checkbox"/> writing essays	<input type="checkbox"/> volunteer activities	<input type="checkbox"/> building things
<input type="checkbox"/> reading maps	<input type="checkbox"/> public speaking	<input type="checkbox"/> studying languages
<input type="checkbox"/> playing a musical instrument	<input type="checkbox"/> photography	<input type="checkbox"/> exploring new places
<input type="checkbox"/> using Facebook®	<input type="checkbox"/> animal rights	<input type="checkbox"/> concerts
<input type="checkbox"/> using social media	<input type="checkbox"/> writing stories	<input type="checkbox"/> thrill rides and adventures
<input type="checkbox"/> surfing the Internet	<input type="checkbox"/> following weather patterns	<input type="checkbox"/> studying art
<input type="checkbox"/> singing	<input type="checkbox"/> bodybuilding	<input type="checkbox"/> organizing information
<input type="checkbox"/> following news stories	<input type="checkbox"/> programming computers	<input type="checkbox"/> organizing a physical space
<input type="checkbox"/> planning events	<input type="checkbox"/> drawing or sketching	<input type="checkbox"/> working with animals
<input type="checkbox"/> playing board games	<input type="checkbox"/> painting	<input type="checkbox"/> politics
<input type="checkbox"/> hanging out with friends	<input type="checkbox"/> conserving natural resources	<input type="checkbox"/> texting
<input type="checkbox"/> doing housework	<input type="checkbox"/> budgeting/financial matters	<input type="checkbox"/> solving puzzles
<input type="checkbox"/> dancing	<input type="checkbox"/> designing things	<input type="checkbox"/> science fiction
<input type="checkbox"/> boating	<input type="checkbox"/> teaching others	<input type="checkbox"/> healthy lifestyles
<input type="checkbox"/> watching musicals	<input type="checkbox"/> helping the elderly	<input type="checkbox"/> doing electrical work
<input type="checkbox"/> watching plays	<input type="checkbox"/> spending time with family	<input type="checkbox"/> working with numbers
<input type="checkbox"/> gardening		

Appendix A5: Common Approaches to Instruction

Atlantic Canada English Language Arts Curriculum: English Language Arts, Grades 10-12 identifies a number of common approaches to instruction. Teachers should use multiple approaches within their English language arts program, including the study of a particular genre (e.g., poetry, drama) and multi-genre studies (e.g., as a unit organized by an issue, theme, project, concept, or historical geographical/cultural exploration). Teachers can also plan their English language arts program by matching SCOs with their instructional approaches or units of study. The following chart outlines common approaches to instruction which may be used by teachers.

Sample	Description	Examples	Teacher Roles
Genre Study	This approach involves the in-depth study of a particular genre.	<ul style="list-style-type: none"> poetry drama political satire graphic novels historical fiction 	<ul style="list-style-type: none"> Identify a genre to be studied by the whole class or provide students with a framework to investigate various genres. Provide students with texts (or suggestions) from within the chosen genre(s).
Issue (or may be based on an essential question)	This approach involves active inquiry focusing on diverse perspectives, experiences and values.	<ul style="list-style-type: none"> employment social networking in the digital world prejudices, racism, sexism, homophobia 	<ul style="list-style-type: none"> Provide a framework for inquiry and discussion. Coach students in gathering/ assessing information. Coach students through group processes. Encourage variety and diversity of opinions. Support original investigation by students via direct observation. Support the development, use, and interpretation of data collection instruments, investigations, and presentations of findings.

Sample	Description	Examples	Teacher Roles
Theme	This approach involves the creation of and response to a range of texts focused on a central idea.	<ul style="list-style-type: none"> • truth • beauty • freedom • love 	<ul style="list-style-type: none"> • Identify a variety of themes arising from available resources. • Help students choose a theme to match interests and concerns. • Suggest strategies for inquiry and discussion. • Negotiate a culminating activity and give feedback on its development.
Project	This approach focuses on finding information and building knowledge through investigative techniques and processes.	<ul style="list-style-type: none"> • multi-media • sculpture • art • research 	<ul style="list-style-type: none"> • Negotiate topics and tasks. • Suggest resources and research strategies. • Give feedback and coach students on strategies for the selection and integration of information. • Coach students on decision making about content and form.
Workshop	In this approach, the focus is on the process of creating text or meaning. The workshop, as an instructional approach, can be used in conjunction with other approaches to instruction.	<ul style="list-style-type: none"> • writers workshop • viewers workshop • drama workshop • readers workshop 	<ul style="list-style-type: none"> • Negotiate a group focus and the planning of activities. • Monitor and coach students on the group process. • Give feedback on group and individual progress. • Negotiate a focus and task as well as evaluation criteria.
Concept	In this approach, experiences and investigations focus on a language arts concept or topic.	<ul style="list-style-type: none"> • archetypes • imagery • satire • symbols • voice 	<ul style="list-style-type: none"> • Suggest resources. • Suggest questions and directions for inquiry. • Coach students in decision making and reformulation. • Give feedback to shape the culminating activity.

Sample	Description	Examples	Teacher Roles
Major Text	This approach encourages close exploration of diverse aspects of a major work (novel, play, or film) with options to extend experiences with and responses to the text.	<ul style="list-style-type: none"> • small-group study of a major text • whole-class study of a major text • independent study of a major text 	<ul style="list-style-type: none"> • Negotiate a focus and a task as well as evaluation criteria. • Suggest resources and issues to explore. • Coach students in evaluating and selecting information. • Encourage students to formulate and redirect inquiry. • Give feedback on progress and suggest directions for development. • Ask questions about form and format decisions.
Author Study	This approach encourages explorations and investigations of specific authors and may include historical and background information, texts, and cultural contexts in which the works were created or set.	<ul style="list-style-type: none"> • facilitate original investigations of Maritime, Canadian, and world authors, filmmakers, poets, and journalists. • help students to research, contact, interview, interpret, and present findings of a local author 	<ul style="list-style-type: none"> • Identify a range of authors for which resources are available. • Negotiate focus, strategies, and task. • Coach students on strategies for the selection and Integration of Information. • Coach students on decision making about content and form. • Encourage students to reformulate and redirect inquiry in response to information and emerging ideas.
Historical Geographical /Cultural Exploration	This approach centers on a range of works representing particular times, places, and cultures.	<ul style="list-style-type: none"> • genocide • the Holocaust • Newfoundland and Labrador writers 	<ul style="list-style-type: none"> • Identify a range of topics for which resources are readily available. • Negotiate focus, strategies, and tasks. • Ask questions and suggest directions to extend the inquiry. • Give feedback on ideas, information, and direction. • Suggest areas and issues for further development.

