

# English Language Arts

## English 2201



Government of Newfoundland and Labrador  
Department of Education

*A Curriculum Guide*

*2014*

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***Department of Education  
Mission Statement***

***By March 31, 2017, the Department of Education will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.***

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# Section One

## Introduction

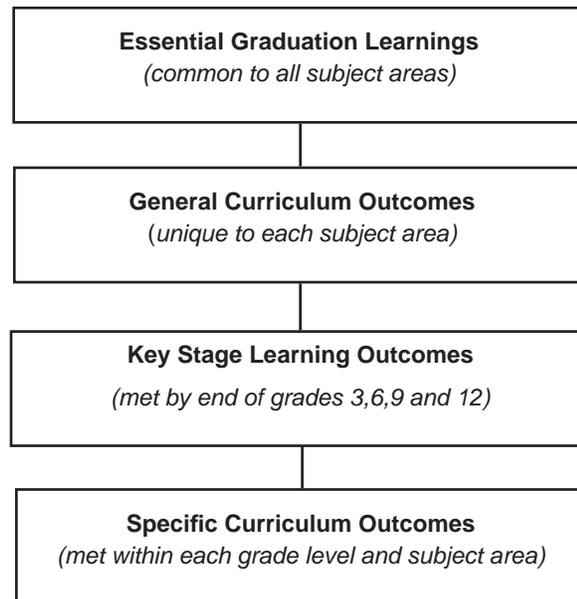
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

The Newfoundland and Labrador Department of Education believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed 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

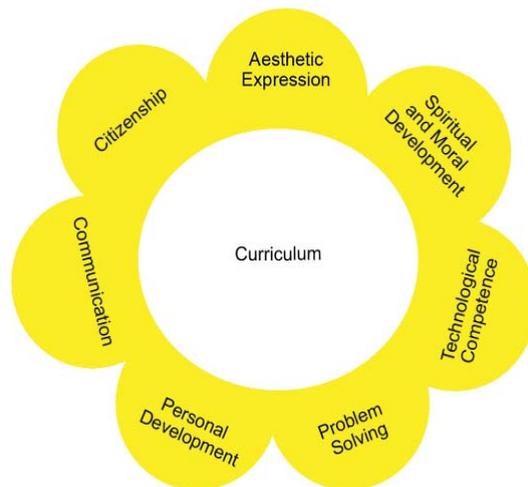
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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



***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 statements that articulate what students are expected to know and be able to do in each program area in terms of 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 program area. Often, GCOs are further delineated into KSCOs.

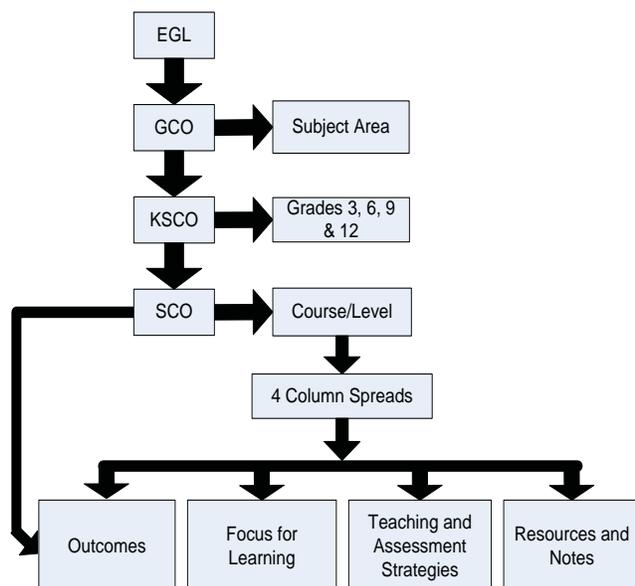
### **Key Stage Curriculum Outcomes (KSCOs)**

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

### **Specific Curriculum Outcomes (SCOs)**

SCOs set out 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. In some program areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.**

## EGLs to Curriculum Guides



## Context for Teaching and Learning

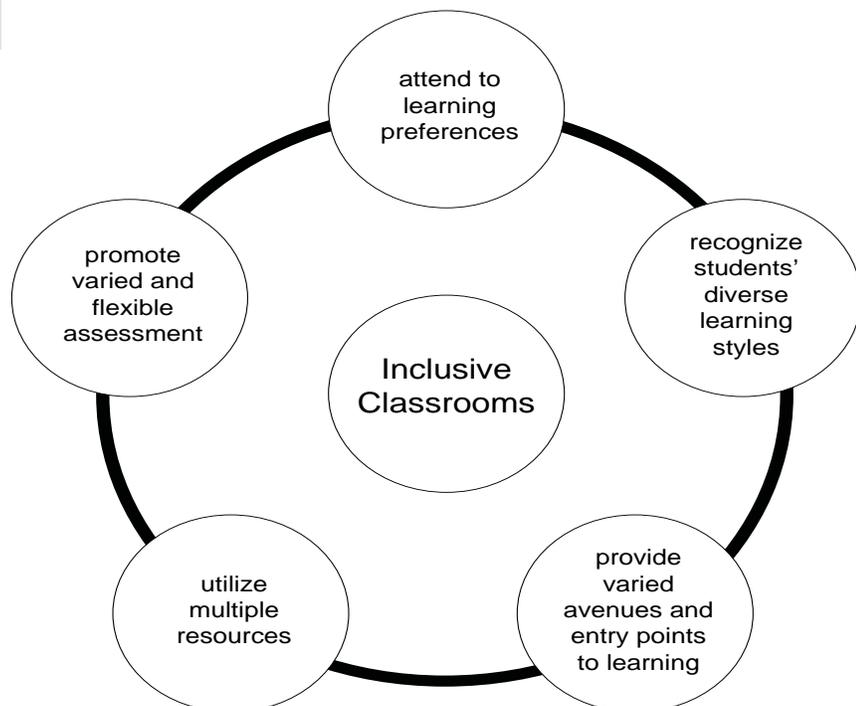
Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time, so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

### 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 students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



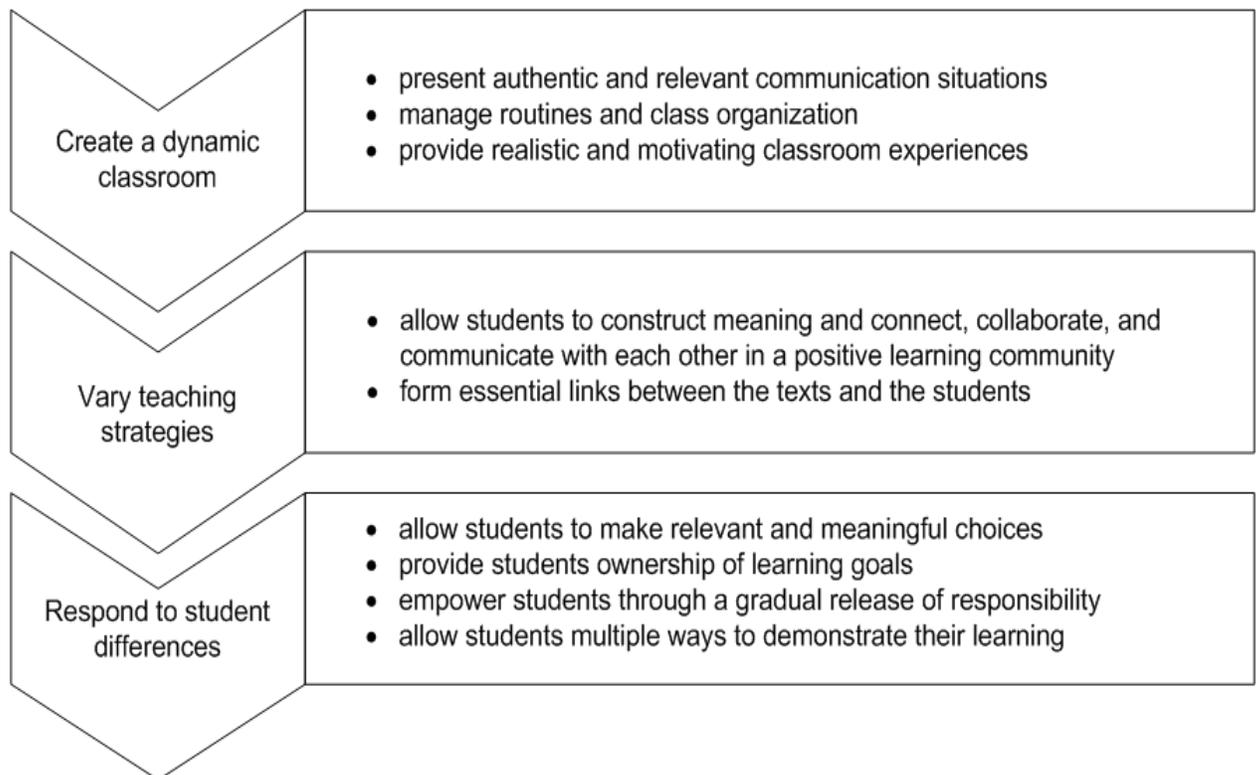
## Differentiated Instruction

*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 of 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 way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. 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.

Teachers should...



## Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those 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 indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

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

### *Differentiating the Process*

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of 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 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 the process:

- offer hands-on activities for students who need them
- provide activities and resources that encourage students to further explore a topic of particular interest to them
- use activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity

### *Differentiating the Product*

Differentiating the product involves 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.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give 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 the 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, or 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:

- develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention
- ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establish clear guidelines for independent work that match individual needs
- provide 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 and develop confidence and competence.

## *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. The majority of students with exceptionalities access the prescribed curriculum. Details of these exceptionalities are available at:

[www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html](http://www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html)

Supports for these students may include:

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

For further information, see Service Delivery Model for Students with Exceptionalities at [www.cdli.ca/sdm/](http://www.cdli.ca/sdm/)

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

## *Meeting the Needs of Students Who are Highly Able*

*\* includes gifted and  
talented*

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. 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:

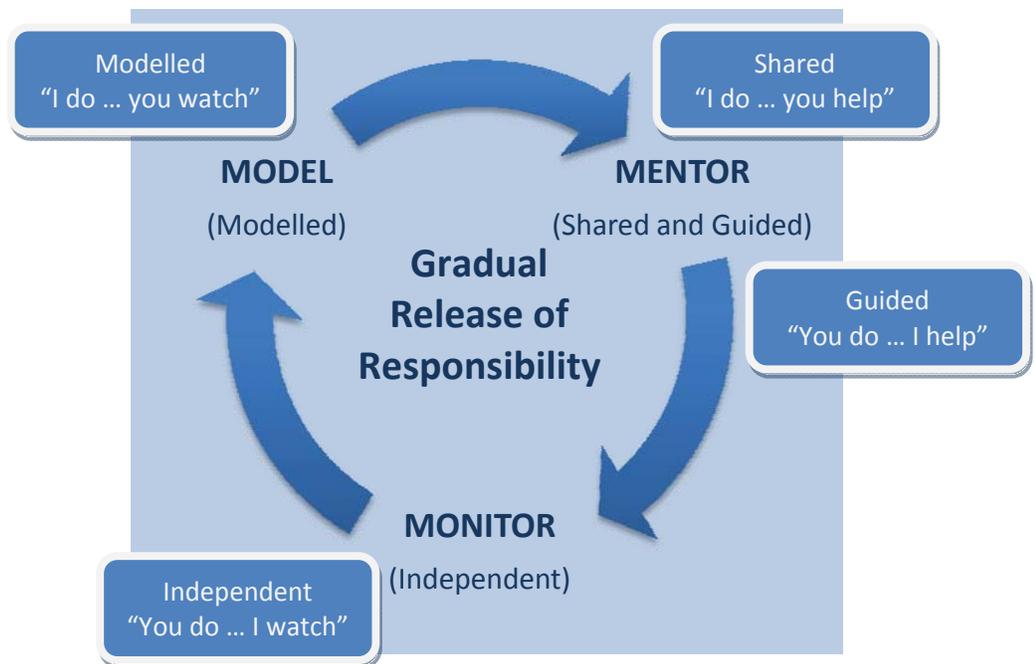
- the offer of independent study to increase depth of exploration in an area of particular interest
- the use of curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge
- the use of similar ability grouping to provide 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 for 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.

## 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.

### *Gradual Release of Responsibility Model*



## 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*

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 solve problems
- comprehend and communicate meaning
- create a variety of texts
- read and view for enjoyment
- 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.

## Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students, as they 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 presented 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 | • Blogs          | • Online databases |

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 their needs. 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 an activity related to 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

## Learning Skills for Generation Next

*Generation Next is the group of students who have not known a world without personal computers, cell phones and the Internet. They were born into this technology. They are digital natives.*

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

### **Learning and Innovation Skills**

Learning and innovation skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate. These skills will help foster lifelong learning. They include:

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

### **Literacy**

In addition to the literacy aspects outlined in the previous section, three areas are crucial for Generation Next. These areas are:

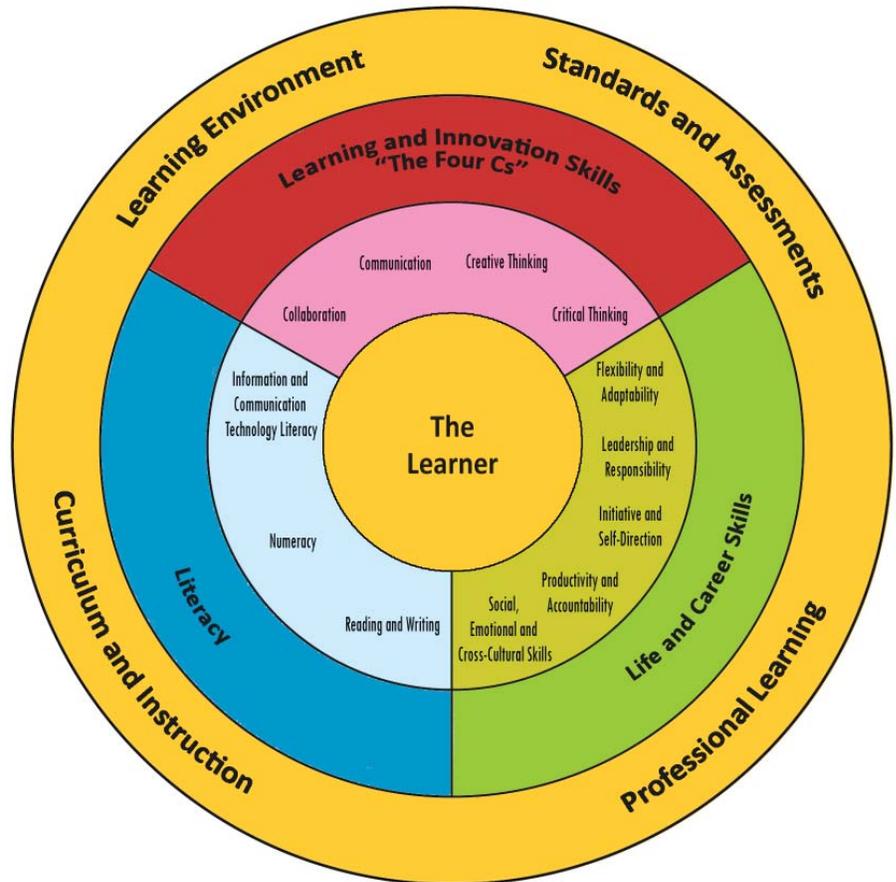
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

### **Life and Career Skills**

Life and career skills are skills that address leadership, the interpersonal, and the affective domains. These skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

The diagram below illustrates the relationship between these areas . A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



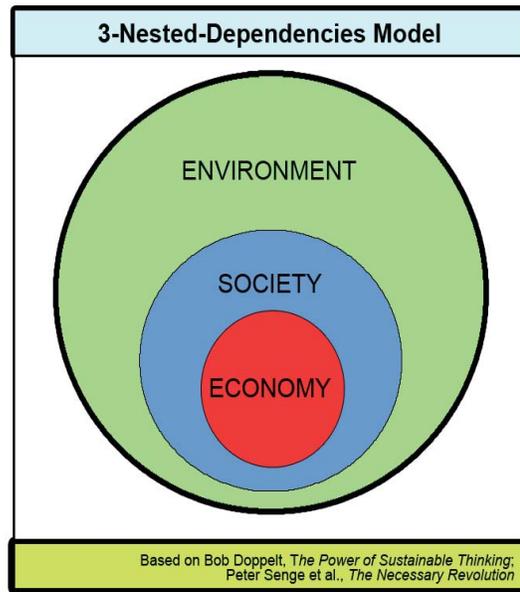
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

## 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” (Our Common Future, 43).*

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



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 an understanding of 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 being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

# Assessment and Evaluation

## *Assessment*

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways 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 a judgement about student achievement.

Assessment can be used for different purposes:

1. assessment for learning guides and informs instruction
2. assessment as learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
3. assessment of learning makes judgements about student performance in relation to curriculum outcomes.

## *1. Assessment for Learning*

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

Assessment for learning:

- includes pre-assessments that provide teachers with information of what students already know and can do
- involves students in self-assessment and setting goals for their own learning
- 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 a student knows and is able to do

## *2. Assessment as Learning*

Assessment as learning involves students' reflecting 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
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

## *3. Assessment of Learning*

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their 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 judgements 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 outlined in the specific curriculum outcomes of a course as well as 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 judgements 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:*

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

## *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 student success

## *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 judgements about student progress
- makes decisions about student learning programs

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## Section Two

### English Language Arts

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' ability to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students':

- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels supports multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with, and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English language arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Students use a variety of cognitive processes to make meaning such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing, and visualizing. Focusing on these processes while students speak, listen, read, view, write, and represent will support the development of lifelong literacy learning.

## Curriculum Outcomes Framework

Below are the key stage 12 outcomes aligned with the general curriculum outcomes for English language arts. The general curriculum outcomes are common to all grades; the key stage outcomes summarize students' expected achievement at the end of each key stage. Further explanation of GCOs and KSCOs can be found on pages 14-35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum*. The specific curriculum outcomes for level II are presented in each strand overview, beginning on page 27.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	<ul style="list-style-type: none"> <li>examine others' ideas and synthesize what is helpful to extend their own understanding</li> <li>ask discriminating questions to acquire, interpret, analyze and evaluate ideas and information</li> <li>articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of opposing viewpoints</li> <li>listen critically to analyze and evaluate concepts, ideas and information</li> </ul>
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	<ul style="list-style-type: none"> <li>interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure and subject matter</li> <li>adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure and subject matter</li> <li>respond to a wide range of complex questions and directions</li> <li>reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing the elements of verbal and nonverbal messages that produce powerful communication</li> </ul>
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	<ul style="list-style-type: none"> <li>consistently demonstrate active listening and concern for the needs, rights, and feelings of others</li> <li>demonstrate how spoken language influence and manipulate and reveals ideas, values, and attitudes</li> <li>address the demands of a variety of speaking situations, making critical language choices, especially of tone and style</li> </ul>
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	<ul style="list-style-type: none"> <li>select texts to support their learning needs and range of special interests</li> <li>read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods</li> <li>articulate their understanding of ways in which information texts are constructed for particular purposes</li> <li>use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts</li> <li>articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated texts and tasks</li> </ul>
	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	<ul style="list-style-type: none"> <li>access, select and research, in systematic ways, specific information to meet personal and learning needs <ul style="list-style-type: none"> <li>use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter</li> <li>evaluate their research process</li> </ul> </li> </ul>

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Reading and Viewing</i>	6. Students will be expected to respond personally to a range of texts.	<ul style="list-style-type: none"> <li>• make informed personal responses to increasingly challenging print and media texts and reflect on their responses</li> <li>• articulate and justify points of view about texts and text elements</li> </ul>
	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> <li>• critically evaluate the information they access</li> <li>• show the relationship among language, topic, purpose, context and audience               <ul style="list-style-type: none"> <li>- note the relationship of specific elements of a particular text to elements of other texts</li> <li>- describe, discuss and evaluate the language, ideas and other significant characteristics of a variety of texts and genres</li> <li>- respond critically to complex and sophisticated texts</li> <li>- examine how texts work to reveal and produce ideologies, identities and positions</li> <li>- examine how media texts construct notions of roles, behaviour, culture and reality</li> <li>- examine how textual features help a reader and viewer to create meaning of the texts</li> </ul> </li> </ul>
<i>Writing and Representing</i>	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.	<ul style="list-style-type: none"> <li>• use writing and other ways of representing to extend, explore and reflect on               <ul style="list-style-type: none"> <li>- their experiences with and insights into challenging texts and issues</li> <li>- the processes and strategies they used</li> <li>- their achievements as language users and learners</li> <li>- the basis for their feelings, values and attitudes</li> </ul> </li> <li>• use note-making to reconstruct increasingly complex knowledge</li> <li>• make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing</li> </ul>
	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	<ul style="list-style-type: none"> <li>• produce writing and other forms of representation characterized by increasing complexity of thought, structure and conventions</li> <li>• demonstrate understanding of the ways in which the construction of texts can create, enhance or control meaning               <ul style="list-style-type: none"> <li>- make critical choices of form, style and content to address increasingly complex demands of different purposes and audiences</li> </ul> </li> <li>• evaluate the responses of others to their writing and media productions</li> </ul>
	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.	<ul style="list-style-type: none"> <li>• apply their knowledge of what strategies are effective for them as creators of various writing and media productions</li> <li>• use the conventions of written language accurately and consistently in final products</li> <li>• use technology to effectively serve their communication purposes</li> <li>• demonstrate a commitment to the skilful crafting of a range of writing and other representations</li> <li>• integrate information from many sources to construct and communicate meaning</li> </ul>

## Senior High English Language Arts

High School English language arts continues the philosophy and methodologies of the Intermediate English language arts curriculum. It continues to focus on students' interaction with and creation of texts through the six strands of language arts: speaking, listening, reading, viewing, writing, and representing. The strands are taught in an integrated manner designed to provide students with the knowledge and skills they need to become successful language learners who think and communicate personally, creatively and critically.

