

# English Language Arts

## English 2202



Government of Newfoundland and Labrador  
Department of Education

*A Curriculum Guide*

*2014*

September 2014  
ISBN: 978-1-55146-528-9

***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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# Acknowledgements

The Department of Education for Newfoundland and Labrador gratefully acknowledges the contribution of the following members of the English 2202 Curriculum Committee, in the completion of this work:

Amanda Joseph  
Mount Pearl Senior High

April Sampson  
St. Lewis Academy

Bonnie Bussey  
French Shore Academy

Bonnie Campbell  
Bishops College

Bonnie Jones  
Prince of Wales Collegiate

Carolyn Wheeler-Scott  
Department of Education

Chantel Nash  
Fatima Academy

Clyde Green  
Newfoundland and Labrador English School District

Colleen Kearsey  
Holy Heart of Mary Regional High

Craig Gilbert  
Gander Collegiate

Darrell Sneyd  
Queen Elizabeth Regional High

Daryl Howse  
Booth Memorial High School

Emily Lockyer  
Bishops College

Jeanne O'Brien  
Holy Heart of Mary Regional High

Jill Handrigan  
Department of Education

Jordan Stringer  
Elwood High School

Karen Dueck  
Exploits Valley High

Kieran Walsh  
Gonzaga Regional High

Laurie Anne Reid  
Crescent Collegiate

Lesley Ann Cleary  
Holy Spirit High

Natalie Jackson  
Main River Academy

Natasha Burry  
Botwood Collegiate

Paul LeClair  
Booth Memorial High School

Regina North  
Department of Education

Rick Duffy  
Leo Burke Academy

Rodney Boutcher  
Clareville Middle School

Sandra Harnum  
Crescent Collegiate

Sarah Oldford  
Northern Lights Academy

Sheri Singleton  
J.M. Olds Collegiate

Sherri Sheppard  
Newfoundland and Labrador English School District

Tara Kennedy  
Mealy Mountain Collegiate

Tracy Follett  
Booth Memorial High School





# Section One

## Introduction

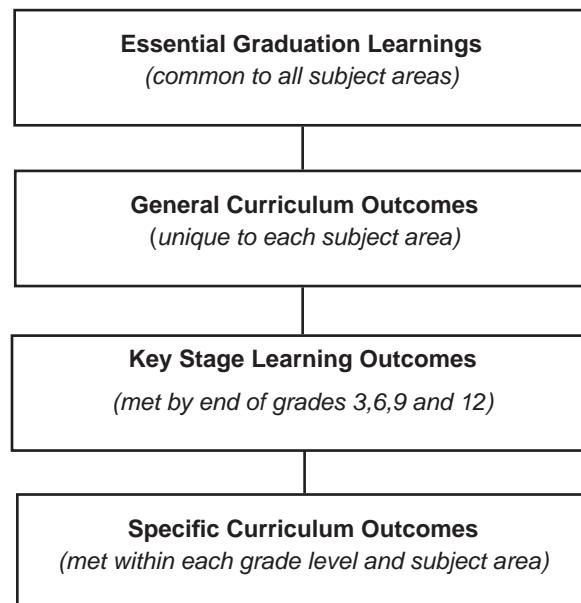
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

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

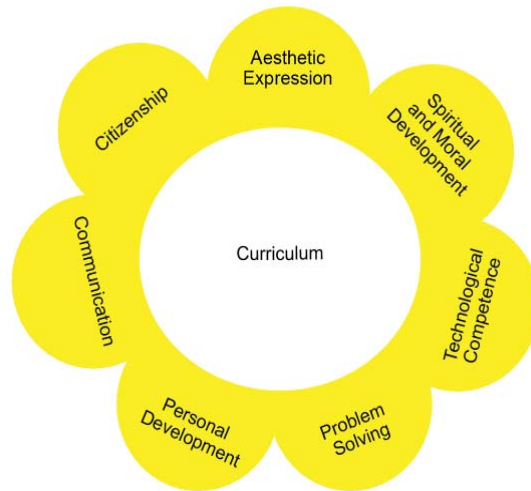
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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

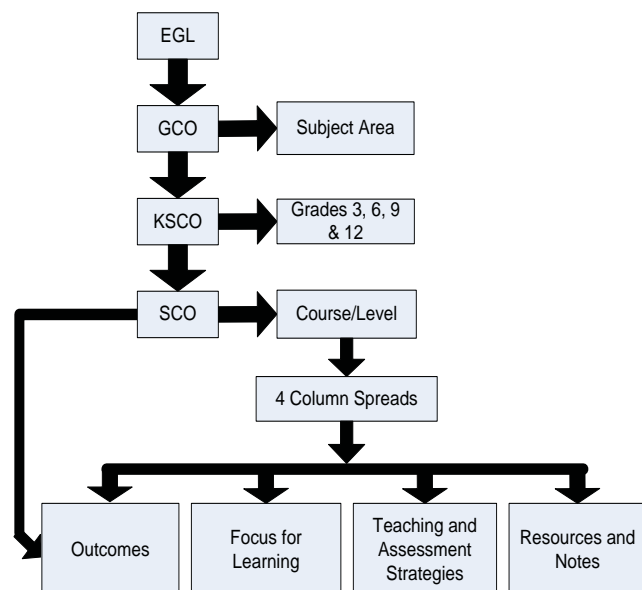
### **Key Stage Curriculum Outcomes (KSCOs)**