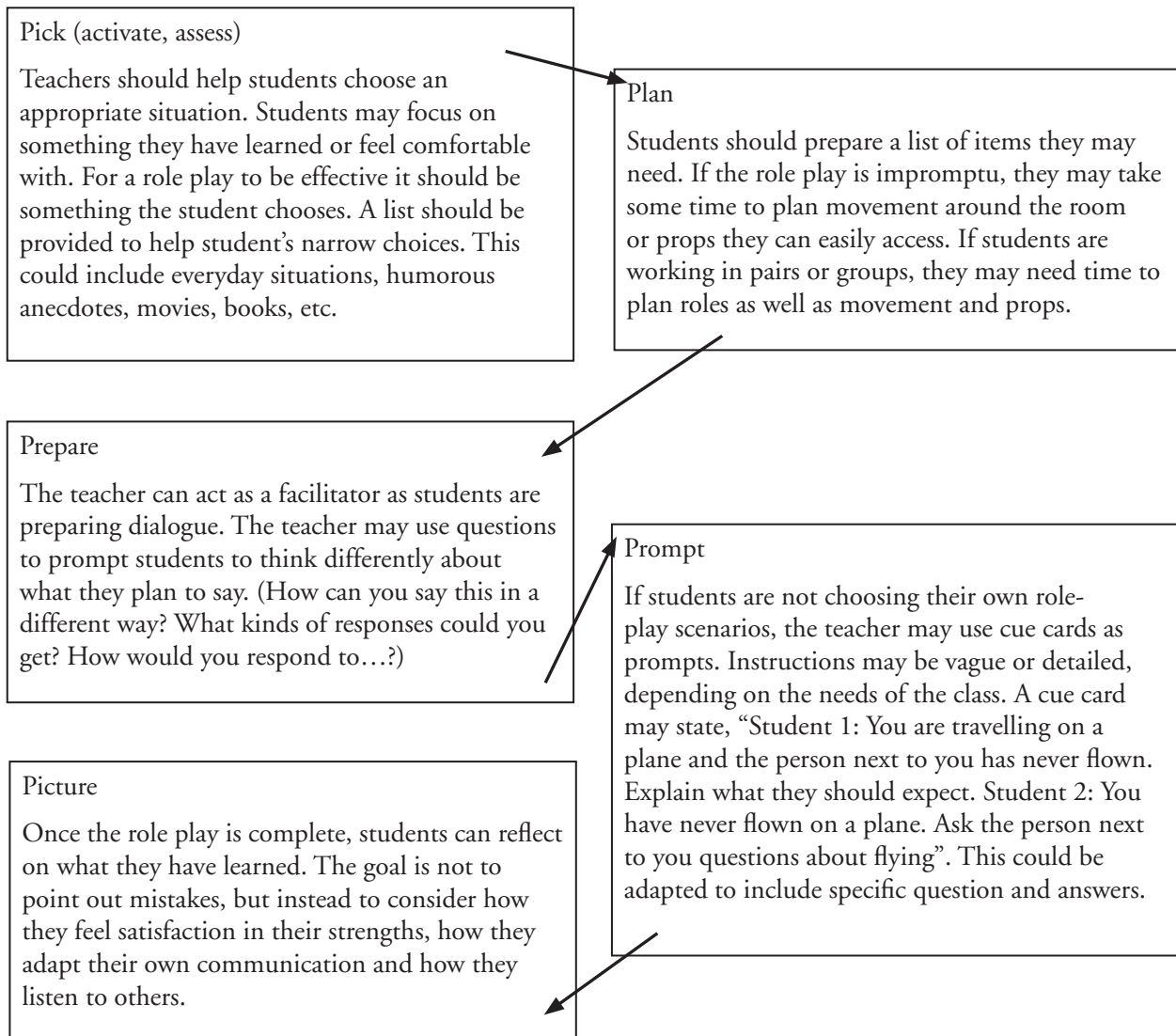
Adapted with permission from the Province of Nova Scotia, Department of Education and Early Childhood Education, *Teaching in Action, Grades 10–12: A Teaching Resource*, 2011, pp. 85–87.

Appendix B: Speaking and Listening

Appendix B1 : Role Play Strategies

During role-play, students may put themselves into someone else's situation or put themselves into an imaginary situation. Students may choose to role-play a familiar format such as a talk-show. By doing this, they can role-play key characters in a talk show or they may choose to role-play interviewers or reporters. This can be done individually, in pairs, as a small group or as a whole class group. By incorporating role-play into a classroom, the teacher is providing students with an opportunity to become flexible and competent when using modes of communication. They will learn to convey their ideas clearly while displaying respect and encouragement for their peers. Students will have the opportunity to express themselves without feeling intimidated by formal presentations.

The following steps may be used as a guide in preparation for a role play.



Appendix B2: Organizing a Panel Discussion

A panel discussion may assist students in achieving communication outcomes as well as helping them to elaborate on knowledge and understanding of a specific text.

In groups of 4-5, students can participate in a panel discussion. Each group is assigned a series of discussion questions on a topic or text and asked to prepare responses. While preparation should be evident, the responses do not need formal source citations. A reflection time should be provided in which students complete a peer and self evaluation.

Below are sample questions on a fictional text. Teachers will need to adjust these to fit other types of texts or for specific topics.

<i>Group</i>	<i>Questions</i>
1	<ul style="list-style-type: none"> • What do you like about characters in this text? Why? • What do you dislike about characters in this text? Why? • Do you think (name of character) was a one-dimensional character (does not seem to grow)? Why or why not? • How did the setting contribute to the development of a character?
2	<ul style="list-style-type: none"> • What do you think the author would have to say about the world today? Why? • What is the mood of the text? How do you know? How did the author create the mood? • How is humour (or sarcasm, etc) achieved in the text? Why do you think the author chose to include this? • What can the author do to make this text clearer for the audience?
3	<ul style="list-style-type: none"> • What can you suggest about what might not be said but is implied? • What type of language is used in the text? Was it difficult to follow? Why or why not? • What new or challenging words did you find in the text? What words can replace these? • What headlines could you use if this text were to be reviewed in a newspaper article?
4	<ul style="list-style-type: none"> • What text features are present? • Which text features are the most important to convey the meaning of this text? Why? • How could this text be presented differently to a younger audience? What features would help with this? • How could this text be presented in a different form (e.g., instead of a visual, use a graph, etc)? Explain why you chose this.
5	<ul style="list-style-type: none"> • What is the purpose of this text? How do you know? • Is bias present in this text? How do you know? • Are there stereotypes present in this text? How do you know? • What could I create to provide further information on this topic for future audiences?

Appendix B3: Organizing a Classroom Debate

This guide may be used to help plan and prepare a classroom debate. A traditional debate format may be used, however, other debate strategies can also be used as a variation to involve the whole class.

Tag Team Debate

This strategy can be used as a more informal type of debate where students may feel uncomfortable with a traditional debate process. As well, teams could be larger in order to involve more students. This would also take less time to complete. However, preparation on the part of each team is important.

The following steps may be used:

1. Teams can have four or more members.
2. Each team is given a set amount of time to present a point of view.
3. One team member begins to speak.
4. When finished, another team member will continue the argument.
5. If another team member feels they have a good point to make, they can signal the person already speaking that they are ready to speak.

Four Corners Debate

This strategy requires four pieces of paper posted in four corners of the room. Each piece of paper has one of the following written on it: Strongly Disagree, Disagree, Agree, Strongly Agree.