This program is designed to enhance students' ability to:

- assume responsibility for their own learning
- interact with a wide variety of texts
- respond creatively when using digital, live, or paper texts
- respond personally
- think and respond critically to texts they read, view, or hear
- understand their own thinking about how they learn
- use knowledge and strategies as they navigate and create texts

## English 2201

English 2201 is an academic course, designed for the majority of students entering Level II. The six strands of English language arts are taught in an integrated manner. English 2201 emphasizes literary texts and is intended to enable students to be analytical and critical readers and viewers.

Students will:

- be exposed to and analyze a wide variety of texts
- create a variety of texts for a wide range of audiences and purposes
- develop an increasingly sophisticated interpretation of texts
- examine and evaluate ideas and style in texts, including those they create
- express themselves precisely and with clarity

## Suggested Yearly Plan

There is no one way to organize a year of instruction for students; many variables will influence teachers' choices for learning opportunities, including students' prior learning and interests, opportunities for collaboration with other teachers, and availability and accessibility of community resources.

As students move through high school, they will be exposed to and create a variety of texts. In a rapidly changing digital world, today's young adults are exposed to a wide range of non-fiction texts. It is suggested that English 2201 place a focus on the study, deconstruction, and construction of non-fiction texts.

Two variations of suggested yearly plans are included. One suggestion focuses on a Genre approach while the other focuses on a Thematic approach.

Two variations of suggested yearly plans are included: Genre approach and Thematic approach. The suggested yearly plans below are guides only. **They focus on the study and creation of non-fiction texts in English 2201 (approximately 60%).** See Appendix A1 for Suggested Guidelines for Selecting Content).

Suggested Yearly Plan by Genre					
Number of weeks listed are suggested totals for the entire year. Each genre may be revisited several times during the year (e.g., Short Prose and Poetry may be studied in the fall, winter, and spring for 3 - 4 weeks each; an independent Novel Study may take place in the fall and again in the winter- with research integrated - for 3 - 4 weeks each).					
Genre	Short Prose and Poetry	Novel Study	Visual and Media Literacy	Research	Drama
Form/Type	essays, short stories (fiction and non-fiction), poems, songs, spoken word	Literature Circle/ Book Club or Whole Class	Visual - photos, paintings, sculptures, graphic novels, etc.  Media - blogs, ads, web pages, posters, podcasts, videos, etc	research assignment, short research tasks	longer play, shorter play, script, etc.
Inquiry and Research integrated throughout Independent novel study (studies) integrated throughout					
Time Frame	8-11 weeks	6-8 weeks	6-9 weeks	2-3 weeks	4-5 weeks

Suggested Yearly Plan by Theme							
Number of weeks listed are suggested totals for the entire year. Each theme may be revisited several times during the year.							
Theme	Relationships	Power of Art	Identity	Strength and Struggle	Making a Difference	Loss and Endings	Passion for Living
Form/Type	<ul style="list-style-type: none"> <li>Short Prose, Poetry, Visuals, Media, Drama, etc., integrated throughout</li> <li>Inquiry and Research integrated throughout</li> <li>Independent Novel Study (studies) integrated throughout</li> </ul>						
Time	5-6 weeks	3-4 weeks	4-5 weeks	5-6 weeks	4-5 weeks	4-5 weeks	4-5 weeks

# How to Use the Four Column Curriculum Layout

## Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

## Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

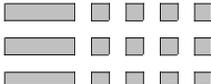
## Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p> <p><b>Sample Performance Indicator</b></p> <p>The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression <math>2x^2 + 4x</math> and the area of the large rectangle, including the walkway and the flower garden, is <math>3x^2 + 6x</math>.</p>  <p>(i) Ask students to write an expression for the missing dimensions of each rectangle.</p> <p>(ii) Ask students to determine the area of the walkway.</p>

SPECIFIC CURRICULUM OUTCOMES	
<p><b>Sample Teaching and Assessment Strategies</b></p> <p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, <math>\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}</math>. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, <math>x + 4</math> tiles will be a part of each group, so the quotient is <math>x + 4</math>.</p> <p><b>Activation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>model division of a polynomial by a monomial by creating a rectangle using four <math>x^2</math>-tiles and eight <math>x</math>-tiles, where <math>4x</math> is one of the dimensions.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>ask students what the other dimension is and connect this to the symbolic representation.</li> </ul> <p><b>Connection</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>model division of polynomials and determine the quotient</li> </ul> <p>(i) <math>(6x^2 + 12x - 3) \div 3</math></p> <p>(ii) <math>(4x^2 - 12x) \div 4x</math></p> <p><b>Consolidation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>draw a rectangle with an area of <math>36a^2 + 12a</math> and determine as many different dimensions as possible</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>discuss why there are so many different possible dimensions.</li> </ul> <p><b>Extension</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>determine the area of one face of a cube whose surface area is represented by the polynomial <math>24s^2</math>.</li> </ul>	<p><b>Resources and Notes</b></p> <p><b>Authorized</b></p> <p><i>Math Makes Sense 9</i></p> <p>Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant</p> <p>Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial</p> <p>ProGuide: pp. 35-42, 43-51</p> <p>CD-ROM: Master 5.23, 5.24</p> <p>See It Videos and Animations:</p> <p>Multiplying and Dividing a Polynomial by a Constant, Dividing</p> <p>Multiplying and Dividing a Polynomial by a Monomial, Dividing</p> <p>SB: pp. 241-248, 249-257</p> <p>PB: pp. 206-213, 214-219</p>

### Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in Column two or three.

### Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

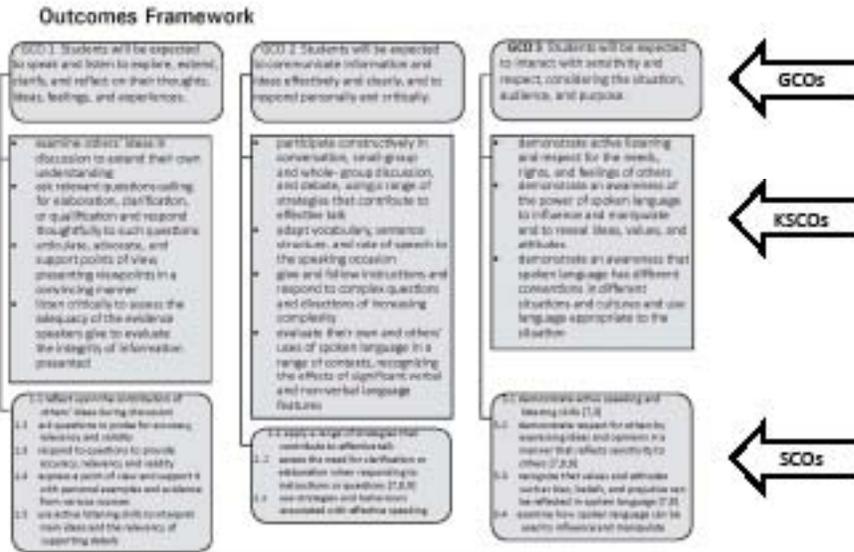
Suggestions for instruction and assessment are organized sequentially:

- Activation - suggestions that may be used to activate prior learning and establish a context for the instruction
- Connection - linking new information and experiences to existing knowledge inside or outside the curriculum area
- Consolidation - synthesizing and making new understandings
- Extension - suggestions that go beyond the scope of the outcome

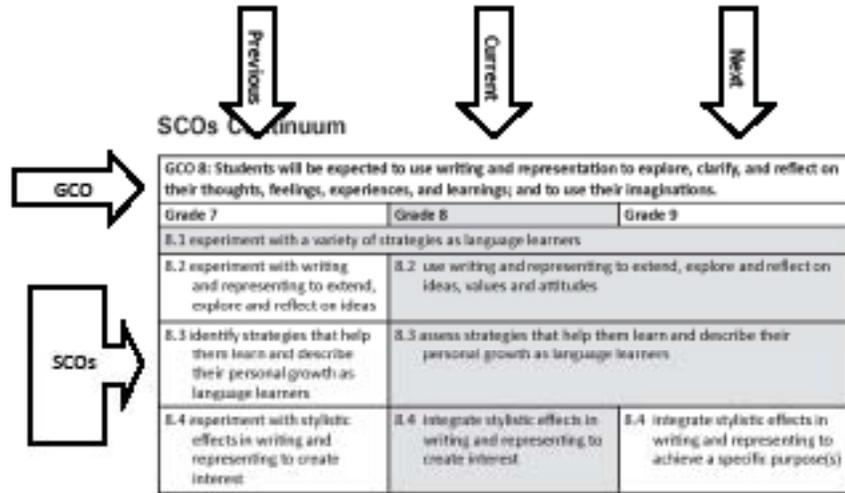
These suggestions provide opportunities for differentiated learning and assessment.

# How to use a Strand overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs and SCOs.

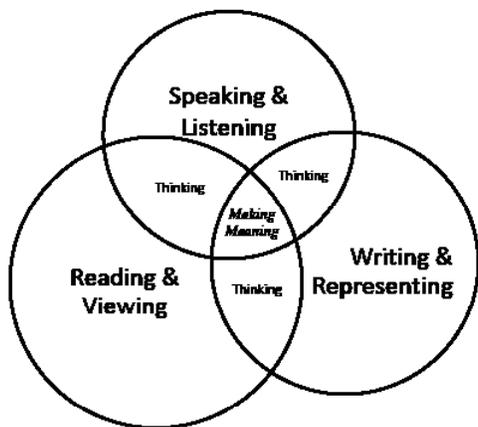


The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.



## Section Three: Speaking and Listening

### Focus

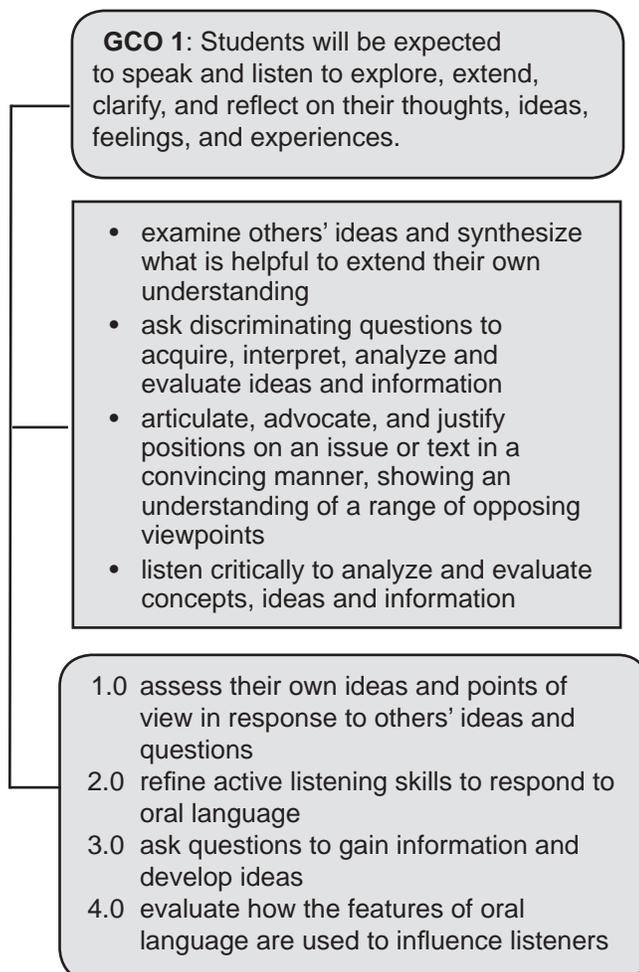


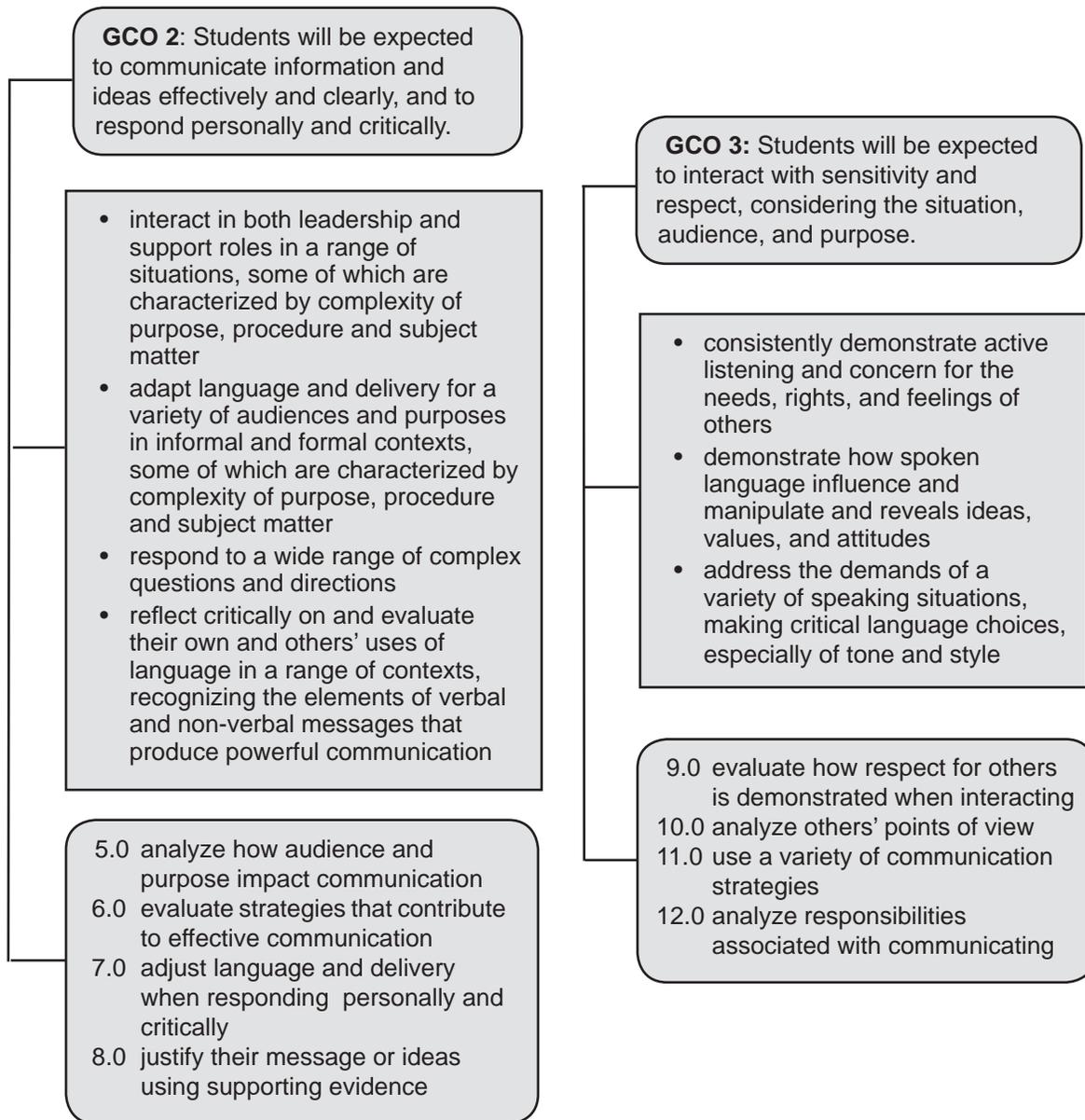
Students speak and listen to express themselves and communicate ideas through oral language. “Talk is the bridge that helps students make connections between what they know and what they are coming to know.” (Booth, 1994) To make meaning through oral language students must:

- activate prior knowledge, ideas, and experiences
- monitor their thinking (i.e., metacognition)
- reflect on experiences, ideas, and beliefs

Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read, or view and what they create through speaking, writing and representing. The triple Venn diagram represents the interconnectedness among these processes.

### Outcomes Framework





SCO Continuum

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

English 1201	English 2201	English 3201
1.1 interpret personal understanding by examining ideas when listening	1.0 assess their own ideas and points of view in response to others' ideas and questions	1.1 examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
1.2 ask relevant questions to develop ideas about issues	2.0 refine active listening skills to respond to oral language	1.2 ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
1.3 respond to questions by providing reliable support for ideas	3.0 ask questions to gain information and develop ideas	1.3 articulate, advocate, and justify positions on issues or text in a convincing manner, showing an understanding of a range of viewpoints
1.4 advocate a point of view using supporting evidence	4.0 evaluate how the features of oral language are used to influence listeners	1.4 listen critically to analyze and evaluate concepts, ideas, and information
1.5 analyze 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.

English 1201	English 2201	English 3201
2.1 use a range of strategies that contribute to effective informal talk	5.0 analyze how audience and purpose impact communication	2.1 interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter
2.2 evaluate the range of strategies that contribute to purposeful informal talk	6.0 evaluate strategies that contribute to effective communication	2.2 adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter
2.3 adjust language and delivery when responding personally and critically	7.0 adjust language and delivery when responding personally and critically	2.3 respond to a wide range of complex questions and directions
2.4 use a range of strategies and behaviours associated with effective formal speaking	8.0 justify their message or ideas using supporting evidence	2.4 reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and nonverbal messages that produce powerful communication
2.5 evaluate the 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.

English 1201	English 2201	English 3201
3.1 illustrate how spoken language reveals ideas, values and attitudes	9.0 evaluate how respect for others is demonstrated when interacting	3.1 consistently demonstrate active listening and concern for the needs, rights, and feelings of others
3.2 evaluate how spoken language influences others	10.0 analyze others' points of view	3.2 demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes
3.3 analyze the positions of others	11.0 use a variety of communication strategies	3.3 address the demands of a variety of speaking situations, making critical language choices, especially of tone and style <ul style="list-style-type: none"> <li>- express individual voice, enabling them to remain engaged, but be able to determine whether they will express themselves or remain silent</li> </ul>
3.4 use a variety of communication styles appropriately	12.0 analyze responsibilities associated with communicating	

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>1.0 assess their own ideas and points of view in response to others' ideas and questions [GCO 1]</p> <p>2.0 refine active listening skills to respond to oral language [GCO 1]</p> <p>3.0 ask questions to gain information and develop ideas [GCO 1]</p> <p>4.0 evaluate how the features of oral language are used to influence listeners [GCO 1]</p>	<p>The English language arts classroom is an ideal environment for students to practice using language to monitor and reflect on their experiences. In English 1201, students analyzed features of oral language. In English 2201, they will refine their speaking and listening skills and evaluate the effectiveness of specific features. Teachers should incorporate a variety of listening and speaking activities, considering purpose and audience.</p> <p>Speaking/Listening experiences may include:</p> <ul style="list-style-type: none"> <li>• announcements</li> <li>• campaign speeches</li> <li>• debates</li> <li>• discussions</li> <li>• drama</li> <li>• explanations</li> <li>• interviews</li> <li>• news casts</li> <li>• puppet shows</li> <li>• reports</li> <li>• role plays</li> <li>• sales pitches</li> <li>• skits</li> <li>• songwriting/singing</li> </ul> <p>Students should be open to the ideas and viewpoints presented by others. In response, they will reflect on their own points of view and assess whether or not they should modify their own ideas. They may ask:</p> <ul style="list-style-type: none"> <li>• Did I have enough information to form an opinion?</li> <li>• Do I have new information which may change my view?</li> <li>• Was my opinion biased?</li> <li>• Did I misunderstand information when it was presented?</li> </ul> <p>Students will use audience feedback to make informed decisions. They may assess feedback by:</p> <ul style="list-style-type: none"> <li>• applying it to a small sample to determine effectiveness</li> <li>• asking a third party to comment on the feedback they have received</li> <li>• asking questions for clarification of suggestions made</li> <li>• creating a concept map</li> <li>• summarizing main points</li> </ul> <p>Developing classroom environments that support speaking and listening takes time and must be developed with support. See Appendix B1 for suggested questions and prompts to scaffold student learning when speaking and listening.</p> <p>The active listener and speaker:</p> <ul style="list-style-type: none"> <li>• asks meaningful questions to clarify understanding</li> <li>• observes the speaker closely to improve understanding</li> <li>• recognizes the diversity of the audience when speaking</li> <li>• shows empathy for the speaker by using non-verbal cues (see GCO 2 for more information on non-verbal cues)</li> <li>• takes notes and restates what is heard to confirm understanding</li> </ul>

*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 the characteristics of active listening
- lead an icebreaker activity which requires students to interview others to learn information (e.g., likes and dislikes)
- engage students in informal discussions to determine their readiness and comfort with oral language; may include specific communication strategies (e.g., effective and ineffective repetition, body language, audience response)

Students may

- complete a self-interest checklist for preferred experiences in speaking and listening activities (see Appendix C for sample speaking and listening self-interest checklist)
- participate regularly in 5-10 minute discussions using daily news topics; determine their own guidelines (e.g., each person must speak no more than twice, discussion may include either a comment or a question)
- brainstorm speaking and listening activities that they have enjoyed and had success with in the past; share with the class
- use a Two Cents Worth activity to express a viewpoint; each student receives two pennies (or substitute) and must contribute their two cents on a topic; once they have said their two cents, they must listen (works well with students sitting in a circle formation); may be more structured and longer in duration than discussion activity above (video of sample activity on Professional Learning (PL) website)
- practice speaking without fillers (e.g., um, ah); give a one minute speech on a topic of their choice; if they use a filler, they must begin again; discuss difficulties

### Connection

Teachers may

- develop, with students, a set of panel discussion questions related to a listening text or topic of interest

Students may

- listen to a call-in radio show or editorial commentary and discuss how and why speakers are effective/ineffective and why (consider features of oral language)
- choose a song to share with a small group; explain how features of oral language are present

## Resources and Notes

### Authorized

Appendices

- Appendix B1 - Suggested Prompts to Scaffold Student Learning (S/L)
- Appendix C - Sample Speaking and Listening Self-Interest Checklist

*Views and Viewpoints* (iLit)

- Strategies to support GCO 1 are found in the *After* section following each selection. i.e.:
  - 68, 72, 126, 137, 182, 228, 235, 286, 342,
- Selections related to GCO 1:
  - 232, 308, 365

*Living Language* (iSkills)

- Most selections include Speaking and Listening strategies; selections specific to GCO 1:
  - 10, 18, 24

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video - Two Cents Worth Activity

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

**Outcomes**

*Students will be expected to*

- 1.0 *assess their own ideas and points of view in response to others' ideas and questions*  
[GCO 1]
- 2.0 *refine active listening skills to respond to oral language*  
[GCO 1]
- 3.0 *ask questions to gain information and develop ideas*  
[GCO 1]
- 4.0 *evaluate how the features of oral language are used to influence listeners*  
[GCO 1]

**Focus for Learning**

Students will continue to refine their active listening by:

- considering the merits of more than one answer
- considering the factors that may influence their point of view
- incorporating new information with prior knowledge
- reflecting on their own listening skills
- understanding how the speaker's delivery style impacts listeners

Three types of listening include:

- appreciative - visualizing what is being said and enjoying language simply for its sound or music
- critical - assessing for bias and evaluating the argument and evidence
- discriminative - understanding information, comments, or instruction

When advocating a point of view or when responding to questions students should consider:

- asking questions
- citing research, stating facts, or using statistics
- providing additional arguments
- staying on topic
- the importance of maintaining a respectful voice
- using analogies
- using personal experiences

Students will not only use the appropriate features of oral language (e.g., emphatic devices, intonation, pace, pitch, rhetorical devices, rhythm, tone, volume) to enhance the meaning of text, they will also evaluate how listeners are influenced as a result of the use of certain features. To do this, they will judge whether listeners are influenced by what they hear. For example, when an emphatic device such as repetition is used, how are listeners affected? What might the author's goal be? Did the author achieve his/her purpose?

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- prepare and deliver a rant on a current topic. They may answer questions posed by classmates. As a reflection, they may write a short report on whether their rant was effective in getting their point across and how specific features of oral language helped them achieve this.

For more information and criteria on assessing and supporting the Speaking and Listening strand, see Appendix D.

*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

- compare two news stories on the same topic; note elements of delivery as well as choice of content; identify how thoughts and opinions are expressed (e.g., bias, tone, depth of information)
- list the types of texts they listen to and categorize according to whether they might use appreciative, critical or discriminative listening (or a combination of two)

### Consolidation

Teachers may

- discuss with students the phrase, “Everyone interprets media differently based on our own knowledge, beliefs and experiences. The key is how you defend those interpretations”
- model how students might deconstruct a media text; ask:
  - Who created it? Why was it created?
  - Who is the intended audience?
  - What is the point of view? Values? Biases?
  - Are there hidden meanings?
  - What persuasive techniques are used?
  - What information is missing?

Students may

- use an informal debate structure to discuss opposing viewpoints (see Appendix E for more information on informal debates)
- interview a classmate and present key aspects of the interview process to a third party (other students, class as whole, etc.); reflect on how they used different active listening strategies
- set up a classroom call-in radio show and discuss a relevant issue (as a classroom skit)
- participate in a Town Hall meeting on a topical school or community issue (see Appendix F for more information)
- prepare and deliver a news report (approximately 1 minute) about a current event within their school; self-assess their news reports based on criteria in their co-created rubric
- participate in a Socratic Circle Activity (video of sample activity on Professional Learning (PL) website)

### Extension

Students may

- attend town council meetings to observe rules of debate/discussions

### Resources and Notes

#### Authorized

Appendices

- Appendix D - Assessing and Supporting the Speaking and Listening Strand
- Appendix E - Informal Debates
- Appendix F - Class Town Hall

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video - Socratic Circles

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/spl.html>

- Links - Online News Sources
- Video - Deconstruction of a Listening Text
- Video - Modelling Effective Speaking
- Video - Classroom Debates

#### Cultural Connections

Texts to practice active listening:

- *Coasting Trade* - Robin McGrath (provided 2012)

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

**Outcomes**

*Students will be expected to*

- 5.0 analyze how audience and purpose impact communication [GCO 2]
- 6.0 evaluate strategies that contribute to effective communication [GCO 2]
- 7.0 adjust language and delivery when responding personally and critically [GCO 2]
- 8.0 justify their message or ideas using supporting evidence [GCO 2]

**Focus for Learning**

Students must understand the importance of continued practice with oral communication as it is fundamental to learning in all areas. It is also important that they understand communication as both speaking and listening. They will be at different levels of readiness; therefore teachers must determine students' proficiency to appropriately select activities that challenge and satisfy their learning goals.

Audience and purpose determine the communication style a student chooses. To achieve an effective style, students are expected to use appropriate verbal and non-verbal strategies in response to their audience and purpose. Effective strategies may include:

<b>Verbal</b>	<ul style="list-style-type: none"> <li>• including only necessary detail</li> <li>• interrupting appropriately</li> <li>• providing thoughtful responses</li> <li>• speaking clearly</li> <li>• staying on topic</li> <li>• using effective diction and pronunciation</li> <li>• using appropriate pacing</li> <li>• using emphatic devices</li> <li>• varying volume, pitch, pace, and inflection</li> </ul>
<b>Non-verbal</b>	<ul style="list-style-type: none"> <li>• knowing when the conversation should end</li> <li>• listening to allow equal opportunity to speak</li> <li>• paying attention to body language when listening and speaking</li> <li>• using eye contact when listening and speaking</li> <li>• using facial expressions when listening and speaking</li> </ul>

While verbal and non-verbal strategies may be used in formal and informal communication, it is important for teachers to model formal speaking (e.g., speech). Students may find the following strategies helpful:

- begin with a greeting
- create a list of points to use when speaking
- demonstrate appropriate body language and stance
- know the topic and specialized vocabulary
- maintain coherence and unity
- rehearse and avoid reading word for word
- remember to breathe and use pacing appropriately
- use appropriate tone, volume and pace
- use strategies for emphasis (e.g., repetition, pauses, enunciation)

*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

- discuss the purposes of various forms of communication (e.g., rant, speech, monologue, news interview)
- co-create, with students, a rubric to assess effective talk and active listening
- establish, with students, a set of behaviours/expectations for audience participation

Students may

- generate a list of strategies they find useful when communicating orally (list may change depending on audience and purpose identified)
- read aloud, excerpts from texts studied in class and accept peer commentary on delivery techniques (e.g., volume, pace, pronunciation)
- use a table topic activity; randomly choose a topic from a bank of prompts; speak on the topic for 60 seconds (teacher models and then asks students to volunteer); may include providing responses using supporting evidence (e.g., answer questions related to a short story); discuss how they had to adjust language and delivery throughout
- listen to or view clips of oral text forms to identify examples of formal and informal communication; identify and discuss the purpose and intended audience of each
- critique a teacher's presentation following an established or teacher/student created rubric (volume, pace, pronunciation, hand gestures, posture, etc.)

### Connection

Teachers may

- lead classroom discussions on issues within the school or community and encourage students to defend their choices

Students may

- role play the same situation using formal and informal language (e.g., job interview); discuss how audience and purpose influence the communication style
- choose a topic; plan two introductions using different types of attention grabbers (e.g., humour, anecdote, statistics, quote, question, unique statement, etc); present introductions; discuss benefits of each

## Resources and Notes

### Authorized

*Views and Viewpoints* (iLit)

- Strategies to support GCO 2 are found in the *After* section following each selection. i.e.:
  - 8, 23, 58, 88, 109, 162, 170, 198, 325
- Selections related to GCO 2:
  - 236, 287, 297

*Living Language* (iSkills)

- Most selections include Speaking and Listening strategies; selections specific to the GCO 2:
  - 52, 58

### Suggested

Text which illustrates how audience and purpose impact communication

- Movie: *The King's Speech*- excerpts provide samples of the need for the King to speak well to his people

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/spl.html>

- Link - Speaking and Listening Rubrics
- Video - Effective Body Language
- Link - Cooperative Learning Strategies

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>5.0 <i>analyze how audience and purpose impact communication [GCO 2]</i></p> <p>6.0 <i>evaluate strategies that contribute to effective communication [GCO 2]</i></p> <p>7.0 <i>adjust language and delivery when responding personally and critically [GCO 2]</i></p> <p>8.0 <i>justify their message or ideas using supporting evidence [GCO 2]</i></p>	<p>Students are expected to use, reflect on, and evaluate communication strategies to determine those that are most effective in achieving their purpose as well as to determine which strategies are more appropriate for specific audiences.</p> <p>They must also learn to examine reasons why adaptations must be made when responding personally and critically and whether these changes are effective. A student may need to adjust language while speaking if the audience is younger than first anticipated or if the audience doesn't seem to be engaged. They may determine whether the change was effective through class discussion, peer discussion, self-reflection, etc. As a further analysis, students may also offer suggestions for improvement. Strategies previously mentioned will assist with the analysis and evaluation of adaptations.</p> <p>By having the opportunity to speak and listen on a regular basis while carefully using strategies for effective communication, students will develop skills necessary to verbally justify their message. This includes using inquiry to gather information, engage in conversations, and determine the information that best suits the purpose of supporting their message or ideas. They must also use appropriate features of language when defending or justifying a message or point (GCO 1).</p> <p>Before they begin a task, students should be aware of how they will be assessed. Effective assessment informs both the student and the teacher of what has been accomplished. Effective assessment should:</p> <ul style="list-style-type: none"> <li>• be an inclusive picture of students' accomplishments</li> <li>• be on-going and flexible</li> <li>• include varied components</li> <li>• incorporate diverse assessment strategies</li> <li>• involve students in the peer and self-assessment</li> <li>• provide careful and timely feedback</li> </ul> <p><b>Sample Performance Indicator</b></p> <p>Students who achieve this outcome should be able to:</p> <ul style="list-style-type: none"> <li>• present on a topic of their choice for a specific purpose (e.g., persuade, inform, entertain, motivate to action, etc. ). The form of presentation can be determined based on the topic and audience. Students will host a question and answer session following their presentation to respond to the audience.</li> </ul>

*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

- role play examples of situations where both formal and informal communication strategies are used (e.g., testifying in court vs having coffee with a friend)
- perform a monologue in the voice of a controversial figure and justify their actions within the context of the situation (e.g., political figure, celebrity)
- speak to the class as if they are different audiences; the topic will be the same (e.g., the presenter will speak on the topic of increasing the minimum driving age to 18; they will present to students, law enforcement officers, parents, etc.); discuss how the communication style is impacted by the audience

### Consolidation

Teachers may

- challenge students to change their informal language to more formal language for the duration of a class
- use clips of videos/movies with no sound, and ask students to focus on and interpret body language and non-verbal communication that may influence their understanding

Students may

- participate in a Fish Bowl or other cooperative learning activity to justify opinions on a specific topic (see Appendix G for information on cooperative learning activities)
- choose a television or Internet advertisement to share with the class; analyze it orally (purpose, audience, tone, text of ad, subtext, message, etc.); discuss whether it was effective in achieving its purpose
- create a novel/ movie/video game review and justify their opinion of the text
- choose an advertising sample, present and defend it to peers; defend the rationale of the parent company (sports apparel, hair product, etc.) in choosing that advertisement
- participate in a radio play; in groups, write a play that is designed for radio (listening audiences/verbal cues only); perform for the class (video of sample activity on PL website)

### Extension

Students may

- participate in a drama club activity within their school; share specific techniques with the class

### Resources and Notes

#### Authorized

Appendices

- Appendix G - Cooperative Learning Activities

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video - Radio Play

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/spl.html>

- Video - Body Language and Emphatic Devices

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>9.0 evaluate how respect for others is demonstrated when interacting [GCO 3]</p> <p>10.0 analyze others' points of view [GCO 3]</p> <p>11.0 use a variety of communication strategies [GCO 3]</p> <p>12.0 analyze responsibilities associated with communicating [GCO 3]</p>	<p>Because classrooms are so diverse, it is necessary to promote understanding and appreciation of the viewpoints of all students.</p> <p>Students will be familiar with verbal and non-verbal strategies to use when speaking and listening while remaining sensitive to the diversity around them. They must continue to build on these strategies (e.g., appropriate volume and tone, positive facial expressions, lack of distractions, natural posture). Although it is assumed that students will demonstrate respect for others when interacting, it may be necessary to regularly review expectations. Therefore, they will evaluate how respect for others is demonstrated. It may be helpful for them to consider the following:</p> <ul style="list-style-type: none"> <li>• Does the communication or interaction achieve its purpose?</li> <li>• Does the speaker use vocabulary and presentation styles that are appropriate for the audience?</li> <li>• Is concentration maintained during interaction?</li> <li>• Is information communicated clearly, articulately, and in an organized manner?</li> <li>• Is the listener attentive, respectful, and open to cultural, gender, and individual differences in conversation?</li> <li>• Is the speaker sensitive to audience response?</li> <li>• Is the tone, pace, volume, and syntax appropriate for the situation?</li> <li>• What can be done to improve future interactions?</li> </ul> <p>Students will become more aware of their own language use and its effect on others. Therefore, they are expected to:</p> <ul style="list-style-type: none"> <li>• Listen to the points of view of others and analyze how these points of view: <ul style="list-style-type: none"> <li>- affect their audience</li> <li>- differ from other points of view</li> <li>- may have changed over time</li> <li>- relate to their culture, beliefs, socio-economic position, etc.</li> </ul> </li> <li>• Use a variety of effective communication strategies. Some of these may include: <ul style="list-style-type: none"> <li>- listening behaviours (e.g., visual and verbal cues, reflection, questioning, evaluation of content)</li> <li>- self-monitoring (e.g., adjustment of content based on audience)</li> <li>- speaking behaviours (e.g., intonation, eye contact, body language, gestures, etiquette)</li> <li>- supporting opinions with examples or evidence</li> <li>- varying language use depending on the social context (e.g., formal vs informal, with friends vs with parents)</li> </ul> </li> </ul>

*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

- develop with students, a list of classroom expectations related to speaking and listening
- model appropriate behaviours that promote sensitivity and respect
- discuss students' responsibility to treat others with sensitivity and respect

Students may

- brainstorm appropriate communication strategies they have used to accommodate different social and cultural contexts (e.g., when they are with a group of people but are unsure of the expectations of cultural dress)
- identify the differences in formal and informal interactions; discuss how respect and sensitivity are expected and required in both
- share experiences (personal or from other texts) relating to moments in their own lives where sensitivity was needed (e.g. racism, ageism, bullying, prejudice, loss, exceptionality, divorce, exclusion, sexuality, drug/alcohol abuse, suicide, eating disorders, religion, socio-economic status)
- share reflections on their own experiences as respectful and sensitive communicators

#### Connection

Teachers may

- model the distinction between apathetic, sympathetic, and empathetic listening
- show a video clip of a skilled interviewer asking questions on a sensitive topic (e.g., same-sex marriage); discuss the communication style and strategies used

Students may

- keep a record (e.g., jot notes, journal, voice note) to reflect on various types of speaking and listening activities they engage in; discuss whether they are surprised by the number and variety
- develop a matrix that outlines the acceptable communication practices of various speaking/listening interactions (e.g. news broadcasts, political speeches, group debates)

### Resources and Notes

#### Authorized

*Views and Viewpoints* (iLit)

- Strategies to support GCO 3 are found in the *After* section following each selection. i.e.:
  - 101, 126, 231, 253, 262, 335
- Selections related to GCO 3:
  - 236, 291

#### Suggested

Oral Language Development:

- *Talking to Learn: 50 Strategies for Developing Oral Language* (2011)

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

**Outcomes**

*Students will be expected to*

*9.0 evaluate how respect for others is demonstrated when interacting [GCO 3]*

*10.0 analyze others' points of view [GCO 3]*

*11.0 use a variety of communication strategies [GCO 3]*

*12.0 analyze the responsibilities associated with communicating [GCO 3]*

**Focus for Learning**

Students will also analyze the responsibilities associated with communicating, whether they are communicating themselves or are observing others. Styles of communication will differ based on whether students are more introverted or extroverted. As well, depending on the purpose and audience, a person may appear assertive, emotive, reflective, supportive, passive, etc.

To interact with sensitivity and respect,

speakers have a responsibility to:

- keep the audience engaged
- keep the audience focused
- remain open minded
- respect the audience's time
- respond to others with empathy

listeners have a responsibility to:

- avoid jumping to conclusions
- control emotions and feelings
- show interest and appreciation
- think critically about characteristics of appropriate communication

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- work in pairs to create a dialogue based on a communication style (e.g., one person will be aggressive while another will be passive). They will create and act out a skit based on a topic of choice or one provided to them (e.g., at a party, butting in line at a fast food restaurant). The rest of the class will not be informed of the communication style but will make notes on communication style, communication strategies, purpose and responsibilities of each student who is role-playing, how sensitivity and respect are shown, etc. Results will be discussed in class. Each performing student will also write or orally communicate a reflection.