Once complete, the following steps may be followed:

1. Introduce a controversial statement which is of relevance to students.
2. Ask students to move to the corner which reflects their position.
3. Give groups a few minutes to discuss their reasoning and form a group argument.
4. One or two students from each group present their arguments.
5. Students from other corners may move to another group if they have been persuaded by their arguments.

Three-Card Strategy

This strategy can be used to help students gather information for a debate or simply to have them gain practice in speaking. This activity allows all students an opportunity to participate in class discussions. As well, students gain an appreciation for ‘thinking’ before speaking.

The following steps may be used:

1. Give each student two or three cards.
2. Provide students with a discussion prompt.
3. Students must raise one card to make a comment or pose a question.
4. Each card can be used only once.
5. Once all cards have been used, the cycle may begin again.

Traditional Debate Structure

This method requires time for research, written preparation and debate preparation.

Once complete, the following steps may be followed:

Round 1 – Opening Statement – One team member from each team (captain) states the topic and tells why they are arguing for or against this topic.

Round 2 – Other team members on each team take turns to present their arguments.

Round 3 – A cross-examination occurs where teams question each other.

Round 4 – Closing statements occur where teams sum up their arguments, explaining why the audience should vote for or agree with their side.

Other strategies which may be used as debate activities:

- Role-plays
- Fishbowl strategy
- Think-Pair-Share
- Graphic organizers to compare

Appendix B4: Assessing a Talk Show Role-Play

This sample rubric may be used in assessing students dramatic presentation of a talk show. It could be modified to meet the needs of other types of prepared formal role plays or dramatic activities.

	Skilled	Satisfactory	Beginning
Content	<ul style="list-style-type: none"> I refer to prepared notes that are relevant and meaningful to the audience. If I use props or accessories, I use them purposefully and effectively. I respond thoughtfully to questions from the audience. I know my topic well. 	<ul style="list-style-type: none"> I refer to prepared notes that are helpful to me. If I use props or accessories, I use them predictably but not effectively. I respond to questions from the audience. I know my topic. 	<ul style="list-style-type: none"> I refer to brief or incomplete notes that are not helpful to me. If I use props or accessories, they don't seem to serve a clear purpose. I'm not sure how to respond to questions from the audience. I don't seem to know my topic well.
Voice	<ul style="list-style-type: none"> I speak loudly and clearly. I use volume, pitch and intonation to develop my character and/or tell a story. My tone of voice engages the audience and suits the tone or the purpose of the drama. 	<ul style="list-style-type: none"> My voice is clear but I need to develop dynamic variation in my speaking. I am reading my notes but my voice doesn't aid in the development of the drama. My tone of voice doesn't suit the purpose or tone of the drama. 	<ul style="list-style-type: none"> I do not speak loudly and clearly. I mumble my words and people cannot understand what I'm saying. I speak in a monotone without dynamic expression.
Physical Delivery	<ul style="list-style-type: none"> I use purposeful gestures and have a confident stance. If I use props, they enhance to meaning. 	<ul style="list-style-type: none"> I use predictable gestures and have an open stance. If I use props, they contribute to meaning. 	<ul style="list-style-type: none"> I don't use appropriate body language. If I use props, they don't serve a purpose.
Dramatic Awareness	<ul style="list-style-type: none"> I have a strong stage presence and appear comfortable while performing. I stay in the character role for the whole duration of the reading. I pause effectively. 	<ul style="list-style-type: none"> I appear comfortable on stage. I can improve my character development. I try to take cues from the audience to enhance my performance. 	<ul style="list-style-type: none"> I appear uncomfortable on stage. I do not develop my character. I am not aware of the audience reaction while reading.

Appendix B5 — Guidelines for Collaborating in Groups

In brainstorming, a facilitator solicits opinions and suggestions, often through posing closed or yes-or-no questions. A discussion elicits reasons and explanations in order to connect peoples' ideas. The purpose of a good discussion is not for everyone to agree, but rather to feel a sense of forward movement in thinking and a sense of achievement.

Good discussions can be facilitated by:

- seeking consistencies in participants' responses over time
- requesting definitions for a particular word
- challenging assumptions that may be in evidence
- asking participants "how they know" something
- providing alternatives for consideration.

During a discussion facilitators can:

- group ideas
- suggest possible lines of consequence or divergence
- move the discussion to higher levels of generality

Socratic Circles may be used to assist discussion. These are effective in facilitating authentic, student-centered learning because the teacher acts only as a monitor to keep the discussion moving forward. Students direct the focus of the discussion to activate prior knowledge, make connections and synthesize information.

The following chart provides sample indicators for norms of collaboration in small groups.

7 Norms of Collaboration: What does it LOOK like?	
Promoting a Spirit of Inquiry	
When members promote a spirit of inquiry they ...	When members don't promote a spirit of inquiry they ...
<ul style="list-style-type: none"> Advocate for their own ideas and provide rationale for their thinking 	<ul style="list-style-type: none"> May say, "It's my way, or no way!"
<ul style="list-style-type: none"> Thoughtfully inquire into ideas of others 	<ul style="list-style-type: none"> May dismiss others' ideas and suggestions
<ul style="list-style-type: none"> Provide equitable opportunities for everyone to participate 	<ul style="list-style-type: none"> Dominate the meeting and not allow others to contribute
<ul style="list-style-type: none"> Disagree respectfully and openly with ideas 	<ul style="list-style-type: none"> Attack a person, not the idea
Pausing	
When members pause they ...	When members don't pause they ...
<ul style="list-style-type: none"> Listen attentively to others' ideas 	<ul style="list-style-type: none"> May not allow others to contribute
<ul style="list-style-type: none"> Allow time for silence after asking a question or making a response 	<ul style="list-style-type: none"> May not allow others to think about what is being said
<ul style="list-style-type: none"> Reword in their own minds what others are saying to further understand what is being said 	<ul style="list-style-type: none"> May misinterpret what is being said
<ul style="list-style-type: none"> Wait until others have finished before entering the conversation 	<ul style="list-style-type: none"> Dominate the meeting and not allow others to contribute
Paraphrasing	
When members paraphrase they ...	When members don't paraphrase they ...
<ul style="list-style-type: none"> Acknowledge others' comments 	<ul style="list-style-type: none"> May not acknowledge others' contributions
<ul style="list-style-type: none"> Are able to clarify others' comments 	<ul style="list-style-type: none"> May misunderstand others' ideas
<ul style="list-style-type: none"> Are able to summarize and organize others' comments 	
<ul style="list-style-type: none"> Can shift a conversation to different levels of abstraction 	<ul style="list-style-type: none"> May not allow the group's ideas to fully develop
<ul style="list-style-type: none"> May use non-verbal communication (smile, open palms to gesture, fist-pumps, etc.) 	<ul style="list-style-type: none"> May use non-verbal communication (frown or stare, arms folded in defiance, audible sighs, etc.)
Probing	
When members probe they ...	When members don't probe they ...
<ul style="list-style-type: none"> Seek agreement on what words mean 	<ul style="list-style-type: none"> May not correct misunderstandings about what words mean
<ul style="list-style-type: none"> Ask questions to clarify ideas 	<ul style="list-style-type: none"> May not be clear about suggested ideas
<ul style="list-style-type: none"> Ask questions to discuss implications and consequences of ideas 	<ul style="list-style-type: none"> May not fully realize the implications and consequences associated with suggested ideas