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

### Sample Teaching and Assessment Strategies

- view or listen to debates or editorial commentaries; assess the level of respect and sensitivity shown to others throughout (e.g., town hall meeting, political debate)

### Consolidation

Teachers may

- revisit and (if necessary) modify the list of expectations, with input from students

Students may

- create a public service announcement, video, etc. on a sensitive topic
- analyze well known speeches, interviews, celebrity clips, etc. and assess how the language and style reveal ideas, values, and attitudes across time periods (e.g. speeches by past and current politicians; news coverage of a similar event happening twenty years apart)
- participate in a multi-cultural appreciation fair; research and prepare a presentation on a specific culture; display as part of a class or school fair

### Extension

Students may

- participate in local events offered by different groups to broaden the diversity of their interactions with others (e.g., community celebrations, disability coalitions, cultural/aboriginal celebrations)

### Resources and Notes

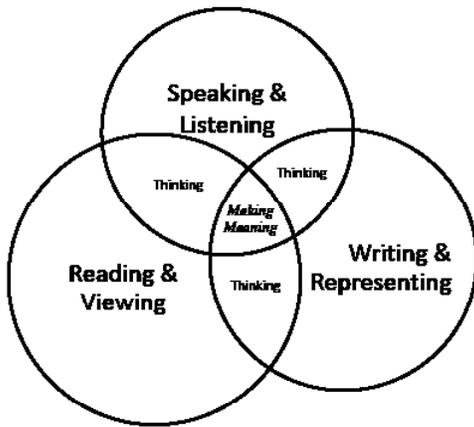
#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/spl.html>

- Video - A Collection of Effective Speeches
- Link - Speaking and Listening Strategies
- Link - Writing Dialogue

## Section Three: Reading and Viewing

### Focus



Reading and viewing provide students with opportunities to interact with a variety of media and diverse texts. Reading and viewing are complex cognitive processes that involve making meaning of digital and paper texts. Making meaning requires multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas and experiences
- navigating through texts
- using cueing systems (pragmatic, syntactic, graphophonic, and semantic) to comprehend content

In reading and viewing, students must decode, understand, evaluate, navigate and reflect on all available forms of texts.

### Outcomes Framework

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

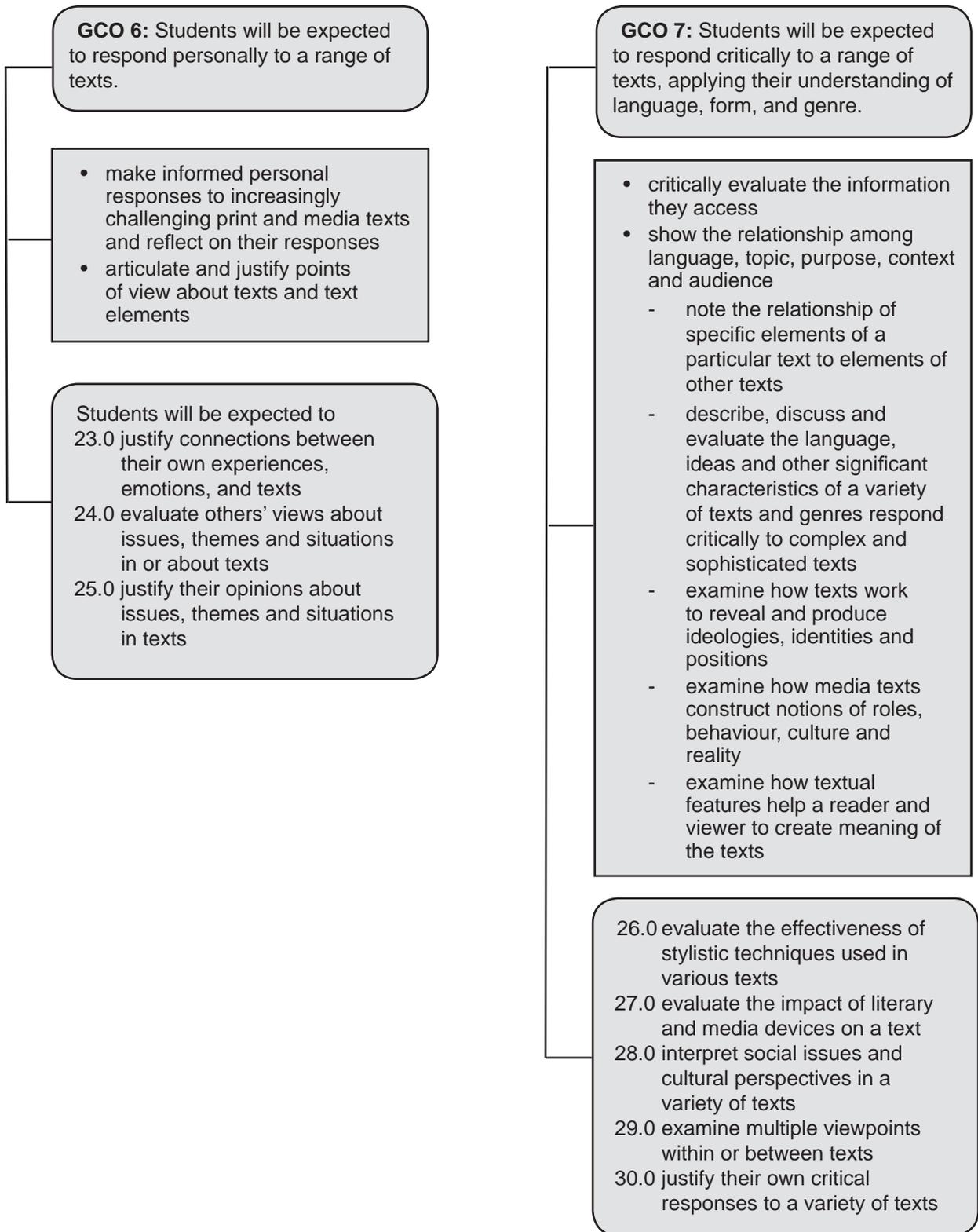
- select texts to support their learning needs and range of special interests
- read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
- articulate their understanding of ways in which information texts are constructed for particular purposes
- use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated texts and tasks

- 13.0 read and view a variety of texts for different purposes
- 14.0 use specific strategies to enhance understanding of a text
- 15.0 reflect on the effectiveness of strategies for understanding text
- 16.0 evaluate how text features are used to create meaning and achieve different purposes
- 17.0 understand how texts can influence behaviours and opinions

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

- access, select and research, in systematic ways, specific information to meet personal and learning needs
  - use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter
  - evaluate their research process

- 18.0 investigate topics for inquiry
- 19.0 select information from a variety of sources
- 20.0 evaluate information from a variety of sources
- 21.0 integrate information to meet the requirements of a learning task
- 22.0 assess their own inquiry processes



SCO Continuum

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

English 1201	English 2201	English 3201
4.1 identify and select texts that meet their needs and interests	13.0 read and view a variety of texts for different purposes	4.1 select texts to support their learning needs and range of special interests
4.2 analyze how text features are used to create meaning and achieve different purposes	14.0 use specific strategies to enhance understanding of a text	4.2 read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	15.0 reflect on the effectiveness of strategies for understanding text	4.3 articulate their understanding of the ways in which information texts are constructed for a particular purpose
4.4 assess specific strategies used to clarify confusing parts of a text	16.0 evaluate how text features are used to create meaning and achieve different purposes	4.4 use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
	17.0 understand how texts can influence behaviours and opinions	4.5 articulate their own processes and strategies in exploring, interpreting, and reflecting on challenging texts and tasks

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

English 1201	English 2201	English 3201
5.1 select relevant topics and questions for inquiry	18.0 investigate topics for inquiry	5.1 access, select, and research in systematic ways, specific information to meet personal and learning needs <ul style="list-style-type: none"> <li>- use the electronic network and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter</li> <li>- evaluate their research process</li> </ul>
5.2 analyze appropriate information from a variety of reliable sources	19.0 select information from a variety of sources	
5.3 organize information from selected sources	20.0 evaluate information from a variety of sources	
5.4 integrate information to effectively meet the requirements of a learning task	21.0 integrate information to meet the requirements of a learning task	
5.5 share relevant information	22.0 assess their own inquiry processes	

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

English 1201	English 2201	English 3201
<p>6.1 explain a personal point of view about issues, messages and situations within texts</p>	<p>23.0 justify connections between their own experiences, emotions, and texts</p>	<p>6.1 make informed personal responses to increasingly challenging print and media texts and reflect on their responses</p> <ul style="list-style-type: none"> <li>- make connections between their own values, beliefs, and cultures and those reflected in literary and media texts</li> <li>- analyze thematic connections among texts and articulate an understanding of the universality of many themes</li> <li>- demonstrate a willingness to explore diverse perspectives to develop or modify their points of view</li> </ul>
<p>6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)</p>	<p>24.0 evaluate others' views about issues, themes and situations in or about texts</p>	<p>6.2 articulate and justify points of view about texts and text elements</p> <ul style="list-style-type: none"> <li>- interpret ambiguities in complex and sophisticated texts</li> </ul>
<p>6.3 recognize more than one interpretation of a text</p>	<p>25.0 justify their opinions about issues, themes and situations in texts</p>	

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

English 1201	English 2201	English 3201
7.1 evaluate the different stylistic techniques of texts that contribute to meaning and effect	26.0 evaluate the effectiveness of stylistic techniques used in various texts	7.1 critically evaluate the information they access
7.2 respond critically with support to content, form and structure of texts	27.0 evaluate the impact of literary and media devices on a text	7.2 show the relationships among language, topic, purpose, context, and audience <ul style="list-style-type: none"> <li>- note the relationship of specific elements of a particular text to elements of other texts</li> <li>- describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres</li> </ul>
7.3 analyze the impact of literary and media devices on the understanding of a text	28.0 interpret social issues and cultural perspectives in a variety of texts	7.3 respond critically to texts <ul style="list-style-type: none"> <li>- examine how texts work to reveal and produce ideologies, identities, and positions</li> <li>- examine how media texts influence notions of role, behaviour, culture, and reality</li> <li>- examine how textual features help a reader and viewer to create meaning of the texts</li> </ul>
7.4 justify how texts reveal ideologies and identities	29.0 examine multiple viewpoints within or between texts	
7.5 evaluate the portrayal of cultural identities in texts	30.0 justify their own critical responses to a variety of texts	

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

## Outcomes

*Students will be expected to*

- 13.0 read and view a variety of texts for different purposes [GCO 4]
- 14.0 use specific strategies to enhance understanding of a text [GCO 4]
- 15.0 reflect on the effectiveness of strategies for understanding text [GCO 4]
- 16.0 evaluate how text features are used to create meaning and achieve different purposes [GCO 4]
- 17.0 understand how texts can influence behaviours and opinions [GCO 4]

## Focus for Learning

As students read and view a variety of texts, they should learn to identify and define the features and purposes of those texts that are relevant to their own lives, as well as to others in society. Students must be given opportunities to select texts based on their own interests. Many students will have clear preferences in genres, authors, etc. They may still need guidance to determine how to choose a text. They should recognize the importance of interacting with texts that have a higher level of complexity than those they chose in English 1201. Students can read and analyze texts in a variety of ways; Book Clubs and Literature Circles offer two effective ways for students to navigate a text. See Appendix H for information on Book Clubs and Appendix I for information on Literature Circles.

Students must explore a variety of texts, however, they must also learn to select texts for different purposes, including:

- assessing literary or artistic value
- checking accuracy of information
- choosing texts at their reading level
- choosing texts because of an interest in the topic, layout, or creator
- comparing texts on similar themes, etc., by different creators
- comparing visual to written texts
- extending inquiry, knowledge, and interests
- gathering information based on inquiry

Students use many strategies to gain a clearer understanding of texts. Some of these include:

- annotating a text during reading
- asking questions to clarify information
- becoming familiar with the creator, setting, allusions, historical context, context of publication year, etc.
- considering author's language, tone, style, purpose, and intended audience
- examining content, structure, and meaning
- identifying and understanding key words
- identifying key points
- inferring or interpreting clues left by the author
- making connections to texts, people, or situations familiar to them
- paying careful attention to the title and opening paragraphs
- reading slowly or rereading parts of a text
- synthesizing what is read with current knowledge
- visualizing ideas based on language and description

See Appendix B2 for suggested questions and prompts to scaffold student learning when reading and viewing.

Students may use the same strategies each time they read or view a text or they may use different strategies for different types of texts.

*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 how they choose texts themselves (e.g., online lists, sales, awards lists, bestseller lists, media promotions, movies, book reviews, social media, bookstore selections)
- share a variety of children's books with students; discuss purpose, audience, and message related to each
- make students aware of metacognitive processes such as:
  - skimming and scanning for knowledge
  - deconstructing and synthesizing for analysis
- model reading and viewing strategies to show how they work with a range of texts for a variety of purposes
- discuss the historical context of a selection, explaining how the era (e.g. Maya Angelou's writing, Elie Wiesel's novel *Night*) contributes to meaning

Students may

- create a list of their current favourite texts; explain how they chose titles for the list and why they are interested in each text
- justify how text features create meaning and achieve purpose in a popular childhood book; may be completed as a class read aloud or by watching videos (via online search) of celebrities reading the book
- discuss the reading and viewing strategies that work best for them (e.g. how they would read a magazine article as opposed to a novel, using strategies such as reading titles/captions, observing typeface and images)
- create a log/journal to record a variety of responses to texts that are relevant to them (e.g., a double-entry journal with a line dividing a prompt from student commentary)
- apply strategies tailored for different reading and viewing experiences to clarify meaning (e.g. jot noting, summarizing, interpreting visual cues)

#### Connection

Teachers may

- model how to annotate a text during reading or viewing; students use this technique on a variety of texts

### Resources and Notes

#### Authorized

Appendices

- Appendix H - Book Clubs
- Appendix I - Literature Circles
- Appendix B2 - Suggested Questions and Prompts to Scaffold Student Learning (R/V)

*Views and Viewpoints* (iLit)

- Strategies to support GCO 4 are found in the *After* section following each selection

*Living Language* (iSkills)

- Most selections include Reading and Viewing strategies: selections specific to GCO 4:
  - 88, 96, 104, 112, 122, 130

#### Supplementary

Texts for independent reading - Annotated Bibliography can be found at [http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/High\\_School\\_annotatedbib\\_10-12\\_2014.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/High_School_annotatedbib_10-12_2014.pdf)

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

## Outcomes

*Students will be expected to*

*13.0 read and view a variety of texts for different purposes [GCO 4]*

*14.0 use specific strategies to enhance understanding of a text [GCO 4]*

*15.0 reflect on the effectiveness of strategies for understanding text [GCO 4]*

*16.0 evaluate how text features are used to create meaning and achieve different purposes [GCO 4]*

*17.0 understand how texts can influence behaviours and opinions [GCO 4]*

## Focus for Learning

It is important that they know what works best for them as well as why it works. They should also consider how they might improve the strategy.

Students may reflect on the effectiveness of the strategies they use for understanding text through:

- annotations
- comprehension questions
- conferences
- discussions
- graphic organizers
- rereading
- self-correcting
- self and peer-evaluations
- visualizing
- written responses

Students should also be comfortable determining how text features are used to create meaning, whether they achieve their intended purpose, and how improvements can be made. Students will also need to respond to the whole text and decide how illustration, written word, and structure communicate meaning. Part of this response will include:

- recognizing the presence, purpose, and meaning of specific features such as annotations, footnotes, text boxes, font variation, subheadings, punctuation, etc.
- understanding how text form affects meaning

Students must understand how texts can influence behaviours and opinions both positively and negatively. They can review how different aspects work together to influence readers and viewers (e.g., travel, fashion, purchases, health decisions). Additionally, students should be encouraged to expand their range of preferences. Having access to a variety of genres as well as a knowledge of characteristics of different genres will help students become more comfortable with a range of text types (see Appendix J for a list of Literary Genres).

## Sample Performance Indicator

Students who achieve this outcome should be able to:

- choose a specific text to review and then create a response to the text. The response may be in the form of a movie or book trailer, blog, visual representation, panel discussion, interpretative dance, song play-list, etc., to show understanding of themes and other components of the text.

*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

Students may

- use a variety of texts; list text features used and comment on the effectiveness of text features (e.g., headings, font, etc.) in relation to the purpose and target audience
- visit three of their favourite websites and/or blogs; use a table or graphic organizer to compare content, format, and underlying features which distinguish them

### Consolidation

Students may

- complete a reading self-assessment and incorporate new reading and viewing strategies based on needs (e.g. skim, visualize, predict, take notes, recognize headings, track with finger, highlight, draw conclusions, make connections to other texts)
- choose a text, annotate, identify, and provide a rationale for specific patterns (e.g. emphatic devices), language, images, and style
- collect and examine advertisements for purpose and media strategies (bandwagon, celebrity endorsement, etc); in groups, find an example of several media strategies and complete a report on why they are effective (students should consider who is included or excluded due to race, gender, socio-economic status, culture, age, identity, place of origin, etc.)
- plan and/or take part in a school Literature Fair; create displays that will represent a variety of elements of a novel or short story (video of sample activity on PL site)

### Extension

Students may

- select a product and view the evolution of its commercials over decades, analyzing how the presentation of the product has changed (through form, language, conversation, logo, target audience, slogans, etc.)

### Resources and Notes

#### Authorized

Appendices

- Appendix J - Literary Genres

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video - Literature Fair

#### Suggested

Texts with a variety of text features include:

- The 10 Series (Scholastic)
- Issues 21 Series (Scholastic)
- Boldprint (Oxford)
- *Chopsticks* - Jessica Anthony and Rodrigo Corral (2012)

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/rv.html>

- Link - Encouraging Independent Reading

#### Cultural Connections

School libraries are provided with published works under the Resource Acquisition Program. Detailed listings, including grade level suggestions, of current and past acquisitions are available at [www.culturalconnections.nl.ca/](http://www.culturalconnections.nl.ca/)

Texts with a variety of text features include:

- *The Queen of Paradise's Garden* - Andy Jones (provided 2013)
- *Jack and Mary in the Land of Thieves* - Andy Jones (provided 2014)

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<i>Students will be expected to</i>	
18.0 investigate topics for inquiry [GCO 5]	Students use inquiry and appropriate research methodologies to establish valid sources that support ideas and information. They may begin with an essential question (open ended inquiries; e.g., How do news stories influence our lives?), and move to a more specific question within the same topic. Students may also identify relevant or interesting topics based on past experiences, interests, issues affecting them, etc. They must take increasing responsibility for their learning as they explore challenging and varied texts.
19.0 select information from a variety of sources [GCO 5]	
20.0 evaluate information from a variety of sources [GCO 5]	Students must be aware of the level of unsubstantiated information available. They should be able to evaluate the degree of reliability and bias of a given source, and select relevant concepts for integration.
21.0 integrate information to meet the requirements of a learning task [GCO 5]	Students will build on their previous experience using criteria to evaluate sources as well as independently using reliable information based on known criteria (see Appendix K for more information on bias).
22.0 assess their own inquiry processes [GCO 5]	<p>During inquiry, students may ask:</p> <ul style="list-style-type: none"> <li>• How consistent with other sources is the information?</li> <li>• How current is the information?</li> <li>• How reliable is the author?</li> <li>• How reliable is the information? (relevant to how reliable you need it to be; e.g., research for a speech would need to be more reliable than a search for tips on how to speak in public)</li> <li>• Is bias present?</li> <li>• What is the source of information? (e.g., journal article vs blog)</li> </ul>
	<p>Students will continue to build valuable skills necessary to integrate information effectively by understanding how to create a coherent and organized presentation of ideas limited to a specific thesis.</p> <p>How students integrate information depends on the purpose and audience of the learning task. They will need to be familiar with the difference between summarizing, paraphrasing, and using direct quotations.</p> <p>To summarize information, students will:</p> <ul style="list-style-type: none"> <li>• read, view, or listen to the text and take notes on important points</li> <li>• write a condensed version in their own words</li> <li>• include only the most important points</li> <li>• credit the source</li> <li>• understand that summarized material is significantly shorter than the original</li> </ul>

*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

- use discussions to determine students' understanding of multiple sources (conventional media such as the CBC®, newspapers, magazines, as well as more current media like The Huffington Post®, blogs and online only publications such as Newsweek®)
- discuss the consequences of plagiarism as part of a discussion in ethical research practices
- discuss the types of inquiry present in everyday life (as opposed to formal research papers or presentations)

Students may

- brainstorm topics of interest to them that are also current and newsworthy
- differentiate between primary and secondary sources of information; make a list of examples of each
- list examples of research sources and explain why these are valid and reliable

#### Connection

Teachers may

- share a subject or theme that they continue to follow in the news and discuss how they receive and store information on that topic (e.g., daily, adding details to a journal, saving newspaper clippings, etc.); discuss the methods they find most effective to review information in a timely manner
- discuss characteristics of a reliable source
- discuss how the following research steps can be used in a variety of ways, in both informal and formal research:
  - narrow topic
  - develop research question
  - locate/determine reliable sources
  - write jot notes, collect sound clips, bookmark websites, etc.
  - construct a thesis statement that takes a side on this issue
  - organize evidence materials
  - create and present to the class

### Resources and Notes

#### Authorized

Appendices

- Appendix K - Determining Bias

*Views and Viewpoints* (iLit)

- Strategies to support GCO 5 are found in the *Beyond* section following each selection, i.e.:
  - 16, 45, 88, 133, 201, 235, 247, 307, 316, 378
- Selections related to GCO 5:
  - 30, 41, 54, 73, 80, 110, 142, 159, 183, 198, 202

*Living Language* (iSkills)

- Most selections include Reading and Viewing strategies; selections specific to GCO 5:
  - 104, 122, 140, 148, 176

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/rv.html>

- Link - Introduction to Research
- Link - Citing Sources

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

**Outcomes**

- Students will be expected to*
- 18.0 investigate topics for inquiry [GCO 5]*
  - 19.0 select information from a variety of sources [GCO 5]*
  - 20.0 evaluate information from a variety of sources [GCO 5]*
  - 21.0 integrate information to meet the requirements of a learning task [GCO 5]*
  - 22.0 assess their own inquiry processes [GCO 5]*

**Focus for Learning**

To paraphrase information, students will:

- read, view, or listen to the text and take notes on important points
- write a detailed restatement of a text in their own words
- make sure the paraphrase is very close in meaning to the original
- credit the source
- understand that paraphrased material is usually shorter than the original text

To quote information, students will:

- choose to use quotations when paraphrasing or summarizing would change the author’s message or effectiveness of language
- credit the source
- often use only part of a statement
- provide an appropriate lead in to a quotation
- rewrite information that is identical to the original
- use block formatting appropriately
- use direct quotations sparingly to avoid retyping a text rather than understanding it
- use quotation marks to indicate that information is direct

It is important for students to assess their own inquiry processes. However, without teacher involvement in student self-evaluation, teachers have no indication of whether students are benefiting from the process. Students will develop skills to reflect on their own inquiry processes when they are involved in creating criteria for assessment, practice using this criteria, and receive feedback on how they are evaluating themselves. It is also necessary that teachers discuss the purpose of self-evaluation and guide students as they act on decisions they make as a result of self-reflection.