7 Norms of Collaboration: What does it LOOK like?	
Putting Ideas on the Table	
When members put ideas on the table they ...	When members don't put ideas on the table they ...
<ul style="list-style-type: none"> Propose all relevant information 	<ul style="list-style-type: none"> May not include key ideas or suggestions
<ul style="list-style-type: none"> Think about the relevance of their ideas before speaking 	<ul style="list-style-type: none"> May propose irrelevant or peripheral information
<ul style="list-style-type: none"> Provide facts, inferences, ideas, opinions, suggestions to the group 	<ul style="list-style-type: none"> May not make reasons and rationale clear
<ul style="list-style-type: none"> Explain the reasons behind statements, questions, and actions 	
<ul style="list-style-type: none"> May remove or modify their own ideas, opinions, points of view as discussion unfolds 	<ul style="list-style-type: none"> May say, "It's my way, or no way!"
Paying Attention to Self and Others	
When members pay attention to self and others they ...	When members don't pay attention to self and others they ...
<ul style="list-style-type: none"> Are aware of their own thoughts and feelings while having them 	<ul style="list-style-type: none"> May not be aware of emotional reactions to the discussion
<ul style="list-style-type: none"> Are aware of others' tone of voice patterns and non-verbal communications (facial expressions, body language, sighs, position, etc.) 	<ul style="list-style-type: none"> May not be aware of communication signals from others
<ul style="list-style-type: none"> Are aware of the group's mood overall 	<ul style="list-style-type: none"> May not be clear about the group's purpose and sense of connection
Presuming Positive Intentions	
When members presume positive intentions they ...	When members don't presume positive intentions they ...
<ul style="list-style-type: none"> Believe that others mean well 	<ul style="list-style-type: none"> May believe that others are not trying their best
<ul style="list-style-type: none"> Restrain impulsive responses triggered by their own emotions 	<ul style="list-style-type: none"> May respond impulsively based on emotions
<ul style="list-style-type: none"> Use positive assumptions when responding to and inquiring of others' ideas 	<ul style="list-style-type: none"> May use assumptions when responding to and inquiring of others' ideas

Garmston, R. J., & Wellman, B. (2002, 2006). *The adaptive school: Developing and facilitating collaborative groups.*

Appendix C: Reading and Viewing

Appendix C1: Literary Genres

Genre is the term used to describe the various types of literature. It is a French term derived from the Latin *genus/generis*, meaning “type”. Genre designates forms of literature into classifications, according to the formal structures, the treatment of subject matter, or both. Grouping literary works together in this way is beneficial because it

- offers an orderly way to talk about literature
- allows learners to have a better idea of the intended overall structure of the text and/or subject
- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre

Providing students with varied opportunities to experience and respond to a wide range of literary genres, enabling them to

- construct and elaborate upon their own interpretations
- increase their awareness of form and technique
- appreciate the range and power of language
- develop as critical readers, writers, and thinkers
- develop a lifelong habit of reading as a rewarding leisure-time pursuit

The following chart lists selected types of literary genres, both non-fiction and fiction, with a description for each.

Literary Genres	
Genre	Description
Adventure	Adventure provides the reader with the opportunity to explore circumstances in which the characters experience new situations, overcome adversity, and grow as individuals.
Autobiography	A story of one's life as written by oneself.
Biography	A written account of the series of events that make up a person's life.
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story).
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or book-length plays.
Essay	A short literary composition that reflects the author's outlook or point of view.
Expository Text	Expository text explains or provides direction.
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale.
Fairy Tale	Story about fairies or other magical creatures, usually for children.
Fantasy	Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality (fantasy animal stories, ghost stories, supernatural fiction, time fantasy, space fiction).
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact.
Fiction in Verse	Full-length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form.
Folklore	The songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth.
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction).
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader.
Humour	Fiction full of fun, fancy, and excitement, meant to entertain, but can be contained in all genres.
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas.
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material.
Memoir	An account or reflection of a particular event, time, or period in a person's life.
Messaging Text	Computer-mediated language presented in a range of text messaging formats and resembles typed speech.

Genre	Description
Mystery	Fiction dealing with the solution of a crime or the unraveling of secrets.
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Non-fiction	Factual information presented in a format which tells a story.
Non-fiction	Informational text dealing with an actual, real-life subject.
Poetry	Verse and rhythmic writing with imagery that creates emotional responses.
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer's imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters.
Speech	Public address or discourse.
Tall Tale	Humourous story with exaggerations and heroes who do the impossible.

Appendix C2: Graphic Organizers for Reading & Viewing

Predict What will the text be about?	Support Give evidence from the text or personal experience.	Reflect How does the text compare to your predictions

Predict, Support, and Reflect

This chart encourages students to make predictions prior to and during the reading, to provide evidence or support for their predictions, and to reflect on their predictions in order to confirm or revise earlier thoughts.

How are _____	and _____	alike?

Compare and Contrast Chart

Students consider the similarities and differences of two characters, places, ideas, events, concepts, etc.

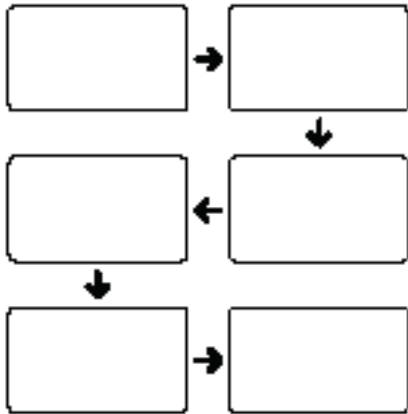
How are _____	and _____	different?

Question	Possible Answers
Source(s)	Findings

Question Quadrants

This organizer encourages students to generate questions about what they have read and consider possible answers and sources of information. Then they are asked to record their findings.

Appendix C2 continued



Flow Chart

A flow chart can be used to show steps in a process or the chronological order of events. Students record the first step/event in the first block and then record subsequent steps/events in the remaining blocks.

F Facts	Q Questions	R Response/ Reactions

FQR Chart

An FQR chart allows students to record and differentiate among the kinds of thinking that occur while reading. As students read they can record on Post-it notes important ideas and thoughts that occur to them. After reading, students can categorize these thoughts.

Important Ideas

Important Ideas

Details

Details

Ideas/Details Chart

This chart supports students as they attempt to identify supporting details for significant or important ideas. First, students record the main idea in the large box. In the smaller boxes to the right, students record supporting details.

Appendix C2 continued

What I Read	What I Think

What I Read/What I Think

This chart is designed to support students in reading between the lines, making inferences, and supporting conclusions with evidence from the text. Students record the information that is provided by the author and record their inferences or understandings based on the information given.

1		2
	Topic/Concept	
3		4

Four Corners

Four corners is an organizer that encourages students to make connections between ideas or concepts. In the outer four corners, students record four ideas or concepts from a unit of study or a story. In the squares that connect two corners they record the relationship between the ideas.