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- participate in a ‘Media Watch’ unit - an inventory of a student’s media awareness of and participation in a particular topic or theme. Students may:
  - use topics which are historically significant, or more timely and current
  - research how it was/is portrayed in the media as well as whether this portrayal is accurate
  - include information on the background, people involved, etc., as well as news coverage, effects, etc.,
  - share results either formally or informally

*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**

Students may

- use a variety of graphic organizers to compare and categorize the same information
- choose topics for inquiry and complete initial research; ask and answer questions about classmates' topics, allowing opportunity to share interesting information in an informal setting
- share information on a research topic (with the entire class) at various points throughout the creation of a product, motivating discussion that might help to find an interesting direction and help to maintain focus
- participate in a reciprocal teaching activity; individually, or in small groups, prepare and teach a lesson

### **Consolidation**

Students may

- choose a topic they feel will continue to be news worthy; follow information on this topic for a specified period and save details in a variety of ways (e.g., Tweets®, online news stories, video or audio clips, newspaper articles); compile information and display as part of a News Fair or present to the class
- interview the author of a book they have read (may be a local author or an author they can connect with for an interview through email); ask questions related to the topic, characters, setting, as well as the writing process
- produce a research paper; this may also be completed as research for a classroom speech
- develop a game or brochure that shares important information on a topic studied in another course
- choose an advertisement; create and administer a survey to determine how product placement impacts the audience's feelings towards the product; present to the class

### **Extension**

Students may

- publish their media watch presentation on the school's website as a PowerPoint® or post to YouTube® as a video
- participate in writing competitions from outside agencies, such as the Law Society of NL, where research is required as part of the submission process

### **Resources and Notes**

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>23.0 justify connections between their own experiences, emotions, and texts [GCO 6]</p> <p>24.0 evaluate others' views about issues, themes and situations in or about texts [GCO 6]</p> <p>25.0 justify their opinions about issues, themes and situations in texts [GCO 6]</p>	<p>Students will continue to develop skills necessary to personally respond to a variety of text forms. In English 1201, student responses were expected to go beyond simply stating their opinion. They made connections to themselves, to other texts, and to the world, providing sound reasoning when expressing a point of view.</p> <p>In English 2201, students will continue to build on these skills and go beyond their own experiences to relate to others. They will examine ideas and respond based on their own evolving views. Student self-assessment and reflection are an important tool to help them decide how their own thinking has evolved over time. As well, they will use increasingly complex texts, including a wide range of non-fiction.</p> <p>When responding personally, students should select a form appropriate to their purpose and audience and discuss or note ideas and impressions that are meaningful to them.</p> <p>Some examples of personal response writing include:</p> <ul style="list-style-type: none"> <li>• anecdote</li> <li>• autobiography</li> <li>• biography</li> <li>• biopic film</li> <li>• blog</li> <li>• commentary</li> <li>• diary entry</li> <li>• eulogy</li> <li>• graphic novel</li> <li>• interview</li> <li>• letter</li> <li>• memoir</li> <li>• narrative essay</li> <li>• newspaper article</li> <li>• personal essay</li> <li>• profile</li> <li>• review</li> <li>• screen play</li> <li>• song</li> <li>• speech</li> <li>• travel log</li> <li>• diary entry</li> </ul> <p>To connect their own experiences and emotions to a text, students will first recognize and expand their vocabulary to identify a range of emotions. Otherwise, they will continue to refer to emotions that easily come to mind (e.g., happy, good, sad, angry), as opposed to referring to emotions that will more accurately describe how they are feeling (e.g., exuberant, invigorated, melancholy, indignant).</p> <p>Students may identify with an author, character, narrator, etc. They need to recognize the validity of their own, as well as others' views about issues, themes, and situations in and about texts. To evaluate the views of others, they will question and analyze information. They may also need to use inquiry to clarify understanding before justifying their own reasons for agreeing or disagreeing with the views of another person.</p>

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- initiate a prereading or previewing discussion of a specific issue, theme or situation (e.g., news issue, connotations of a word from a text, guided questions, well known person) to determine students' experiences and views
- model how they make their own personal connections to a text
- lead a discussion on the complexity of common emotions (e.g., students feeling many emotions at the same time, being able to describe their emotions, responding to situations with different emotions than another person might)

Students may

- brainstorm a list of emotions and use a thesaurus (or other source) to list synonyms and identify subtle differences
- create visual symbols (e.g., emoticons) to represent the above list of emotions
- keep a log of the various emotions they recognize in themselves or a character over a specified period of time and note the events that triggered the emotions
- read a passage or view a poster; annotate as they are reading and/or viewing to highlight how they feel about specific phrases or pictures, how it could improve, how it relates to them, etc.
- participate in a discussion (e.g., class, small group, Edmodo©) of a text, accepting or rejecting the views expressed

### Connection

Teachers may

- model a think aloud personal response to a text using logical support (e.g., speak aloud to give reasons why it is important to wear a seatbelt)

Students may

- create a blog as a character; outline some of the things he/she does and thinks about when outside the events of the text (e.g., before the book begins, between scenes or after the book is finished)
- complete a double entry journal from differing points of view presented in a text (e.g, protagonist, antagonist, major or minor characters, characters from a different text)

## Resources and Notes

### Authorized

*Views and Viewpoints* (iLit)

- Strategies to support GCO 6 are found in the *After* and *Beyond* sections following each selection, i.e.:
  - 8, 23, 68, 126, 182, 212, 240, 250, 256, 296,
- Selections related to GCO 6:
  - 4, 59, 95, 127, 164, 171, 208, 241, 254, 291,

*Living Language* (iSkills)

- Most selections include Reading and Viewing activities and strategies; selections specific to GCO 6:
  - p. 104, 112, 148,

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video/Photostory - Ideas for responding personally to texts

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p><i>23.0 justify connections between their own experiences, emotions, and texts [GCO 6]</i></p> <p><i>24.0 evaluate others' views about issues, themes and situations in or about texts [GCO 6]</i></p> <p><i>25.0 justify their opinions about issues, themes and situations in texts [GCO 6]</i></p>	<p>Students may justify personal views based on methods of argumentation such as:</p> <ul style="list-style-type: none"> <li>• comparisons</li> <li>• concrete data</li> <li>• example and illustration</li> <li>• logic</li> <li>• statistics</li> <li>• stories of others</li> </ul> <p>When justifying their views, they should be able to defend the strategies they used to explore, interpret, and reflect on various texts.</p> <p>Students should be involved in and aware of the types of assessment that will take place during reading and viewing activities. Assessment practices build a rapport between students and the teacher. Key areas to assess include the student's ability to:</p> <ul style="list-style-type: none"> <li>• comprehend print, oral, visual, and media texts</li> <li>• decode text</li> <li>• fluently and successfully navigate a variety of texts</li> <li>• respond personally to a variety of texts</li> </ul> <p>Some assessment strategies may include observations, conferences, student work samples, performance assessments, quizzes, tests, self-assessment, peer-assessment.</p>
	<p><b>Sample Performance Indicator</b></p>
	<p>Students who achieve this outcome should be able to:</p> <ul style="list-style-type: none"> <li>• plan a pot luck dinner party. They may invite a friend as well as creators, critics, characters from different texts (e.g., a close friend, author Chris Hadfield, character Augustus Waters). They will plan the seating arrangements, music, decor, etc. Each guest may also bring a food dish based on their lives. Students will             <ul style="list-style-type: none"> <li>- list the participants</li> <li>- write the script of the dinner party conversation (2- 4 pages)</li> <li>- complete an artist's statement explaining their decisions</li> <li>- participate in a reflection and self-evaluation activity</li> </ul> </li> </ul>

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

### Sample Teaching and Assessment Strategies

- create a memoir which describes a defining moment in their lives; use (e.g., a written piece, a window pane, comic strip, graphic panel, monologue, video blog, etc.)
- in groups of five, write a five paragraph essay on a selected topic; write the outline as a group, assign one paragraph to each student; once written, as a group, read the entire essay, discussing strengths, and noting areas for improvement (transitions, unity, closing by return, etc.)

### Consolidation

Teachers may

- present the opposing views of the New Critics (the text stands alone; information about the author inhibits understanding) with those of the Romantics and Postmodern Critics (information about the author enriches understanding); students respond to the opposing schools of thought, offering their opinion and logical arguments

Students may

- create a personal response to the same topic using three different forms of response (e.g., a place they enjoy spending time; write a descriptive essay, create a blog, create a video advertisement)
- create a personal response to a text using another text form (e.g., respond to a novel by writing a song or poem)
- create a '5 views' poem; write a poem where each stanza offers a different view of a character, chapter, or other topic; may be views from other characters, the author, the reader, etc. (can also be adapted to a '5 views' collage, etc.)
- provide a written or oral response to a specific text, then investigate the text creator's experiences and background; compare the difference, if any, in the personal response after learning more about the author; record in a written or visual form

### Extension

Students may

- publish or present their views in a forum outside the classroom (school newsletter, local newspaper, etc.)

### Resources and Notes

#### Cultural Connections

Mentor Texts include:

- Anecdotes - *Memories of a Former Era* - Heber McGurk (provided 2012)
- Essays and Short Stories - *Hard Ol' Spot* - An Anthology of Atlantic Canadian Fiction - compiled and illustrated by Mike Heffernan and Darren Whalen (provided 2012)
- Short Stories - *Fish for Dinner: Tales of Newfoundland and Labrador* - Paul O'Neill (provided 2012)
- Murals - *Uncommon Clay: The Labrador Mural* - edited by Dorrie Brown (provided 2012)

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>26.0 evaluate the effectiveness of stylistic techniques used in various texts [GCO 7]</p>	<p>Strategies for understanding texts must encompass a broad range of text forms, not just the traditional printed word. Teachers offer a variety of opportunities for students to analyze the message and influence of a variety of texts.</p>
<p>27.0 evaluate the impact of literary and media devices on a text [GCO 7]</p>	<p>In English 1201, students were expected to analyze (break a complex text into parts to better understand it) various stylistic techniques used by authors. English 2201 students will continue to analyze stylistic effects as well as evaluate (judge the quality, merit or significance, as well as the results of) whether or not particular stylistic techniques are effective in helping the author achieve a specific purpose.</p>
<p>28.0 interpret social issues and cultural perspectives in a variety of texts [GCO 7]</p>	<p>Students should be able judge the effectiveness of stylistic techniques within texts (e.g., rhyme scheme is effective in creating humour, short sentences in creating suspense, shadows in creating mood, etc.).</p>
<p>29.0 examine multiple viewpoints within or between texts [GCO 7]</p>	<p>Stylistic techniques may refer to:</p> <ul style="list-style-type: none"> <li>• conciseness of the writing</li> <li>• development of tone, mood and atmosphere</li> <li>• genre</li> <li>• literary, visual, and media devices</li> <li>• medium</li> <li>• text features and text form</li> <li>• transitional phrases, unity and coherence</li> <li>• use of dialogue and diction</li> <li>• use of passive or active voice</li> <li>• varied sentence structure</li> </ul>
<p>30.0 justify their own critical responses to a variety of texts [GCO 7]</p>	<p>In English 1201, students identified and used literary devices (allusion, flashback, imagery, symbolism, etc.) and media devices (caption, logo, subtext, propaganda, etc.), and studied their impact on a variety of texts. English 2201 students will build on these skills and evaluate whether the impact is effective. It is important to recognize how stylistic techniques reflect a text's purpose and audience, and how these work together to convey meaning.</p> <p>See Appendix L for a sample list of Literary and Media devices.</p> <p>Through critical response, students may learn to appreciate that stylistic techniques are closely linked to the creator's purpose. Various purposes include:</p> <ul style="list-style-type: none"> <li>• comparing and contrasting (e.g.,debate, expository essay)</li> <li>• entertaining (e.g., short story, poem)</li> <li>• explaining (e.g.,info graphic, poster)</li> <li>• expressing attitude and emotions (e.g., letter to the editor, rant)</li> <li>• informing (e.g., resume, pod-cast)</li> <li>• persuading (e.g., speech, brochure)</li> </ul>

*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

- model how students might deconstruct different types of advertisements (poster, radio, TV, etc.); ask:
  - What is the writer's/creator's world view?
  - How does this fit in with the views of the reader/viewer?
  - How might other readers/viewers view this text? (counter argument)
- review the impact of diction on audience (literal/figurative, connotation/denotation, colloquialism, slang, dialect, emotional/rational language)
- ask questions to determine student knowledge, growth, and depth of understanding of literary and media devices

Students may

- follow an exchange of viewpoints from a newspaper editorial and a letter to the editor or a follow-up letter to provide examples of texts with opposing viewpoints; note the differences and determine parts of each argument which they consider to be strong and/or weak
- determine the influence that historical context can have on a text; choose a text to read or view, list historical connections and tell how they influence a text
- use inquiry to determine and share key stylistic techniques of movie making and documentary film making
- provide examples of methods of argumentation and/or persuasion found in an essay (e.g., facts, clear information)
- use a graphic organizer to compare examples of and reasons for product placement within websites, movies, television, etc.
- discuss whether different genres of texts have an influence on their own lives and the choices they make (using characteristics of different genres); present an argument for this orally or in writing
- use a double sided journal; choose specific quotations from a text to write on one side of the page, along with their responses to the quotation on the opposite side
- read local newspapers and watch news programs to learn more about social and cultural issues, and the influence these have on society; share with the class on a regular basis

## Resources and Notes

### Authorized

Appendices

- Appendix L - Literary and Media Devices

*Views and Viewpoints* (iLit)

- Strategies to support GCO 7 are found in the *After* and *Beyond* section following each selection, i.e.:
  - 16, 29, 34, 40, 88, 109, 126, 148, 152, 188, 207
- Selections related to GCO 7:
  - 24, 30, 35, 80, 142, 158, 183, 199, 205, 217

*Living Language* (iSkills)

- Most selections include Reading and Viewing activities and strategies; selections specific to GCO 7:
  - 96, 104, 130, 140, 148, 166

PL Site: Teaching and Learning  
<https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video/Photostory - Responding Critically to a Text Using an Interactive Notebook

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

## Outcomes

*Students will be expected to*

*26.0 evaluate the effectiveness of stylistic techniques used in various texts  
[GCO 7]*

*27.0 evaluate the impact of literary and media devices on a text  
[GCO 7]*

*28.0 interpret social issues and cultural perspectives in a variety of texts  
[GCO 7]*

*29.0 examine multiple viewpoints within or between texts  
[GCO 7]*

*30.0 justify their own critical responses to a variety of texts  
[GCO 7]*

## Focus for Learning

Students must be aware of social issues and cultural perspectives as they are represented in a text. This will expand their understanding of other cultural and social positions. Students should have opportunities to compare their own experiences and knowledge to that of others.

Questions to promote this awareness might include:

- What issues are raised?
- What or whose opinion is missing?
- What judgments have you made? What do they reveal about you?
- Are your reactions and judgements influenced by what you have read or viewed?
- Has your understanding of the issue been broadened or have you understood how a different opinion has validity?
- Does this text present a biased approach which alienates the audience?
- Is the meaning of the text influenced by the historical period in which it was written, and has the meaning changed in today's society?

Students should compare and contrast the viewpoints of creators, characters, or individuals depicted within or between texts. Describing experiences, formulating hypotheses, explaining processes and opinions, describing emotions, and creating justifiable arguments are valid methods of development for critical response to reading. This will help them to justify their own responses to a variety of texts. They may consider questions such as:

- Do you agree or disagree with characters, arguments, etc.? Why?
- How is a specific aspect of the text similar to another text?
- What are strengths and weaknesses of the text?
- What are the implications of the message?
- What can we learn from the text about how we live our own lives?
- What is the message? Should the message be revisited? Who will benefit from this message?
- Who is the intended audience?
- Whose opinions are not represented?

## Sample Performance Indicator

Students who achieve this outcome should be able to:

- watch three news broadcasts which aired on the same night. One must be local news. List all the news stories as they happen. Note the amount of time allotted to each and write a short summary of each. Compare the news stories, considering the following: presentation style, engagement, topics covered, target audience, personality, effectiveness of news coverage.