Important Ideas	Big Ideas	Questions

Note Making

This note making chart allows students to record key information as they read or view a text. Step one is to record the important ideas. Step two is to identify the big ideas by grouping or categorizing this information according to topic or subheading. Step three is to identify questions that remain unanswered.

Appendix C3: Sample Observational Checklist

Name: _____ Date: _____

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index, headings, bold print) to overview books, locate information, and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Effectively uses a variety of “fix-up” strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				

Appendix C4: Checking Texts for Bias

As students become more independent as learners, they will take on the responsibility of choosing accurate and reliable information from bias free sources. Below is a sample checklist for detecting bias in various text forms.

<i>Text:</i>	<i>Yes</i>	<i>Unsure</i>	<i>No</i>
Illustrations <ul style="list-style-type: none"> • Are illustrations free of stereotypes? • Are aboriginal or minority or cultural groups/characters depicted realistically? 			
Lifestyle <ul style="list-style-type: none"> • Are all cultures and settings depicted as being equal? • Do views about where people live remain neutral? 			
Language <ul style="list-style-type: none"> • Does the author stay away from offensive overtones? • Does the author stay away from sexist language that demeans females or males? • Does the author stay away from racist language? 			
Author(s) or Text Creator(s) <ul style="list-style-type: none"> • Does the author use a balance of diverse cultures and heritage? • Do their experiences qualify them to write about this topic? 			
Relationships <ul style="list-style-type: none"> • Are roles portrayed equally? • Are certain cultures or genders shown to be heroes, problem solvers, successful? 			
Information <ul style="list-style-type: none"> • Does information cover a wide range of topics? • Is the information neutral rather than attempting to sway the audience? 			
Overall the text can be considered unbiased.			
<i>Notes</i>			

Appendix C5: Cueing Systems and Reading Strategies

Cueing Systems

As students read and write they use the strategies of sampling, predicting, and confirming/self-correcting. This process requires the integration and coordination of cueing systems or sources of information: semantic, syntactic, graphophonic, pragmatic, textual and other cues and conventions. Students must develop skill in using all the cueing systems in order to become fluent, mature, and flexible readers and writers.

Semantic Cues

Semantics is the term used to refer to the knowledge acquired through prior experience and background. If material containing new information is read in the context of known facts or concepts, then readers can more easily integrate this new information with what they already understand.

Teachers can enhance students' ability to use semantic cues by:

- having students participate in hands-on experiences
- providing a wide variety of ways for students to respond to texts
- providing background information and new vocabulary
- providing experiences to activate knowledge
- reading aloud to students regularly

Fluent readers and writers will:

- use a dictionary or other source to determine a word's meaning(s), usage, pronunciation, and etymology
- use words correctly including prepositions, homonyms, plurals and possessives, and meaning

Syntactic Cues

Syntactics refers to the knowledge of the structure of language. Syntactic cues allow readers to transfer what they know about oral language to printed materials. Word order, the relationship between words, tense, number, and gender provide a sense of the language structure being used.

Teachers can enhance students' ability to use syntactic cues by:

- encouraging students to read independently
- exposing students to poetry, songs, etc. with repeated patterns
- having students create new texts based on familiar structures
- involving students in using "cloze" strategy (oral and written)
- providing opportunities for students to use language patterns for a variety of purposes and situations
- reading aloud a wide range of materials to familiarize students with the language patterns

Fluent readers and writers will:

- recognize and comprehend how word order and sentence patterns communicate meaning
- recognize when fragments, run-on sentences negatively impacts meaning
- use formal spoken and written sentences that are meaningful, clear, correctly punctuated and devoid of ambiguous expressions

Graphophonic Cues

Graphophonics is a term that refers to the knowledge of the relationship between the written letters and the sounds of the language.

Teachers can enhance students' ability to use graphophonic cues by:

- exposing students to a variety of print texts
- guiding students in examining the formation of significant words
- having a variety of dictionaries available for student use
- having students keep personal word lists or dictionaries
- using guided reading experiences to focus on particular letter-sound relationships
- using oral and written cloze activities to focus on graphic (printed) cues to predict and confirm words

Fluent readers and writers will:

- recognize and comprehend the structure and spelling patterns of high-frequency, topic-specific, and new words
- recognize and use Canadian spelling conventions
- recognize and use the form and usage of a word to determine the pronunciation (e.g., "project" as a noun versus as a verb).
- use the sounds of letters and syllables and the placement of accents to determine the pronunciation and spelling of words

Pragmatic Cues

Pragmatics refers to the knowledge of how language is used in particular contexts (an experienced reader knows what to expect from a web site as opposed to a short story). As well, fuller meaning is gained if the reader understands the conventions of punctuation.

Teachers can enhance students' ability to use pragmatic cues by:

- having students observe and discuss a wide variety of text features
- providing a wide variety of ways for students to create texts
- supporting students' interaction with wide variety of texts across many genres, forms and styles

Fluent readers and writers will:

- recognize and understand formal and informal language

- recognize how stylistic choices and context affect the meaning and impact of the message
- select and use language that includes people across cultures, races, genders, ages, and abilities and avoids common usage problems including imprecision and the use of jargon, slang, euphemism, clichés, gobbledeygook, and “abusages”

Textual Cues

Textual cues refer to the form or structure and elements of a text. Ideas and information are organized in digital, paper and live formats.

Teachers can enhance students’ ability to use textual cues by:

- encouraging students to interact with a wide range of texts
- having students create new texts based on the structures from familiar texts
- using think-aloud strategies to make thinking about textual cues visible

Fluent readers and writers will:

- create a variety of paper, digital and live texts in a unified and coherent manner appropriate for subject, purpose, and audience.
- recognize and understand the distinctive formats of a range of texts and their textual and organizational features

Other Cues and Conventions

Other cues and conventions are also found in texts. These include such elements as graphics, colour, movement, font and handwriting.

Fluent text consumers (reading, listening, viewing) will:

- recognize and comprehend textual features including graphic aids such as diagrams, graphs, timelines, table of contents and index, and illustrations such as photographs
- recognize and comprehend how verbal cues (including articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pause) and non-verbal cues (including gesture, stance, eye contact) clarify intent of message

Fluent text creators (writing, speaking, representing) will:

- use appropriate verbal cues (including articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pause) and non-verbal cues (including gesture, stance, eye contact) to clarify intent in personal and public communication
- use communication elements such as handwriting, font choice, placement, neatness, underlining, indentations, spacing, focal point and margins to enhance the clarity and the legibility of communication

Informational Text Features

Informational text features help the reader more easily navigate the text and often provide additional information to help students comprehend the content.

Print Features <i>Guide readers through the organizational structure</i>	
Feature	Helps the Reader...
Table of Contents	Identify key topics in the book and the order they are presented in
Index	See everything in the text listed alphabetically, with page numbers
Glossary	Define words contained in the text
Preface	Set a purpose for reading, get an overview of the content
Pronunciation Guide	Say the words
Appendix	By offering additional information

Illustrations <i>Extend the meaning of the text</i>	
Feature	Helps the Reader...
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small

Organizational Aids <i>Help readers find key information</i>	
Feature	Helps the Reader...
Bold Print	By signaling the word is important and/or found in the glossary
Colored Print	Understand the word is important
Italics	Understand the word is important
Bullets	Emphasize key points/concepts
Titles	Locate different categories in the text
Headings	Identify topics throughout the book as they skim and scan
Subheadings	Navigate through sections of text
Captions	Understand a picture or photograph
Labels	Identify a picture or photograph and/or its parts
Sidebars	Gather additional or explanatory information.

Graphic Aids <i>Represent information in a distinct way</i>	
Feature	Helps the Reader...
Diagrams	Understand a more detailed or simplified view of information.
Flow Diagram	Understand a complex sequence of movements or actions
Sketches	Visualize an important concept
Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Graphs	Understand relativity between elements
Figures	Combine text information with graphical aids
Maps	Understand where things are in the world
Charts/Tables	Summarize/Compare information
Cross-Sections	Understand something by looking at it from the inside
Overlays	Understand additional information
Time-lines	Understand the sequence of time

Appendix D: Writing and Representing

Appendix D1: The 11 Key Elements of Effective Adolescent Writing Instruction

A report entitled, “Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools” (2007), commissioned by the Carnegie Corporation of New York, summarizes the results of a large-scale meta-analysis of research into the effects of specific types of writing instruction on adolescents’ writing proficiency. The following excerpt describes the 11 key elements of effective adolescent writing instruction.

1. Writing Strategies

Teaching adolescents strategies for planning, revising, and editing their compositions has shown a dramatic effect on the quality of students’ writing. Strategy instruction involves explicitly and systematically teaching steps necessary for planning, revising, and/or editing text. The ultimate goal is to teach students to use these strategies independently.

2. Summarization

Writing instruction often involves explicitly and systematically teaching students how to summarize texts. The summarization approaches studied ranged from explicitly teaching summarization strategies to enhancing summarization by progressively “fading” models of a good summary. Overall, teaching adolescents to summarize text had a consistent, strong, positive effect on their ability to write good summaries.

3. Collaborative Writing

Collaborative writing involves developing instructional arrangements whereby adolescents work together to plan, draft, revise, and edit their compositions. It shows a strong impact on improving the quality of students’ writing.

4. Word Processing

The use of word-processing equipment can be particularly helpful for low-achieving writers. In this type of instruction, students might work collaboratively on writing assignments using personal laptop computers, or they might learn to word-process a composition under teacher guidance.

5. Specific Product Goals

Setting product goals involves assigning students specific, reachable goals for the writing they are to complete. It includes identifying the purpose of the assignment (e.g., to persuade) as well as characteristics of the final product.

6. Sentence Combining

Teaching adolescents how to write increasingly complex sentences in this way enhances the quality of their writing. Studies establishing the effectiveness of sentence combining primarily compared it with more traditional grammar instruction.

7. Pre-writing

Pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging adolescents in such activities before they write a first draft improves the quality of their writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write.

8. Inquiry Activities

Involving adolescents in writing activities designed to sharpen their inquiry skills improves the quality of their writing. Effective inquiry activities in writing are characterized by a clearly specified goal (e.g., describe the actions of people), analysis of concrete and immediate data (observe one or more peers during specific activities), use of specific strategies to conduct the analysis (retrospectively ask the person being observed the reason for a particular action), and applying what was learned (assign the writing of a story incorporating insights from the inquiry process).

9. Process Writing Approach

The process writing approach involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction.

10. Study of Models

The study of models provides adolescents with good models for each type of writing that is the focus of instruction. Students are encouraged to analyze these examples and to emulate the critical elements, patterns, and forms embodied in the models in their own writing.

11. Writing for Content Area Learning

Writing has been shown to be an effective tool for enhancing students' learning of content material.

Appendix D2: Print and Digital Texts (students can create)

There is a wide range of print and digital texts students can create. The categories below do not include oral texts (e.g., speeches, debates, role plays, rants) or texts students may create to help them get organized (e.g., notes, lists, graphic organizers, drafts of writing). The type of text a student creates should be dictated primarily by interests and strengths; at times, teachers may choose to have students create a particular type of text to help them expand their repertoire and learn how to create texts they haven't tried before. Audience and purpose will always contribute to the creation process. The third column may be used to record texts by teachers or students that are applicable across the curriculum.

<i>Mode</i>	<i>Description</i>	<i>Sample Formats</i>	<i>Connecting Across the Curriculum</i>
Expressive	<ul style="list-style-type: none"> • Often colloquial and spontaneous • Often used to express personal feelings, describe personal experiences and articulate personal opinions • Often written in the first person point of view • Audience may be less important than what the student has to say 	<ul style="list-style-type: none"> • Memoir/autobiography • Journal response • Learning log • Reflective paragraph • Some friendly or personal letters, emails or messages • Blog • Thank-you note 	<ul style="list-style-type: none"> • Journal response in Mathematics
Transactional	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) • Primarily used to record and convey information • Sometimes used to provide directions or instructions • Sometimes used to organize or summarize factual information • Sometimes used to report or explain information • Sometimes uses standard formats (e.g., spacing, headers, openings, font sizes) 	<ul style="list-style-type: none"> • Report (e.g., financial, scientific, research, informational) • Business letter • Directions or instructions • Biography • Public service announcement or advertisement • Formal paragraph (e.g., paraphrase, summary, description) • Feature or news article • Brochure • Meeting minutes • Newsletter • Questionnaire or survey • Resume or CV • Recipe 	<ul style="list-style-type: none"> • Cover letter for a resume in Career Education is a business letter

<i>Mode</i>	<i>Description</i>	<i>Sample Formats</i>	<i>Connecting Across the Curriculum</i>
Persuasive	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) • Used to convince or persuade the audience • Sometimes conveys an explicit opinion • Often presented from an identifiable perspective or point of view • Sometimes uses standard formats (e.g., spacing, headers, openings, font sizes) 	<ul style="list-style-type: none"> • Blog • Commercial advertisement • Letter of complaint • Letter to the editor • Formal paragraph (e.g., argumentative, persuasive) • Review (e.g., movies, books, games, electronics) • Some friendly or personal letters, emails or messages 	<ul style="list-style-type: none"> • Movie review in an English course is a review
Poetic	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) • Primarily used to express one's creativity • Sometimes presented from an identifiable perspective or point of view • Sometimes uses standard formats (e.g., spacing, headers, openings, font sizes) 	<ul style="list-style-type: none"> • Graphic story • Poetry • Script or screenplay • Short story • Song 	<ul style="list-style-type: none"> • A song for Experiencing Music course
Sample print, non-print and digital text formats			
	<ul style="list-style-type: none"> • Art • Cartoon • Collage • Costume • Game • Map • Mobile • Model • Movie or video 	<ul style="list-style-type: none"> • Music • Photo essay • Podcast • Scrapbook • Slide-show presentation • Storyboard • Timeline • Video report • Web page or web site 	<p>These formats may fall under one of the categories above but may also combine more than one category. They are not specific to a curriculum area. Skills learned and developed through creating one of these text formats can be transferred to multiple tasks and activities.</p>