*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

### Connection

Students may

- list ways that consumerism plays a role in advertisements; discuss and then use inquiry to determine the long-term effects this has globally; show results in written form or as an artistic representation
- view clips of TV shows known for their humour; make a list of types of humour and the effect of each (video on determining sarcasm, satire and parody available on PL site)
- create a list of questions and answer them to show how the presentation of information affects students (e.g., What is the purpose of the text? How is the information conveyed? Does it have the desired effect?); use texts from another course (e.g. Canadian Geography)
- analyze diction for its reflection of race, gender, socio-economic status, culture, age, identity, place of origin, etc.; use a self-selected text they are reading
- use Socrative© to answer constructed response questions on a text so that all can anonymously view peer responses; discuss (video using Socrative© can be found on PL site)

### Consolidation

Students may

- select a social issue and choose two texts that demonstrate opposing viewpoints on that topic; compare the two texts for intended audience, readability, text genres, purpose, bias, etc.
- compare objective and subjective descriptions of an animal, object, area, etc. (e.g. science text versus literary text)
- present their position before reading or viewing a text; after reading or viewing describe how their position has been influenced by the text (e.g., use a role play, two different letters to the editor, sketch)
- choose two texts (different forms) on the same topic; compare the use of literary or media devices (e.g., a poem may use metaphors to make a point clear whereas an essay may use process analysis); present findings using a multi-media presentation, an essay or a graphic organizer

### Extension

Students may

- compare the treatment of topics from a fiction/non-fiction approach (e.g., examine the life of an author, a novel they wrote, and a movie based on the novel); present in a form of their choice

## Resources and Notes

### Authorized

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video - Responding critically to a text using Socrative©
- Video - Responding critically to a media text (sarcasm, satire and parody)

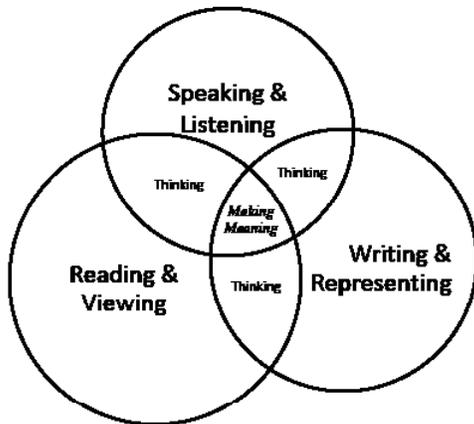
### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/rv.html>

- Video- Creating Critical Responses
- Link - Responding Critically
- Link - Media Smarts

## Section Three: Writing and Representing

### Focus



### Outcomes Framework

Writing and representing allow students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

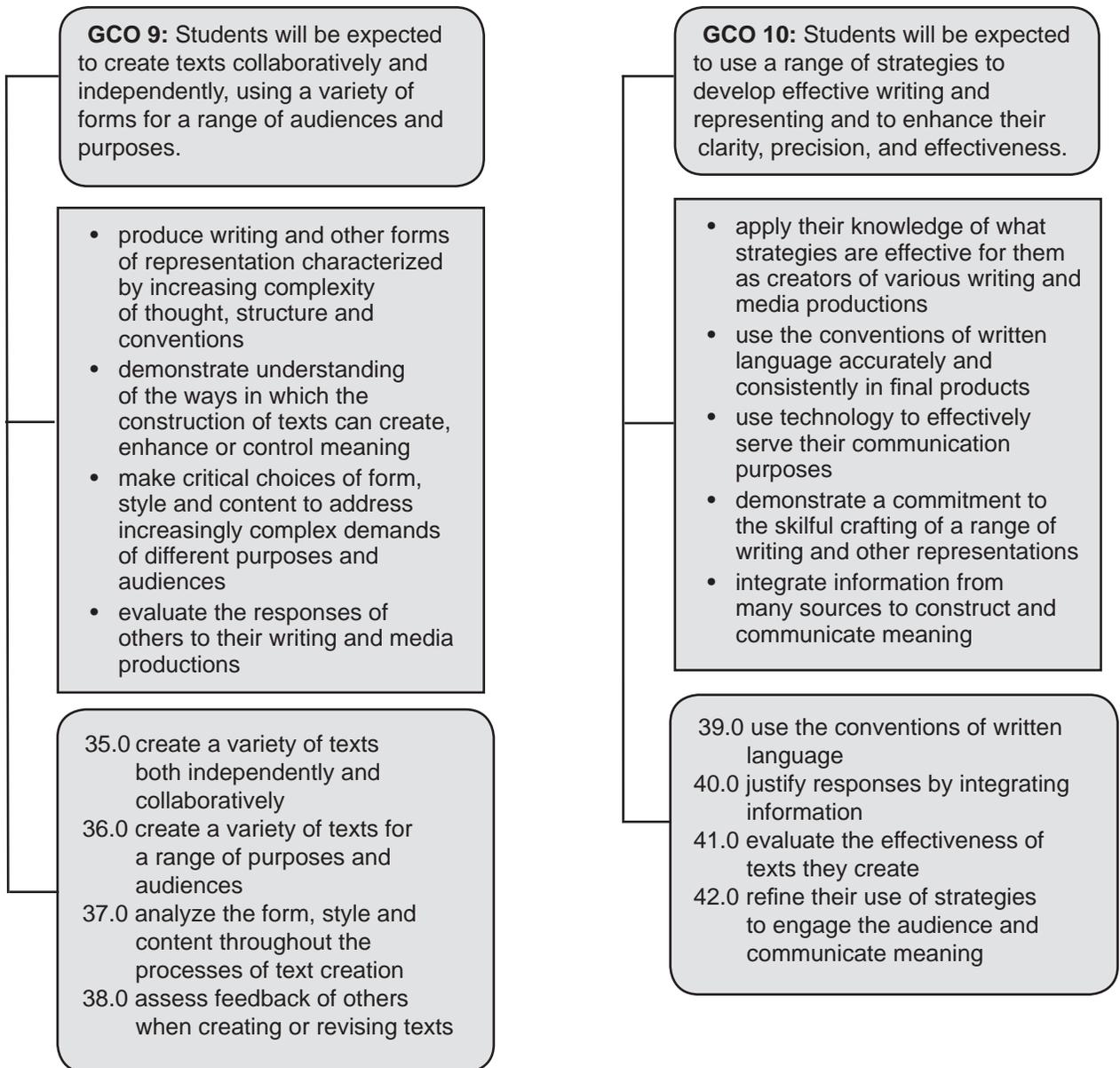
- activating and connecting to prior knowledge, ideas and experiences
- generating and composing imagined ideas
- recreating and consolidating information from a variety of sources

In writing and representing, students must decode, understand, evaluate and create a variety of forms and reflect on the creation process.

**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.

- use writing and other ways of representing to extend, explore and reflect on
  - their experiences with and insights into challenging texts and issues
  - the processes and strategies they used
  - their achievements as language users and learners
  - the basis for their feelings, values and attitudes
- use note-making to reconstruct increasingly complex knowledge
- make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing

- 31.0 apply a variety of strategies when writing and representing
- 32.0 create a variety of texts using a range of stylistic techniques
- 33.0 evaluate the perspectives and biases present in texts they create
- 34.0 assess their own writing and representing strategies and processes



SCO Continuum

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.

English 1201	English 2201	English 3201
8.1 apply a variety of effective strategies when writing and representing	31.0 apply a variety of strategies when writing and representing	8.1 use writing and other ways of representing to explore, extend, and reflect on <ul style="list-style-type: none"> <li>- their experiences with and insights into challenging texts and issues</li> <li>- the writing processes and strategies they use</li> <li>- their achievements as language users and learners</li> <li>- the basis for their feelings, values, and attitudes</li> </ul>
8.2 evaluate how ideas, values and attitudes are revealed through a variety of text forms	32.0 create a variety of texts using a range of stylistic techniques	8.2 use note-making strategies to reconstruct increasingly complex knowledge <ul style="list-style-type: none"> <li>- explore the use of photographs, diagrams, storyboards, etc., in documenting experiences</li> </ul>
8.3 use language which creates interesting and imaginative effects	33.0 evaluate the perspectives and biases present in texts they create	8.3 make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
8.4 evaluate their own learning processes and strategies	34.0 assess their own writing and representing strategies and processes	

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

English 1201	English 2201	English 3201
9.1 create a range of texts of appropriate complexity for a variety of audiences and purposes	35.0 create a variety of texts both independently and collaboratively	9.1 produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions
9.2 use the appropriate form, style and content for specific audiences and purposes	36.0 create a variety of texts for a range of purposes and audiences	9.2 demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning <ul style="list-style-type: none"> <li>- make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences</li> </ul>
9.3 evaluate their use of strategies used to engage the audience	37.0 analyze the form, style and content throughout the processes of text creation	9.3 evaluate the responses of others to their writing and media production
9.4 analyze others' responses when creating or revising texts	38.0 assess feedback of others when creating or revising texts	
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.

English 1201	English 2201	English 3201
10.1 use a variety of strategies to improve their presentation of ideas	39.0 use the conventions of written language	10.1 apply their knowledge of what strategies are effective for them as creators of various writing and other representations
10.2 use the conventions of written language effectively	40.0 justify responses by integrating information	10.2 use the conventions of written language accurately and consistently in final products
10.3 use information from a variety of sources to construct and communicate meaning	41.0 evaluate the effectiveness of texts they create	10.3 use technology effectively to serve their communication purposes - design texts that they find aesthetically pleasing and useful
10.4 evaluate the quality of various samples of work	42.0 refine their use of strategies to engage the audience and communicate meaning	10.4 demonstrate a commitment to the skillful crafting of a range of writing and other representations
		10.5 integrate information from many 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.*

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p>	
<p>31.0 apply a variety of strategies when writing and representing [GCO 8]</p>	<p>Writing and other forms of representing include many different ways of communicating. It is important for students to be given the opportunity to use both traditional methods of communication and more current forms of communication. Texts may be categorized as expressive, transactional, or poetic (see Appendix M for more information on the modes of writing).</p>
<p>32.0 create a variety of texts using a range of stylistic techniques [GCO 8]</p>	<p>Creative and personal writing is chiefly used to:</p> <ul style="list-style-type: none"> <li>• capture thoughts, feelings, perceptions, reactions, and responses</li> <li>• explain personal responses and extend them</li> <li>• explore beliefs, principles, values, and biases</li> <li>• make sense of developing ideas and interpretations</li> <li>• reflect on initial responses and attitudes to texts and issues</li> </ul>
<p>33.0 evaluate the perspectives, and biases present in texts they create [GCO 8]</p>	<p>Students must be comfortable creating a variety of forms. This may include a range of expressive, transactional, and poetic writing as well as representing in a variety of forms. In English 2201, students must create sophisticated texts and articulate why they are using various writing and representing strategies. Some strategies include:</p> <ul style="list-style-type: none"> <li>• being organized and staying focused throughout</li> <li>• checking conventions</li> <li>• choosing a form that is appropriate for the purpose and audience</li> <li>• choosing language and ideas that are relevant</li> <li>• gathering ideas from their own lives and recording their thinking</li> <li>• including text features appropriate to the purpose and audience</li> <li>• using prior knowledge to help develop a text</li> <li>• varying their writing/representing style</li> <li>• welcoming peer-editing advice</li> </ul>
<p>34.0 assess their own writing and representing strategies and processes [GCO 8]</p>	<p>See Appendix B3 for suggested questions and prompts to scaffold student learning when writing and representing.</p> <p>To create multimedia texts, students must first critically view and analyze media texts to gain a deeper understanding of how they are created. They must view multimedia closely and be able to describe what they see, interpret the meaning, evaluate whether the purpose of the text is achieved, and reflect on how it could have been more effective. When evaluating or creating a multimedia text, students may consider:</p> <ul style="list-style-type: none"> <li>• demographic</li> <li>• endorsement</li> <li>• intent</li> <li>• message</li> <li>• product placement</li> <li>• propaganda</li> <li>• subliminal message</li> <li>• subtext</li> <li>• target audience</li> </ul>

*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

- use a Think-Aloud to model the writing process
- provide student exemplars
- provide prompts for personal journal entries
- expose students to a variety of media texts
- write along with students and share as a model

Students may

- use a checklist or self-interest inventory to identify areas of interest
- select their own reading material and make annotations to note interesting points about the writing
- describe the impact that texts have on their lives
- view and listen to various texts (e.g., TV commercials, magazine ads, newspaper ads) and record their first impressions about the message, delivery, etc.
- use binders and electronic folders to organize a portfolio of written work

#### Connection

Teachers may

- model specific structures for different forms of writing and representing (e.g., essay types, editorials, brochures, business letters)

Students may

- think of an interesting character from any genre, and write for ten minutes, focusing on why the character has left an impression on them
- use Twitter© to find a current news article that is related to a book they have read (e.g., common topic or message); once authenticity is determined, retweet with a statement that will engage followers (video of sample activity on PL site)
- represent themselves using an abstract self-portrait; produce a visual which represents their personality, using elements of visual text (e.g., angle, background, balance)
- write a double journal entry revealing two contrasting viewpoints presented in a text
- create a painting or sculpture in response to a text (e.g., represent the theme or symbolism of a novel); include a written component that provides rationale for the representation

### Resources and Notes

#### Authorized

Appendices

- Appendix M - Modes of Writing
- Appendix B3 - Suggested Questions and Prompts to Scaffold Student Learning (W/R)
- Appendix L - Literary and Media Devices

*Views and Viewpoints* (iLit)

- Strategies to support GCO 8 are found in the *After* and *Beyond* section following each selection, i.e.:
  - 8, 23, 101, 109, 126, 158, 212, 266, 336, 354
- Selections related to GCO 8:
  - 17, 102, 122, 134, 159, 208, 229, 270, 351

*Living Language* (iSkills)

- Most selections include Writing and Representing strategies; selections specific to GCO 8:
  - 30, 44, 58, 66

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video - Responding to a text using Twitter©

*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**

*Students will be expected to*

*31.0 apply a variety of strategies when writing and representing [GCO 8]*

*32.0 create a variety of texts using a range of stylistic techniques [GCO 8]*

*33.0 evaluate the perspectives, and biases present in texts they create [GCO 8]*

*34.0 assess their own writing and representing strategies and processes [GCO 8]*

**Focus for Learning**

While students create texts that will help them bring meaning to their own lives, they must use a range of stylistic techniques that are appropriate to the topic and situation (as explained in GCO 7: development of tone, mood and atmosphere, literary, visual, and media devices, text features and text form, etc.).

Students will experiment with writing and representing that is intentional and imaginative. They will use stylistic techniques appropriate to the form of the texts they create to strengthen their understanding of the creative process as a whole. These can range from text messages to editorials, storyboards to scripts, or poems to paintings.

Students can often recognize perspectives and biases in texts others create more easily than in texts they create themselves. Classroom discussion is very important in helping students know what to look for. For example:

When evaluating perspective, they may ask:

- What opinions are evident? How do I know?
- What evidence is included?
- Why was this text created?
- How do they feel about the text or topic they have created?

When evaluating bias, they may ask:

- Is there evidence to support statements made?
- Is additional information needed?
- What is the tone?
- What is the author's purpose?

See Appendix K for more information on bias.

Students have previous experience evaluating and reflecting on the learning processes (form, choice of text features, word choice, voice, conventions, etc.) and strategies (brainstorming, journaling, doodling, mapping, etc.) they use to write and represent. They must not only use, but must also judge the validity and effectiveness of checklists, discussions, responses, and portfolio entries to determine which will be useful as they revise products.

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- create a short documentary. They will first research, outline, and write a script. Next, they will take pictures or create a video and combine the information using a movie making or photostory program. Once complete, they will reflect on whether bias is present as well as on the process as a whole.

*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

- create a recipe (and the corresponding food item) to represent a message or symbol in a text
- choose a social issue to explore further by discussing in small groups, using inquiry to find information; write a one paragraph personal reflection on how this exploration of a social issue has enlightened them
- interview a family member and transcribe the interview; write a reflection on the process
- use parallel writing to write from the perspective of two very different authors (different writing styles) on the same topic; or use parallel response; write from the perspective of one author or character while at the same time creating a sketch from the perspective of another author or character

### Consolidation

Teachers may

- provide students with opportunities to revisit and revise previously created texts

Students may

- create a blog that they contribute to on a regular basis, commenting on experiences and reactions to daily topics; peers will read others' blogs and choose points for discussion, questions, or other types of responses during class
- create an infographic showing how they view the environmental impacts of consumerism
- write a poem to represent the main elements in a text
- use digital photography to show a day in their life
- write a screenplay for a scene from a novel
- create a script for a section of a graphic novel, placing themselves in the script as a character
- write an opinion piece on a specific social issue revealed in a text

### Extension

Students may

- lead the creation of a school newsletter with a student audience in mind
- participate in provincial Arts and Letters Competition

### Resources and Notes

#### Authorized

Appendices

- Appendix K - Determining Bias

#### Suggested

Resource to assist with other forms of representing:

- *DIY Media: Creating, Sharing and Learning with New Technologies* - Michele Knobel, Colin Lankshear Peter Lang (2010)

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/wrp.html>

- Link - Teaching Writing
- Link - Creative Writing Ideas

#### Cultural Connections

Poems and songs which may be used as models for writing poetry:

- *A Poem in My Soup* - Geraldine Chafe Rubia (supplied 2014)
- *Captains and Ships* - Jim Payne (supplied 2013)
- *Newfoundland Ballads for Piano and Voice* - Pamela Morgan (supplied 2014)
- *Soak* - Kerri Cull (supplied 2014)

*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.*

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>35.0 create a variety of texts both independently and collaboratively [GCO 9]</p>	<p>Students will continue to create a variety of texts, both independently and in group settings. Texts will be created with increasing complexity from English 1201 and will continue to increase in complexity throughout the year. Teachers should share and co-create assessment criteria with students prior to the creation of a text.</p>
<p>36.0 create a variety of texts for a range of purposes and audiences [GCO 9]</p>	<p>Students must explore the stages of the writing process, including drafting, revising, editing, and publishing. However, as with all successful writers, it must be acknowledged that each writer approaches writing in different ways. Progression through writing and representing processes will be different for individual students.</p>
<p>37.0 analyze the form, style and content throughout the processes of text creation [GCO 9]</p>	<p>Students need support and instruction in how to successfully engage in the writing process. Therefore, it is necessary to introduce texts that demonstrate a wide range of purposes and are appropriate for broad audiences.</p>
<p>38.0 assess feedback of others when creating or revising texts [GCO 9]</p>	<p>Students must understand that texts have a purpose, such as to:</p> <ul style="list-style-type: none"> <li>• clarify personal thoughts and feelings</li> <li>• entertain</li> <li>• identify problems</li> <li>• inform</li> <li>• initiate social change/persuade</li> <li>• present information</li> <li>• record information</li> <li>• reflect personally or on a text</li> <li>• respond critically to text</li> <li>• summarize text</li> </ul>
	<p>Students should create texts for a variety of audiences such as:</p> <ul style="list-style-type: none"> <li>• authority figures</li> <li>• celebrities or other media personalities</li> <li>• characters,</li> <li>• friends, peers, family</li> <li>• hostile readers and viewers</li> <li>• potential employers</li> <li>• unknown public audience</li> </ul>
	<p>They may consider the following to engage a specific audience:</p> <ul style="list-style-type: none"> <li>• Are my details specific enough? Is my message clear?</li> <li>• Does it have immediate appeal?</li> <li>• Have I connected the different parts to make the piece unified?</li> <li>• Have I used effective transitions?</li> <li>• Have I used multimedia appropriately/effectively?</li> <li>• Have I used quotations appropriately?</li> <li>• Is my introduction/description compelling?</li> <li>• Is my voice evident?</li> </ul>

*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

- model visual forms of representation such as idea sketching and storyboards to help students organize their ideas
- offer opportunities for students to share previously created texts or texts created outside class time

Students may

- use sensory details (exposure to sensory details may include walks, food, etc.) to create a descriptive text
- experiment with sentence length by selecting a paragraph or section from a text; rewrite the text by rearranging the sentences to make them longer or shorter; read the new section aloud and discuss which is more effective and why

#### Connection

Teachers may

- provide students with access to visuals or other art by local artists; ask for individual responses; then guide the class towards a group consensus on different aspects of the art (e.g., purpose, message, inferences about creator)
- use mentor texts to illustrate a technique or aspect of writing or representing; choose examples that effectively show the technique being focused on in class; mentor texts can include:
  - character development
  - compelling introductions
  - descriptive writing
  - features of informational text
  - use of dialogue
- contact another teacher whose students are reading the same genres of novels; set up small groups who may have similar interests; students can share ideas about the novels via email, video conferencing, etc.
- model activities such as Who am I?; share a personal object or artifact which has special meaning

Students may

- write about what they have learned about the teacher from the artifact (in Connection, above); share their own artifact; again, classmates will write about what they learn about the student who is sharing

### Resources and Notes

#### Authorized

*Views and Viewpoints* (iLit)

- Strategies to support GCO 9 are found in the *After* and *Beyond* section following each selection, i.e.:
  - 34, 72, 121, 137, 222, 259, 262, 277, 317, 364
- Selections related to GCO 9:
  - 41, 59, 69, 110, 138, 159, 171, 217, 251, 278, 334

*Living Language* (iSkills)

- Most selections include Writing and Representing strategies; selections specific to GCO 9:
  - 30, 58, 72, 80

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/wrp.html>

- Video - Small Group Writing
- Link - Writing and Representing Competitions

*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

*Students will be expected to*

*35.0 create a variety of texts both independently and collaboratively [GCO 9]*

*36.0 create a variety of texts for a range of purposes and audiences [GCO 9]*

*37.0 analyze the form, style and content throughout the processes of text creation [GCO 9]*

*38.0 assess feedback of others when creating or revising texts [GCO 9]*

## Focus for Learning

Students must continuously reflect on each text they create by considering whether the form, style, and content were effective in achieving their purpose and whether they engaged the intended audience. They may ask:

### Form

- Is the title appropriate? Interesting? Giving too much information?
- Is the structure appropriate for the type of text I am creating?
- Can an audience easily follow the organization of my text?