Appendix D3: Writing Forms to Explore

acknowledgement	glossary	play
advertisement	greeting card	poem
agenda	guide	postcard
announcement	headline	poster
article	horoscope	prayer
autobiography	instruction	precis
ballad	inventory	proclamation
biography	invitation	prospectus
blurb (e.g., for book)	journal	questionnaire
broadsheet	label	recipe
brochure	legal brief	record
caption	letter	reference
cartoon	libel	regulation
catalogue	list	report
certificate	log	résumé
charter	lyric	review
confession	magazine	rule
constitution	manifesto	schedule
critiques	manual	script
crossword	memo	sermon
curriculum vitae	menu	sketch
definition	minutes	slogan
dialogue	monologue	song
diary	news	sonnet
directions	notes	spell
directory	notice	statement
edict	novel	story
editorial	obituary	summary
epitaph	pamphlet	syllabus
essay	paraphrase	synopsis
eulogy	parody	testimonial
feature article	pastiche	travel log
forecast	petition	weather forecast
form	placard	

Appendix D4: Sample Questions for Revising in Writing

Name: _____

Revising is about making changes to improve the substance of what you have written to make it clearer or more focused. The following questions point out qualities that you should look for in a first draft. When you are ready to revise your writing, read your draft with these questions in mind. Then make any changes that will improve your draft.

Questions about Titles

Does my title catch a reader's interest?

Does my title focus on the main idea of my writing?

Does my title give away too much information?

Questions about Organization

Does my piece have a definite beginning, middle, and end?

Can a reader easily follow my piece from beginning to end?

Questions about Enough Information

Have I told what, where, when, why, how, and with whom this is happening?

Have I given enough details to help explain my point?

Have I clearly explained what I mean? Is there any part that might be confusing for a reader?

Have I described the situation and people well enough so a reader can see them clearly?

Have I used examples and details that show what I mean instead of just telling?

What is the most interesting or important part of the piece? Have I given enough detail in this part to make it really stand out?

Questions about Too Much Information

Are there any parts that aren't directly about my topic or story? Can I cross them out?

Are there any parts that are not needed, and if I leave them out of the writing is it still clear?

Questions about Endings

Does my ending go on and on? Could I have ended earlier?

What do I want a reader to feel and know at the end? Does my ending do this?

In non-fiction, does my ending summarize or restate the main idea in an interesting way?

Questions about Draft Copy

Is my draft legible to a reader?

Do I know my goals for writing before I ask for feedback from someone else?

Have I prepared questions in advance that I want answered about my draft?

Am I willing to be open-minded about feedback I receive?

Am I comfortable clarifying advice that is offered to me and resisting suggestions that I don't feel are helpful?

Appendix E: Models for Critical Reflection

Appendix E1: Strategies for Critical Reflection

One of the key aims in the classroom is to engage students in thinking about their own learning (i.e., metacognition). The following suggested models and strategies may be beneficial in helping students meet outcomes associated with critical thinking and reflection.

Anticipation/Reaction Guide

Students make predictions and evaluate those predictions after exposure to new information.

Procedure:

1. Generate a list of statements related to the topic on an Anticipation/Reaction Guide and ask students to AGREE or DISAGREE with the statements listed.
2. After the lesson or activity, have students respond again to the statements and discuss why their before and after answers are different. What did students learn?

Journal Responses

Journal responses can take a variety of forms: free writing, creative writing, persuasive or explanatory writing, drawing or collecting relevant material.

Considerations for Implementation:

- ✓ Limit journaling activity to 5 to 10 minutes per class or incorporate into other activities.
- ✓ Students' thoughts and opinions must be kept confidential.
- ✓ Journals should NOT be assessed towards the student's mark.

The “What? So What? Now What?” Model

This is a three-phase model to promote reflection in learners and can be used as a journaling activity.

The “What” phase:

- o Questions that can be used to guide learners include: What happened? What did we do? What problem did we address/solve? What did you observe? What were the results of the event? What were the speaker's main points?

The “So What” phase:

- o Questions that can be used to assist learners with this phase are: What did you learn? How did what you learned affect you personally? How was what you learned (or experienced) different from what you expected? Are there any contradictions to what you previously believed about the issue?

The “Now What” phase:

- o Questions that can be used to guide this phase include: How can we use what we learned to make a difference in the future? How are you contributing to the problem? What factors will support/hinder you from reaching your goals or to incorporate changes in your life? What would you like to learn more about, related to this topic/issue?

Appendix E2: Writing Frames

Writing Frames can provide a structured format in which students can reflect on a reading selection, a viewing activity or a presentation. There are a wide variety of writing frames; six suggestions are provided below.

A: Summary Frames

These help students organize a summary or provide a logical sequence to the recounting of an event.

Example 1	Example 2	Example 3
<ul style="list-style-type: none"> • Although I already knew that ... • I have learned some new facts ... • I also learned that ... • Another fact I learned ... • However, the most important/interesting thing I learned was ... • Or, finally, I learned that ... 	<ul style="list-style-type: none"> • I found _____ interesting for several reasons ... • I discovered that ... • I also learned that ... • It was interesting that ... • Finally ... • As you can see ... 	<ul style="list-style-type: none"> • To begin with ... • Next ... • Then ... • After that ... • Finally ... • Now ...

B: Explanation Frames

Explanation frames usually consist of a general statement to introduce the topic and a series of logical steps explaining how or why something occurs.

Example 1: Problem/Solution	Example 2: Cause/Effect
<ul style="list-style-type: none"> • I want to explain why... • There are several reasons for this. The chief is ... • Another reason is ... • A further reason is ... • So now you can see why ... 	<ul style="list-style-type: none"> • There are differing explanations as to why ... • One explanation is that ... • The evidence for this is ... • An alternative explanation is ... • Of the alternative explanations, I think the most likely is...

C: Procedure/Sequence Frame

A procedural text usually consists of a statement of what is to be achieved, a list of materials/equipment needed to achieve the goal, a series of sequenced steps to achieve the goal, and often a diagram or illustration.

Example 1: Problem/Solution
<ul style="list-style-type: none"> • I want to explain how ... • To begin with/It starts by ... • and this makes/means/changes ... • After that ... • and as a result ... • Next ... • Then ... • The final result is that the ...

D: Report Frame

A report usually consists of an opening or general classification, an optional, more technical classification, and a description of the phenomena (qualities, parts and their functions, and habits/behaviours or uses).

Example 1: Compare/Contrast	Example 2: Comparison Frame	Example 3: Contrast Frame												
Names of the objects being compared/contrasted : columns A and B. Characteristics studied: left column. <table border="1" style="margin-top: 10px;"> <thead> <tr> <th>CHARACTERISTICS</th> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td></td> <td>SOCCER</td> <td>FOOTBALL</td> </tr> <tr> <td>players</td> <td></td> <td></td> </tr> <tr> <td>rules</td> <td></td> <td></td> </tr> </tbody> </table>	CHARACTERISTICS	A	B		SOCCER	FOOTBALL	players			rules			<ul style="list-style-type: none"> • Although ____ and ____ are different, they are alike in some interesting ways. • For example they both ... • They are also similar in ... • The ... is the same as ... • The ... resembles ... • Finally they both ... 	<ul style="list-style-type: none"> • Although ____ and ____ are both, they are different in many ways. The ____ has ... • Another way in which they differ is ... • Finally ... <p>(Using a Venn Diagram can be helpful in this exercise.)</p>
CHARACTERISTICS	A	B												
	SOCCER	FOOTBALL												
players														
rules														

E: Opinion Frames

Essays and paragraphs may present differing viewpoints. These usually consist of a statement of the issue, arguments for and against with supporting evidence, recommendations given as a summary and conclusion.

Example 1	Example 2
<ul style="list-style-type: none"> • There is a lot of discussion about whether ... • The people who agree with this idea, such as ____ claim that _____. They also agree that • A further point they make is ... • However, there are also strong arguments against... • They say that ... • Furthermore they claim that ... • After looking at the different points of view and the evidence for them, I think ... because ... 	Students could make notes using the following format: The issue we are discussing is whether... Arguments for... Arguments against... My conclusion, based on the evidence ... [OR] After looking at all the arguments, I think ...

F: Persuasion Frame

A piece of persuasive writing (essay) usually consists of an opening statement (the thesis), the arguments, and a summary and restatement of the opening position.

Example 1	Example 2
<ul style="list-style-type: none"> • Although not everybody would agree, I want to argue that ... • I have several reasons for arguing this point of view. • My first reason is ... A further reason is ... • Furthermore ... • Therefore, although some people might argue that ... • I have shown that ... 	<ul style="list-style-type: none"> • I think that ... because ... • The reasons for my thinking this are, firstly ... • Another reason is ... • Moreover ... because ... • These (facts/arguments/ideas) show that ...

Appendix E3—Cooperative Learning Strategies

The following brain friendly teaching/learning strategies are drawn from Cooperative Learning structures. These structures provide students with the opportunity to become actively engaged in their learning as well as providing opportunity for group processing of the subject matter.

Quiz-Quiz-Trade[©]

- used after several lessons or at the end of a topic or unit for review with students as partners
- questions and answers, are written on index cards or pieces of paper (one set per student)
- QUIZ: Student #1 quizzes Student #2 then gives positive feedback on a correct answer or encouragement on an incorrect answer
- QUIZ: Then Student #2 quizzes Student #1.
- TRADE: Students trade their questions and switch partners

The Cocktail Party

- used to familiarize students with the upcoming content
- the teacher creates a set of question and answer cards
- students pair up to take turns providing their partner with the information contained on the card (i.e., the content on the card provides the “small talk” that takes place in a party setting)
- after each partner has shared their information, they trade cards and partner with someone else

Think-Pair-Share

- used before or after a topic is introduced
- a question is posed to students and given time to think about an answer
- students discuss their responses or ideas with a partner
- they can be asked to share with the whole class

Two-minute Review

- used to help students process new information
- the teacher stops at any time during a lecture or discussion to allow teams or pairs three minutes to review with their group what has been said

Numbered Heads

- in teams of four, each member is given a number of 1 through 4 and the team is given a question
- the team works together to answer the question
- the teacher calls out a number (e.g., “number three”) and each student with #3 is required to give the answer.

Inside-Outside Circle

- students are divided into two groups
- one group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle)
- the teacher poses a question, which the students discuss
- one person on the inside of the circle and one on the outside circle pair up and discuss their answer

- then (at the teacher's direction), the outside circle rotates one position to the left or right to meet a new partner and begin the discussion again

K-W-L Chart

- can be used as a whole class activity or individually
- use a chart similar to the one below

K	W	L
WHAT I ALREADY KNOW ABOUT THE TOPIC	WHAT I WANT TO KNOW (OR WONDER ABOUT) THE TOPIC	WHAT I LEARNED ABOUT THE TOPIC
Ask students what they already know about the topic and list it in this column.	Record questions they have on the topic in this column.	After discussion or after the lesson, record what students have learned in this column.

Jigsaw

- the teacher divides a project, piece of reading, or other activity, into 3 to 5 parts
- students are placed in a **Home Group** of 3 to 5
- each student in each home group is assigned a number: 1, 2, 3, 4, or 5
- students with the same number are reorganized into **Expert Groups** to all read and make notes on the same specific section
- students then return to their Home Group as an expert to report on and teach their specific section

Three-Step Interview

- the teacher presents a topic and poses questions
- one student interviews another and paraphrases the key points that arise
- after the first interview has been completed, the students' roles are switched
- each pair of students may team up with another to discuss ideas and to share interesting points
- the pairs may also share with the class and/or write a summary report of the interview results

Roundtable

- useful for brainstorming, reviewing, or practicing a skill
- groups of 4 to 6 are provided with paper and a pen
- the teacher provides a question or starting point
- students take turns responding aloud as they write them on the paper
- students continue to pass around the paper until time expires or until a group runs out of answers

Sample roundtable activity: A political cartoon could be displayed. One student draws or writes a reaction and then passes the paper to other members of the team for their reactions.

Round Robin Brainstorming

- the class is divided into small groups of 4 to 6 students with one recorder
- the teacher poses a question
- after the "think time", members of the team share responses in round robin style
- the recorder writes down responses
- the person to the left of the recorder gives their response and the recorder writes it down; this is similar to Roundtable except that one person records the responses

Sample roundtable activity: A political cartoon could be displayed. One student records the reactions or explanations by each group member of what is being viewed.

Resources

English 1202

Component	Student	Teacher
English Connect Anchor Text (hardcover)	•	•
Homegrown (softcover)	•	•
Digital eBook (Nelson Dashboard at www.mynelson.com)	•	•
Selections for Modelling and Demonstration (online at mynelson.com)		•
Media Studies Resource (online at mynelson.com)		•
Teacher's Resource (binder)		•
Teacher's Digital Resource (Nelson Dashboard at mynelson.com)		•

Classroom texts for student-directed and teacher-supported reading and viewing (*see 2013 Selecting Young Adult Texts: An Annotated Bibliography for High School*)

English 1201

Component	Student	Teacher
English Anchor Text (hardcover)	•	•
Homegrown (softcover)	•	•
Digital eBook (Nelson Dashboard at www.mynelson.com)	•	•
Selections for Modelling and Demonstration (online at mynelson.com)		•
Media Studies Resource (online at mynelson.com)		•
Teacher's Resource (binder)		•
Teacher's Digital Resource (Nelson Dashboard at mynelson.com)		•

A Midsummer Night's Dream (Global Shakespeare Series)

Classroom texts for student-directed and teacher-supported reading and viewing (*see 2013 Selecting Young Adult Texts: An Annotated Bibliography for High School*)

For a curriculum guide overview, resource overview and for teaching and learning strategies featuring classroom clips, please visit the professional learning website at <https://www.k12pl.nl.ca/>