### Style

- Am I getting my point across?
- Is the tone appropriate for the purpose, audience, and form?
- Is my writing concise? Have I stayed away from clichés, qualifiers and redundancies?
- Have I used an active voice?

### Content

- Have I given enough details? Have I used enough examples?
- Are there specific parts that may be confusing?
- What is the focus or most important part of my text? Is it obvious?
- What do I want the audience to know and feel at the end?

While it is important to reflect at the end of text creation, it is equally important to reflect during text creation. This may include peer feedback, self-evaluation, teacher feedback, etc., and provide students with opportunities to grow in confidence as they develop skills. Students should also be aware that the conventions of non-print texts may be different than those of print texts.

Timely and relevant feedback on the skills and strategies that students are using in creating texts is essential. Students need to be given time to analyze the feedback. They must be able to accept, reflect on and incorporate constructive criticism into the final product, as well as offer explanations as to why they did not incorporate a particular piece of feedback into their revisions.

## Sample Performance Indicator

Students who achieve this outcome should be able to:

- set up a Twitter® account and, while reading a novel, tweet from the perspective of one character. They will participate in follow-up class activities such as sharing favourite comments (their own or others), and discussions on different aspects of their reading. Once the novel is read, they will create a text that shows one aspect. For example, they may create a script based on the comments made, write an essay on character development, create a series of poems to tell the story, etc.

*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

- transcribe an interview (e.g., radio or TV talk show, newscast) which another classmate is also transcribing; read the transcription of their peer; discuss or report on similarities and differences
- choose a visual from a local artist and make a connection to the visual through poetry or song
- write a letter (e.g., to Santa, to the principal) without using the letter 'e'; reflect on the activity by responding to difficulties they encountered and strategies they used to overcome these difficulties.
- participate in relay writing; choose 4-5 different topics, each on a different colour paper; groups of 4-5 at a table, each begins with a different topic and writes on the topic; after a set time (e.g., three minutes) they must stop and pass their paper to the next person who continues to write
- write Twitter© stories (140 characters or less); during the next class, share a story and have others ask questions (or make predictions) that would clarify the story
- provide a written response as a form of peer-editing (see Appendix N for sample questions when revising while writing)

### Consolidation

Students may

- use their understanding of audio, visual, and print elements to construct a text that involves activities which are happening around the school (e.g., a short video interview with the student council president, audio interview with the principal, photostory of an art class creation, essay to explain a special project)
- choose a Twitter© story (in connection) and develop it into a longer narrative
- write to an audience for an authentic purpose (e.g., a letter to the editor that they send, a section for a school newsletter, an email to the student council, an athlete or author, etc.); use a graffiti wall to share experiences with form and content while communicating; share responses from those contacted as they are received

### Extension

Students may

- create a dialogue between two different authors who are speaking to each other on a specific topic ( e.g., William Golding and John Green discussing how they would like to be remembered, or discussing writing style)

### Resources and Notes

#### Authorized

#### Appendices

- Appendix N - Sample Questions for Revising when Writing

*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.*

<b>Outcomes</b>	<b>Focus for Learning</b>												
<p><i>Students will be expected to</i></p> <p>39.0 use the conventions of written language [GCO 10]</p> <p>40.0 justify responses by integrating information [GCO 10]</p> <p>41.0 evaluate the effectiveness of texts they create [GCO 10]</p> <p>42.0 refine their use of strategies to engage the audience and communicate meaning [GCO 10]</p>	<p>Students need to consistently use and integrate various writing and creating styles and strategies. As well, they must create texts of increasing complexity (see Appendix O for sample writing forms).</p> <p>In English 2201, it is expected that students will not only use appropriate conventions consistently, but will have the ability to explain and justify the effectiveness of their use.</p> <p>Grammar, mechanics, and conventions should not be taught in isolation. However, these concepts must be revisited, reinforced, and expanded upon even though students in English 2201 should understand their use and effectiveness. A review may be necessary throughout the year. Some of these include:</p> <ul style="list-style-type: none"> <li>• active and passive voice</li> <li>• antonyms, synonyms, homonyms, etc</li> <li>• coherence, unity</li> <li>• commonly misused words</li> <li>• emphatic devices</li> <li>• parts of speech</li> <li>• possessives, punctuation</li> <li>• sentence types, fragments, misplaced modifiers, etc.</li> <li>• subject-verb agreement</li> <li>• verb tense and consistency</li> </ul> <p>GCO 5 relates specifically to inquiry and integrating information from a range of texts and for different purposes. GCO 10 emphasizes that to create texts that are clear and precise, and that offer a solid argument, students must be able to integrate information from specific sources. This may include information consolidated from multiple sources but may also refer to:</p> <ul style="list-style-type: none"> <li>• a direct quotation from a poem when answering a question</li> <li>• a summary of an author’s writings in a longer text</li> <li>• a reference to a comment made during an interview</li> <li>• a reference to part or all of an image or media text</li> </ul> <p>The intent is to provide information that will make a response clearer and more precise for the reader, viewer, or listener.</p> <p>To enhance clarity and effectiveness, students should focus on using elements of writing and representing. They will then make judgements on whether or not they achieved their purpose as they consider:</p> <table border="0" style="width: 100%;"> <tr> <td>• audience</td> <td>• message</td> <td>• tone</td> </tr> <tr> <td>• coherence</td> <td>• organization</td> <td>• unity</td> </tr> <tr> <td>• content</td> <td>• text forms</td> <td>• voice</td> </tr> <tr> <td>• conventions</td> <td>• style</td> <td>• word choice</td> </tr> </table>	• audience	• message	• tone	• coherence	• organization	• unity	• content	• text forms	• voice	• conventions	• style	• word choice
• audience	• message	• tone											
• coherence	• organization	• unity											
• content	• text forms	• voice											
• conventions	• style	• word choice											

*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

- discuss examples of effective writing and representing techniques that are ongoing and cross-curricular (e.g., tables used in social studies and math, emailing a potential employer to share a cover letter and resume)
- share models of proficient writing and representing
- encourage students to consider technological resources available to enhance their products and discuss how they can be integrated into a variety of final products
- use graphic organizers and/or guiding questions to help structure writing and representing activities

Students may

- share their knowledge and expertise on a specific topic using: trading cards, foldables, etc. (e.g., record examples of different sentence types from a short story using a foldable)
- brainstorm a list of criteria for proficient writing and representing
- keep an idea bank for recording ideas, questions or topics they are interested in (use a form that is unique and individual to them; e.g., notebook, Post it™ notes, as part of a graffiti wall, cellphones)
- make a list of possible audiences and list the most appropriate outlet for communicating with each

#### Connection

Teachers may

- set up discussion forums such as Edmodo© to post and respond to works in progress
- respond electronically to students who deliver their work via email or efolios

Students may

- assess sample products using co-created rubrics, checklists, etc.
- note several points (while in the planning stages of a text), and justify to the class why they feel the presentation style they have chosen will be the most effective
- peer-assess and respond to a text using a podcast
- use a teacher approved online discussion forum to receive support as a writer from peers, teachers, and invited guests

### Resources and Notes

#### Authorized

Appendices

- Appendix O - Sample Writing Forms

*Views and Viewpoints* (iLit)

- Strategies to support GCO 10 are found in the *After* and *Beyond* section following each selection, i.e.:
  - 40, 45, 73, 182, 188, 198, 204, 228, 235,
- Selections related to GCO 10:
  - 41, 54, 88, 183, 199, 202, 291,

*Living Language* (iSkills)

- Most selections include Writing and Representing strategies; selections specific to GCO 10:
  - 30, 38, 44, 72, 80

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video - Responding using a Court Case (Lord of the Flies)

*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**

*Students will be expected to*

*39.0 use the conventions of written language [GCO 10]*

*40.0 justify responses by integrating information [GCO 10]*

*41.0 evaluate the effectiveness of texts they create [GCO 10]*

*42.0 refine their use of strategies to engage the audience and communicate meaning [GCO 10]*

**Focus for Learning**

To be effective, texts must be clear and precise. Strategies that allow students to create effective texts may include:

- avoiding meaningless phrases (e.g., “In conclusion...”)
- avoiding unnecessary words and repetition
- choosing an appropriate form
- practicing the use of strong language
- staying on topic
- using stylistic techniques and text features

To determine whether a text achieves its purpose, students may ask:

- Do I expect audience reaction? If so, how? Did it work?
- Have I engaged the audience by using humour, emotional appeal, anecdotes, etc.? Did I use appropriate language?
- Did I use statistics, visuals, etc. to support my point?
- Would my text be more effective, more engaging, etc., if I had organized it differently?
- Was the main topic obvious? How? Was something missing?

By targeting specific aspects of writing and representing, students will improve their products (e.g., by breaking a text into sections, they may decide the tone is in need of more editing than the content).

Students will continuously refine strategies they use to engage the audience as the complexity of the types of texts they interact with increases and as they are exposed to broader audiences. They:

- develop their ability to use a variety of conventions for effect
- develop a stronger voice
- increase fluency and coherence
- increase complexity of word choice and sentence structure
- develop organizational skills
- seek feedback during the revision process
- self-evaluate and set goals for improvement

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- create an interactive scrapbook using visuals, quotations, written pieces and references to outside resources. They will represent the main elements of a text studied. The final product will include:
    - a combination of collected visuals, created visuals, written, etc.
    - the conventions of written language
    - a reflection section completed at various stages of the process
    - a variety of stylistic techniques (listed in GCO 7)
- (video of sample activity on PL website)

*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**

- re-create an existing form into an alternate form using evidence that is not evident in the original (e.g. re-create a newspaper article as a photo story or re-create a movie poster as a script)

### **Consolidation**

Teachers may

- use cross-curricular projects and assignments as assessment
- use rubrics and checklists developed by students for assessment and evaluation purposes

Students may

- respond to print advertisements using a graffiti wall; ads will be posted around the classroom with a different guiding question for each (e.g., one ad may have significant written text and ask students to respond to sentence structure, another to whether this is the appropriate text form for the message and why, another to persuasion techniques, etc. ); move from ad to ad, making comments; in groups, compile the information from one ad to note strengths and weaknesses; re-create the ad so that it is more effective
- plan and write a production for dramatic presentation based on a true/news event
- choose a text which has already received a grade; edit and revise the text; write a persuasive essay outlining why the grade should be changed and what the grade should now be
- write an expository essay or create a diorama which clearly identifies conflicting ideas of different texts
- create a sample Code of Conduct for responsible participation within social media sites

### **Extension**

Students may

- pair with a student from another school (e-pal) to create an informational text or a narrative on a specific topic

### **Resources and Notes**

#### **Authorized**

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/strat.html>

- Video- Interactive Notebook

#### **Suggested**

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2201/links/wrp.html>

- Link - Project Media Website



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## Appendix A: Planning for Instruction

### Appendix A1: 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. Opportunity should be provided, however, for students to interact with texts beyond those used for instructional purposes. It is within this context that the following guidelines for selecting content is provided. **Number of products and/or experiences are suggestions only. Focus is on the study of non-fiction texts in English 2201 (approximately 60%).**

Length: dictated by form and grade level	English 1201	English 2201	English 3201
<b>Writing and Representing Activities</b>			
<b>Transactional</b> persuasive, explanatory, procedural, etc.	Minimum of 2	Minimum of 2	Minimum of 2
<b>Expressive</b> memoir, biography or autobiography, narrative, etc.	Minimum of 1	Minimum of 2	Minimum of 2
<b>Visual/Multi-media</b> webpage, model, collage, photo essay, drama, etc.	Minimum of 1	Minimum of 2	Minimum of 2
<b>Inquiry/ Research Focused</b> can be writing or representing, may also be incorporated into other texts throughout the year	Minimum of 1 (2-4 pages with min. four sources)	Minimum of 1 (3-5 pages with min. four sources)	Minimum of 1 (3-5 pages with min. four sources)
<b>Poetic</b> poetry, prose poems, songs, rap, etc.	Minimum of 1	Minimum of 2	Minimum of 2
<b>Reading and Viewing Activities</b>			
<b>Poetry</b> ballad, elegy, epic, free verse, lyric, narrative, etc.	Minimum of 5	Minimum of 8	Minimum of 8
<b>Drama</b> Longer: play, script, excerpt Shorter: monologue, student script, excerpt, etc.	Minimum of 1 longer and 1 shorter	Minimum of 1 longer and 1 shorter	Minimum of 1 longer
<b>Short Prose</b> fiction and non-fiction (essay, short story, article, blog, rant, etc.)	Minimum of 6 fiction, 3 non- fiction	Minimum of 3 fiction, 6 non- fiction	Minimum of 5 fiction, 5 non- fiction
<b>Multimedia</b> film, music, websites, commercials, advertisements, podcasts, etc.	Minimum of 5	Minimum of 5	Minimum of 5
<b>Extended Texts</b> (Independent and/or class study) Novel, biography	Minimum of 2	Minimum of 2	Minimum of 2
<b>Speaking and Listening Activities</b>			
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.	Minimum of 2 informal and/or formal speaking Minimum of 2 listening		

## Appendix A2: 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. The following chart outlines common approaches to instruction which may be used by teachers.

<b>Sample</b>	<b>Description</b>	<b>Examples</b>	<b>Teacher Roles</b>
<b>Genre Study</b>	This approach involves the in-depth study of a particular genre.	<ul style="list-style-type: none"> <li>poetry</li> <li>drama</li> <li>political satire</li> <li>graphic novels</li> <li>historical fiction</li> </ul>	<ul style="list-style-type: none"> <li>Identify a genre to be studied by the class or provide a framework to investigate various genres.</li> <li>Provide students with texts (or suggestions) from within the chosen genre(s).</li> </ul>
<b>Issue (or may be based on an essential question)</b>	This approach involves active inquiry focusing on diverse perspectives, experiences and values.	<ul style="list-style-type: none"> <li>employment</li> <li>social networking in the digital world</li> <li>prejudices, racism, sexism,</li> <li>homophobia</li> </ul>	<ul style="list-style-type: none"> <li>Provide a framework for inquiry.</li> <li>Guide students in gathering/ assessing information.</li> <li>Encourage variety and diversity of opinions.</li> <li>Support the development, and interpretation of investigations, and presentations of findings.</li> </ul>
<b>Theme</b>	This approach involves the creation of and response to a range of texts focused on a central idea.	<ul style="list-style-type: none"> <li>truth</li> <li>beauty</li> <li>freedom</li> <li>love</li> </ul>	<ul style="list-style-type: none"> <li>Identify a variety of themes within various resources.</li> <li>Help students choose a theme, suggest strategies for inquiry, and determine a culminating activity.</li> </ul>
<b>Project</b>	This approach focuses on finding information and building knowledge through investigative techniques and processes.	<ul style="list-style-type: none"> <li>multi-media</li> <li>sculpture</li> <li>art</li> <li>research</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate topics and tasks.</li> <li>Suggest resources and research strategies.</li> <li>Give feedback and guide decisions about content, form and integration of information.</li> </ul>
<b>Workshop</b>	In this approach, the focus is on the process of creating text or meaning. The workshop, can be used in conjunction with other approaches.	<ul style="list-style-type: none"> <li>writer's workshop</li> <li>viewer's workshop</li> <li>drama workshop</li> <li>reader's workshop</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate the planning of activities.</li> <li>Monitor, coach, and provide feedback on individual and group processes.</li> <li>Co-create evaluation criteria.</li> </ul>
<b>Concept</b>	In this approach, experiences and investigations focus on a language arts concept or topic.	<ul style="list-style-type: none"> <li>archetypes</li> <li>imagery</li> <li>satire</li> <li>symbols</li> <li>voice</li> </ul>	<ul style="list-style-type: none"> <li>Suggest resources, questions and directions for inquiry.</li> <li>Coach students in decision making.</li> <li>Give feedback.</li> </ul>

<b>Sample</b>	<b>Description</b>	<b>Examples</b>	<b>Teacher Roles</b>
<b>Major Text</b>	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"> <li>• small-group study of a major text</li> <li>• whole-class study of a major text</li> <li>• independent study of a major text</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate a focus and a task as well as evaluation criteria.</li> <li>• Suggest resources and issues to explore.</li> <li>• Coach students in evaluating and selecting information.</li> <li>• Give feedback.</li> <li>• Ask questions about form and format decisions.</li> </ul>
<b>Author Study</b>	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"> <li>• facilitate original investigations of authors, filmmakers, poets, and journalists.</li> <li>• help students to research, contact, interview, interpret, and present findings of a local author</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of authors for which resources are available.</li> <li>• Negotiate focus, strategies, and task.</li> <li>• Coach students on strategies for the selection and Integration of Information.</li> <li>• Coach students on decision making about content and form.</li> </ul>
<b>Historical Geographical /Cultural Exploration</b>	This approach centers on a range of works representing particular times, places, and cultures.	<ul style="list-style-type: none"> <li>• genocide</li> <li>• the Holocaust</li> <li>• Newfoundland and Labrador writers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of topics for which resources are available.</li> <li>• Negotiate focus, strategies, and tasks.</li> <li>• Ask questions and suggest directions to extend the inquiry.</li> <li>• Give feedback.</li> <li>• Suggest areas and issues for further development.</li> </ul>

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: Questions and prompts to Scaffold Student Learning

### Appendix B1: Speaking and Listening.

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

## Appendix B2: Reading and Viewing.

### Building Strategies

#### Before

- 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 do you predict will be the problem or struggle in the story? Why?
- What is your purpose in reading this text? What questions do you have before you begin to read?
- What predictions can you make about this novel? (before and after reading first page)

#### During

- How does rereading/reading ahead/skimmming/scanning help you understand the text?
- How do the text features help you to understand what you have read?
- 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?

#### After

- How different would the story be if it was told from another perspective? In what ways have your predictions been validated, or not?
- What questions do you still have that you would like to go back and reread to clarify?
- What types of self-correcting strategies did you use when a passage didn't make sense?
- What was the author's intent in writing this? What was the bias?

### Exploring Text

#### After reading/viewing a text:

- 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? In what ways did the weaknesses/strengths of the character affect the chain of events in the story?
- What connections can you make to the character's feelings?
- What details/evidence led you to your understanding of the character's personality?
- 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 were the key ideas in the information you read/viewed? Why were they important?
- Which event would you identify as the critical event? How did it trigger subsequent events?

### Making Connections

- At what point in the story did you wonder about the resolution of the problem?
- Can you identify the facts? The opinions? Describe how the protagonist/antagonist exhibited \_\_\_\_ (e.g., kindness/cruelty, fairness/unfairness).
- Describe your favourite genre. What is it that engages you?
- How does one theme serve to represent two different texts?
- What characteristics or elements does the author/creator use? How does he or she make them stand out?
- What events led up to the climax of the story? What was the anti-climax?
- What patterns did you recognize in the story? Explain. How did this help you to predict events?
- What themes are addressed in the story?

## Appendix B3: Writing and Representing.

### Creating Text

- How do the visuals support your work? 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 audience know about your personal interest in the topic?
- What information about this form and genre can help you to organize your writing or product?
- What part of this text do you feel is particularly strong?
- What techniques did you use in your writing or representing to keep your audience's interest?
- Where have you attempted to create mood? What word and sentence choices show that?
- 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?

### Developing Approaches to Text

- Find two ideas/sentences that can be combined. How can you create a more interesting sentence ?
- Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings/types?
- Highlight the part of your work which best reflects your personal voice.
- How and where did peer editing influence the revision of your work?
- How can you begin in a way that starts in the middle of the action or begins with dialogue?
- How did using criteria help you when editing someone else's work?
- How did you organize your work? What sources did you use?
- In what ways did you develop your characters (e.g., through dialogue, description, actions)?
- Is there a part of your text you would like to revise? What would you focus upon in revision?
- Read your writing aloud. What trait is the strongest? Why do you feel this way?
- What are your goals for your next piece of writing/representation?
- What word(s) or elements contribute the most to expressing emotion?
- What would be the best presentation style and format for your published work?

### 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.

## Appendix C: Speaking and Listening Self-Interest Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

During Speaking and Listening activities I prefer:	Often	Sometimes	Rarely	Comments
small group conversation				
large group conversation				
speaking in front of the class				
listening while someone else speaks				
to ask questions				
to give my opinion				
to perform or tell a story				
to persuade others				
to think about what I want to say before speaking				
to speak immediately to get my point across				
listening to stories				
to learn about people or places				
...				
...				

## Appendix D: Assessing and Supporting Speaking and Listening

Informal assessments can be used to assess achievement. Most students will need opportunities in a small-group situation to rehearse, receive feedback and revise their presentations. 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, listener and observer responses, peer and self-assessments
- students can answer selected response questions that address literal and inferential comprehension after completing a listening activity
- students can self-assess to reflect on their own and others' perceptions of them as speakers and listeners
- using checklists co-constructed with students, teachers can determine student proficiency

To support students, if you notice that ...	you need to ...
A student is reluctant to participate in group discussions	<ul style="list-style-type: none"> <li>• provide opportunity to share in other ways</li> <li>• pair students (then small groups before a whole group)</li> </ul>
A student has difficulty following oral directions	<ul style="list-style-type: none"> <li>• give one or two directions at a time</li> <li>• ask the student to paraphrase the directions given</li> <li>• provide written or visual instructions</li> </ul>
A student struggles to summarize what was said	<ul style="list-style-type: none"> <li>• activate prior knowledge or provide an outline</li> <li>• provide a structure to support the student</li> <li>• model summarizing techniques</li> </ul>
A student does not ask clarifying questions of another speaker	<ul style="list-style-type: none"> <li>• prompt the student to ask questions</li> <li>• model different types of questions</li> <li>• allow the student to write questions</li> <li>• encourage investigation of questions others ask</li> </ul>
A student is not respectful of the ideas and opinions expressed by others	<ul style="list-style-type: none"> <li>• model appropriate behaviour</li> <li>• generate a list of group norms</li> <li>• pair the student with a student who will model positive behaviour</li> <li>• provide the student with a protocol for participation</li> </ul>
A student has difficulty evaluating the effectiveness of a speaker	<ul style="list-style-type: none"> <li>• provide criteria for evaluation</li> <li>• model effective and ineffective presentations</li> </ul>
A student has difficulty expressing his or her own ideas and opinions	<ul style="list-style-type: none"> <li>• allow the student to express ideas in writing or through other representations</li> <li>• encourage sharing with a partner, then a group</li> <li>• encourage the student to create a video of themselves speaking that they can view on their own</li> </ul>
A student excels at engaging an audience of their peers	<ul style="list-style-type: none"> <li>• challenge the student to engage an unfamiliar audience</li> </ul>
A student excels at persuading someone to agree with his or her opinion	<ul style="list-style-type: none"> <li>• challenge the student to argue a viewpoint that opposes his or her own</li> </ul>

## Appendix E: Informal Debates

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
- Tennis Ball Debate
- Think-Pair-Share
- Graphic organizers to compare

## Appendix F: Class Town Hall

A class Town Hall will encourage team work, critical thinking, oral communication and problem solving. A Town Hall may be completed in one class or may take several classes, depending on the topic, amount of research to be completed, the number of students to speak and the amount of material to be presented. It may be set up using the following guidelines:

Step	Task
1	Choose a topic or topics for discussion related to their town.
2	Establish roles (mayor, recorder, councillors representing various areas of the town, general public).
3	Five or six councillors will all agree upon different perspectives from which they will approach the Town Hall. All participants will conduct research on the topics to gain a better understanding for the meeting (make notes, conduct interviews, etc. in preparation).
4	Set up the classroom as a Town Hall might look and as a class, create a set of rules.
5	To begin the Town Hall meeting, the mayor will open the meeting and review rules and regulations.
6	Each councillor will have five minutes to introduce themselves and state their position, explaining why their perspective is valid.
7	A general discussion will take place with the mayor moderating.
8	The general public group may be allowed to offer their points of view.
9	More research may be needed on questions that were not answered. Specific research roles or topics may be assigned.
10	The meeting will continue after more research has been completed. Clarification will be made.
11	A vote will be taken to determine a course of action.
12	A reflection activity will be completed by students (reflect on the meeting format, discussions, research processes, final outcome, etc).

## Appendix G—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

### Fish Bowl Activity

- 8-10 students sit in a circle with the rest of the class sitting in an outside circle as observers
- one student will act as facilitator
- inner circle students will discuss topics for 20-30 minutes
- once finished, groups are formed with both inner circle and observers; discussion takes place about the topic, process, and questions are posed for clarification

### 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

### Video Analysis

- can be used as a small group activity or individually
- make jot notes on the following while watching a video
  - intended audience and purpose
  - four most important points
  - roles of characters or participants
  - implications of message or portrayal throughout
- discuss responses in small groups, then in larger groups to compare

### 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 them to respond.

### 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:** One student records the reactions or explanations by each group member of a political cartoon or something else being viewed.

## Appendix H: Book Clubs

### What are book clubs?

Book Clubs are patterned on adult reading groups that have become very popular. In book clubs:

- Students choose their own reading materials and form groups of 3-6, based upon book choice
- Grouping is by text choice, not ability
- Different groups read different books and meet on a regular basis
- Members write notes to guide their reading and discussion
- Although called Book Clubs, this format can be used for any text form
- Discussion comes from the students and are based on personal responses, connections, and question
- The teacher acts as a facilitator, fellow reader and observer
- Discussions may range from fifteen minutes to one hour
- Assessment is by teacher observation & tasks completed by students

Adapted from Harvey Daniels & Nancy Steineke Mini Lessons for Literature Circles

### How do students choose their texts and book clubs?

Students may choose books using a variety of methods. They may:

- Choose based on advice from a peer or teacher (or a book talk by a teacher).
- Decide to read a book because it is part of a series in which they have an interest.
- Choose from books that are readily available as part of their classroom or school library.
- Participate in a book pass approach where many books are passed around the classroom and students have an opportunity to view/read each one for three to four minutes. They may rate each book and decide the one that best suits them. They may decide on several books and read them over a few months.

### How can I ensure that students “get the true meaning” out of the text and fully understand it when I am not teaching a whole class novel?

The book club approach requires shifts in thinking from teacher-centered pedagogy to student-centered pedagogy where:

- every reader’s reading of the text has validity, not just the teacher’s reading of the text
- students can move from a passive positioning in their response to reading and learning to an active one when their thinking is validated
- when teachers’ model, coach, scaffold and guide students in their reading by sharing their own thinking about a text, they gradually release the responsibility so that students can assume the responsibility
- students construct meaning as a result of their own thinking and as a result of the ‘authentic dialogue’ with their peers, they often arrive at a deeper appreciation and understanding of elements of the text than they would if all students read the same novel and studied it with conventional questions in a teacher directed manner
- ultimately, a community of readers is created in the classroom where the 5 elements of collaborative learning are in place to construct knowledge (interdependence, accountability, face-to-face interaction, social skills, processing)

### **How can I teach lessons when each group is reading a different text?**

The lesson content will shift from the content of the text to the skills required to understand the text and its themes. Rather than a lesson on character, the lesson will focus on the four methods of characterization applied to an excerpt from a text. Students then apply the four methods to characters in their own texts. Full class lessons provide the place for teachers to introduce students to a variety of reading skills (predicting, inferring, connecting, visualizing, determining importance, questioning, synthesizing, and monitoring understanding) and literary skills that they can apply to their various texts. These mini-lessons provide the focus of examination of the text for book club discussions.

### **How long does a book club unit last?**

This depends on the text that is chosen. A short text like a newspaper article may be a one period book club. Book Clubs may meet 5 times for a full length novel. These 5 meetings would be interspersed with mini-lessons, reading time and other activities so that the 5 dates are not consecutive.

### **How do assessment for, as and of learning work in this structure?**

The tasks that students must complete for book clubs are generally related to the Reading Expectations of 1. Reading for Meaning, 2. Understanding Form and Style, 3. Reading with Fluency and 4. Reflecting on Skills and Strategies. Once students have practiced the skills, there can be assessment of their learning. There will be several book club discussions taking place in the classroom at one time, so it is best to assess one or two groups per book club class. Not all book clubs need to be assessed every time they meet. Students should be encouraged to reflect on (assessment as learning) their Book Club experiences and how they are developing as readers.

### **Do students prepare assignments and read independently outside of class time for Book Club classes?**

If the students can read independently outside of class time, assign portions of the text to be read in preparation for Book Club. Assign a "Ticket of Admission" to the Book Club class. This ticket focuses on one part of the text and can include a literature circle role, a journal entry, a discussion, or questions. If students are not independent readers, a portion of class time can be given for reading.

Adapted from Frequently Asked Questions About Book Clubs

Rachel Cooke – Instructional Leader English/Literacy

### **Teacher Resources for Establishing Amazing Book Clubs**

Allen, Janet. *Inside Words*. Portland: Stenhouse Publishers, 2007. ISBN 978-1-57110-399-4

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Cooke, Rachel et al. *Constructing Meaning: Skills for Understanding Contemporary Texts*. Canada: McGraw-Hill Ryerson, 2013. ISBN 978-125907599-5

Daniels, H. & Steineke N. *Mini-lessons for Literature Circles*. Portsmouth: Heinemann, 2004. ISBN 0-325-00702-0 [www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf](http://www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf) • PDF file

Donohue, Lisa. *Independent Reading: Inside the Box*. Markham: Pembroke Publishers, 2008. ISBN 978-1-55138- 225-8

Kittle, Penny. *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*. Portsmouth: Heinemann, 2013. ISBN 978-0-325-04295-4

Tovani, Cris. *Do I Really Have to Teach Reading?* Portland: Stenhouse Publishers, 2004. ISBN 1 57110 376 7

Tovani, Cris. *So What Do They Really Know?* Markham: Pembroke Publishers, 2011. ISBN 987-1-57110-730-5

## Appendix I: Literature Circles

Literature Circles allow students to respond to a text as a group. Each student within the group will have a specific role which will change each day. The role is briefly explained and potential questions are presented. Students will be assigned specific sections of the novel to read in preparation for each class. During class students will discuss the novel in their groups and record information based on their role. Assessment may be based on preparation, written work, class discussions, peer and self-assessment.

Role	Responsibility	Sample questions
Cartographer	map maker who traces the journey (literally and/or metaphorically) that the protagonist makes	<ul style="list-style-type: none"> <li>• What is the nature of this journey?</li> <li>• What best describes the character's growth?</li> <li>• Who assists the protagonist; who doesn't?</li> <li>• What connotations do journeys hold?</li> </ul>
Connector	makes the link between the assigned selection and the large picture (connect the passages to own life, school life, other works studied, current events, etc.)	<ul style="list-style-type: none"> <li>• What connections can you make to your own life?</li> <li>• What other texts/characters can this compare with?</li> <li>• What does this work say about the world at large?</li> <li>• What is the most interesting connection?</li> <li>• What real people/events come to mind?</li> </ul>
Discussion Director	facilitator who leads discussion and ensures that members of the group stay on topic (discuss the larger issues of the book - major themes within the work)	<ul style="list-style-type: none"> <li>• What is the most significant episode/event?</li> <li>• What do you like/dislike about this selection?</li> <li>• What do you think will happen next? Why?</li> <li>• How does this reading tie into the whole novel?</li> <li>• What thoughts occurred to you as you read?</li> </ul>
Illustrator	visual artist who draws a scene or creates a visual (e.g., cartoon sequence, to show significance or plot of a scene) and uses labels or captions to clarify	<ul style="list-style-type: none"> <li>• What do you think this picture means?</li> <li>• How does this drawing relate to the story?</li> <li>• Who and what are represented here?</li> <li>• How does this illustration connect to the novel?</li> <li>• Why did you create this particular visual this way?</li> </ul>
Maestro	deejay who controls the music list and selects at least one song that relates to today's reading (bring lyrics and/or music to class)	<ul style="list-style-type: none"> <li>• I selected this music because it reminds me...</li> <li>• This music characterizes...</li> <li>• The overall connection between this music and these chapters is...</li> <li>• The tone best suits because...</li> </ul>
Motif Seeker	seeks meaning in the mundane, symbols in the settings and allusions throughout; argues characters, scenes, objects or represents more than meets the eye	<ul style="list-style-type: none"> <li>• What key elements appear in this passage?</li> <li>• How heavily symbolic are key objects?</li> <li>• What is the purpose of particular motifs or symbols?</li> <li>• What allusion was not readily apparent and why?</li> <li>• What is revealed about character, setting, etc.?</li> </ul>
Explanation:	becomes the identity of a key character, item, object, or element from the section read; writes a journal entry from that point of view	<ul style="list-style-type: none"> <li>• What are personal characteristics or traits?</li> <li>• What big decisions did he/she have to make?</li> <li>• What obstacles had to be overcome?</li> <li>• Why was that particular character or object chosen?</li> <li>• What was the contribution of that character or object?</li> </ul>

## Appendix J: 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.
Mystery	Fiction dealing with the solution of a crime or the unravelling 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	Humorous story with exaggerations and heroes who do the impossible.

## Appendix K: Determining 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"> <li>• Are illustrations free of stereotypes?</li> <li>• Are aboriginal or minority or cultural groups/characters depicted realistically?</li> </ul>			
Lifestyle <ul style="list-style-type: none"> <li>• Are all cultures and settings depicted as being equal?</li> <li>• Do views about where people live remain neutral?</li> </ul>			
Language <ul style="list-style-type: none"> <li>• Does the author stay away from offensive overtones?</li> <li>• Does the author stay away from sexist language that demeans females or males?</li> <li>• Does the author stay away from racist language?</li> </ul>			
Author(s) or Text Creator(s) <ul style="list-style-type: none"> <li>• Does the author use a balance of diverse cultures and heritage?</li> <li>• Do their experiences qualify them to write about this topic?</li> </ul>			
Relationships <ul style="list-style-type: none"> <li>• Are roles portrayed equally?</li> <li>• Are certain cultures or genders shown to be heroes, problem solvers, successful?</li> </ul>			
Information <ul style="list-style-type: none"> <li>• Does information cover a wide range of topics?</li> <li>• Is the information neutral rather than attempting to sway the audience?</li> </ul>			
Overall the text can be considered unbiased.			
Notes			

## Appendix L: Literary, Media, and Visual Devices

Students will discuss literary devices as they relate to particular texts. Some of these may include:

<ul style="list-style-type: none"> <li>• allegory</li> <li>• allusion</li> <li>• anachronism</li> <li>• analogy</li> <li>• assonance</li> <li>• atmosphere</li> <li>• climax</li> <li>• complication</li> <li>• conflict</li> <li>• epiphany</li> <li>• exposition</li> <li>• falling action</li> </ul>	<ul style="list-style-type: none"> <li>• flashback</li> <li>• foreshadowing</li> <li>• hyperbole</li> <li>• imagery</li> <li>• irony</li> <li>• juxtaposition</li> <li>• metaphor</li> <li>• mood</li> <li>• motif</li> <li>• paradox</li> <li>• parallel structure</li> <li>• parody</li> </ul>	<ul style="list-style-type: none"> <li>• pun</li> <li>• resolution</li> <li>• sarcasm</li> <li>• satire</li> <li>• stereotype</li> <li>• suspense</li> <li>• symbolism</li> <li>• theme</li> <li>• tone</li> <li>• transitions</li> <li>• unity</li> <li>• voice</li> </ul>
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Students may encounter some of the following terms as they develop an awareness of the role of media in society:

<ul style="list-style-type: none"> <li>• advertisement</li> <li>• agenda</li> <li>• bias</li> <li>• blog</li> <li>• brochure</li> <li>• caption</li> <li>• commercial</li> <li>• deconstruct</li> <li>• demographic</li> <li>• dialogue bubbles</li> <li>• endorsement</li> <li>• format</li> </ul>	<ul style="list-style-type: none"> <li>• headline</li> <li>• hypertext</li> <li>• icon</li> <li>• image</li> <li>• intent</li> <li>• lead</li> <li>• logo</li> <li>• mass media</li> <li>• media</li> <li>• media strategies</li> <li>• medium</li> <li>• message</li> </ul>	<ul style="list-style-type: none"> <li>• podcast</li> <li>• poster</li> <li>• product</li> <li>• product placement</li> <li>• propaganda</li> <li>• speech balloon</li> <li>• subliminal message</li> <li>• subtext</li> <li>• target audience</li> <li>• web page</li> <li>• white space</li> </ul>
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When responding to visual texts, students may become familiar with 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.

## Appendix M: Modes of Writing

The modes of writing: expressive, poetic, and transactional, will guide students towards the form of writing they wish to use. Expressive writing is largely personal and allows students to explore ideas and opinions. Poetic writing uses the aesthetic qualities of language to evoke meaning. Transactional writing involves using language to inform, advise, persuade, instruct, record, report, explain and speculate.

<i>Mode</i>	<i>Description</i>	<i>Sample Formats</i>
<b>Expressive</b>	<ul style="list-style-type: none"> <li>• Often colloquial and spontaneous</li> <li>• Often used to express personal feelings, describe personal experiences and articulate personal opinions</li> <li>• Often written in the first person point of view</li> <li>• Audience may be less important than what the student has to say</li> </ul>	<ul style="list-style-type: none"> <li>• Memoir/autobiography</li> <li>• Journal response</li> <li>• Learning log</li> <li>• Reflective paragraph</li> <li>• Some friendly or personal letters, emails or messages</li> <li>• Blog</li> <li>• Thank-you note</li> </ul>
<b>Transactional</b>	<ul style="list-style-type: none"> <li>• Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text)</li> <li>• Primarily used to record and convey information</li> <li>• Sometimes used to provide directions or instructions</li> <li>• Sometimes used to organize or summarize factual information</li> <li>• Sometimes used to report or explain information</li> <li>• Sometimes uses standard formats (e.g., spacing, headers, font sizes)</li> </ul>	<ul style="list-style-type: none"> <li>• Report (e.g., financial, scientific, research)</li> <li>• Business letter</li> <li>• Directions or instructions</li> <li>• Biography</li> <li>• Public service announcement or advertisement</li> <li>• Formal paragraph (e.g., paraphrase, summary)</li> <li>• Feature or news article</li> <li>• Brochure</li> <li>• Meeting minutes</li> <li>• Newsletter</li> <li>• Questionnaire or survey</li> <li>• Resume or CV</li> <li>• Recipe</li> </ul>
<b>Poetic</b>	<ul style="list-style-type: none"> <li>• Often planned using recognized processes (e.g., creating more than one draft of the text)</li> <li>• Primarily used to express creativity</li> <li>• Sometimes presented from an identifiable point of view</li> <li>• Sometimes uses standard formats (e.g., spacing, headers font sizes)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic story</li> <li>• Poetry</li> <li>• Script or screenplay</li> <li>• Short story</li> <li>• Song</li> </ul>
Sample print, non-print and digital text formats		
	<ul style="list-style-type: none"> <li>• Art</li> <li>• Cartoon</li> <li>• Collage</li> <li>• Costume</li> <li>• Game</li> <li>• Map</li> <li>• Mobile</li> <li>• Model</li> <li>• Movie or video</li> </ul>	<ul style="list-style-type: none"> <li>• Music</li> <li>• Photo essay</li> <li>• Podcast</li> <li>• Scrapbook</li> <li>• Slide-show presentation</li> <li>• Storyboard</li> <li>• Timeline</li> <li>• Video report</li> <li>• Web page or web site</li> </ul>

## Appendix N: Sample Questions for Revising when 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 O: Sample Writing Forms

Some writing forms may include:

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 P: Resources

### English 2201

Component	Student	Teacher
<i>Views and Viewpoints</i> (iLit), McGraw-Hill Ryerson Anchor Text (hardcover)	•	•
<i>Living Language</i> (iSkills), McGraw-Hill Ryerson Teacher Resource (softcover)		•
Digital eBook (Newfoundland and Labrador iLiteracy Resource Site - <a href="http://www.nlilit.ca">www.nlilit.ca</a> )	•	•
Teacher's Resource (binder)		•
Teacher's Digital Resource (Newfoundland and Labrador iLiteracy Resource Site - <a href="http://www.nlilit.ca">www.nlilit.ca</a> )		•

Classroom texts for student-directed and teacher-supported reading and viewing (see *2014 Selecting Young Adult Texts: An Annotated Bibliography for Senior High School*)

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