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

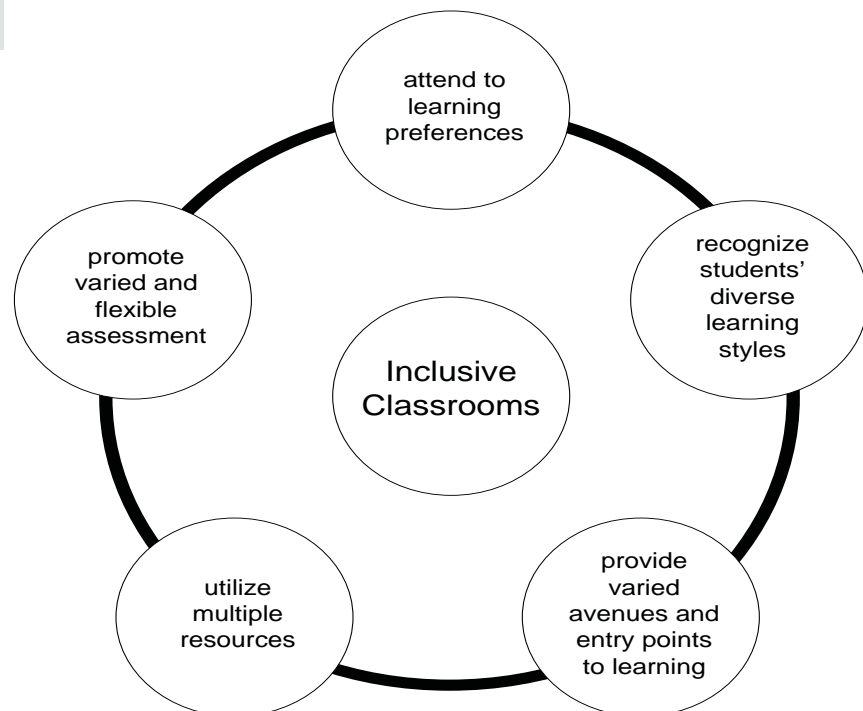
Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time, so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release 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.



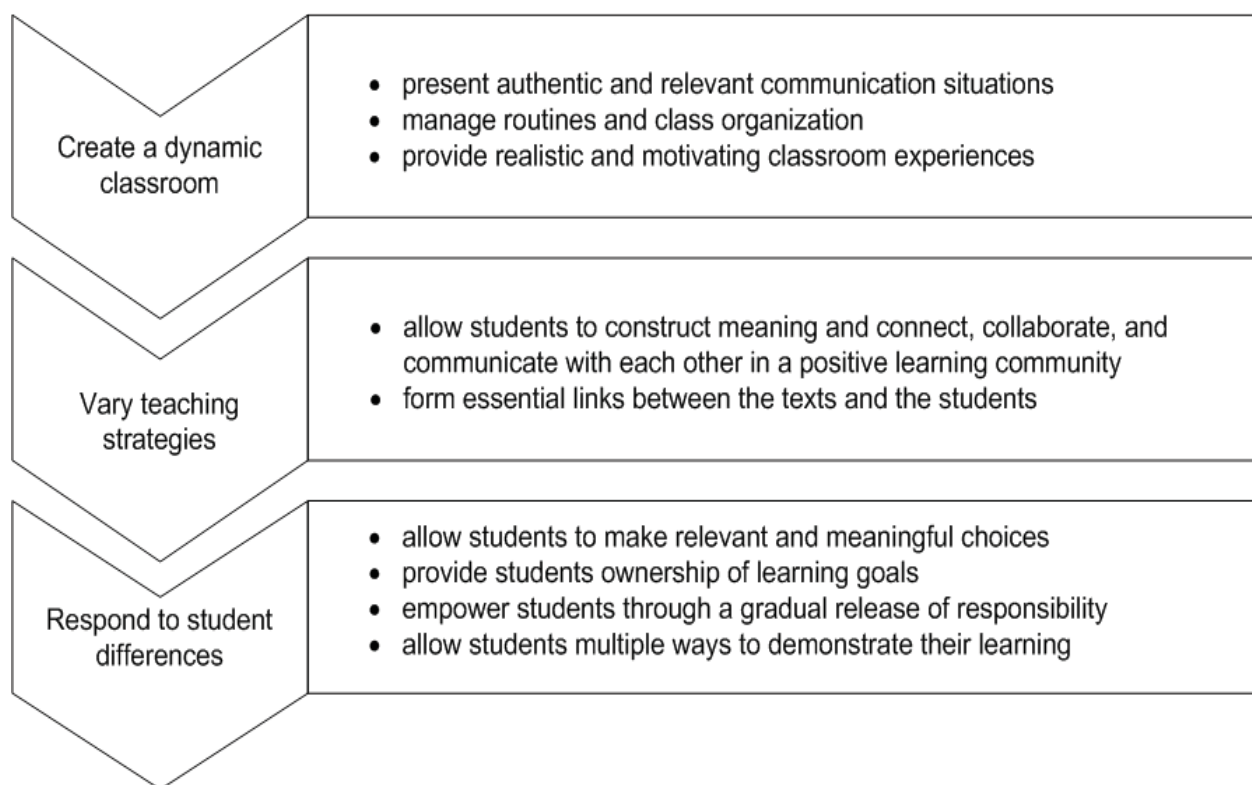
## Differentiated Instruction

*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

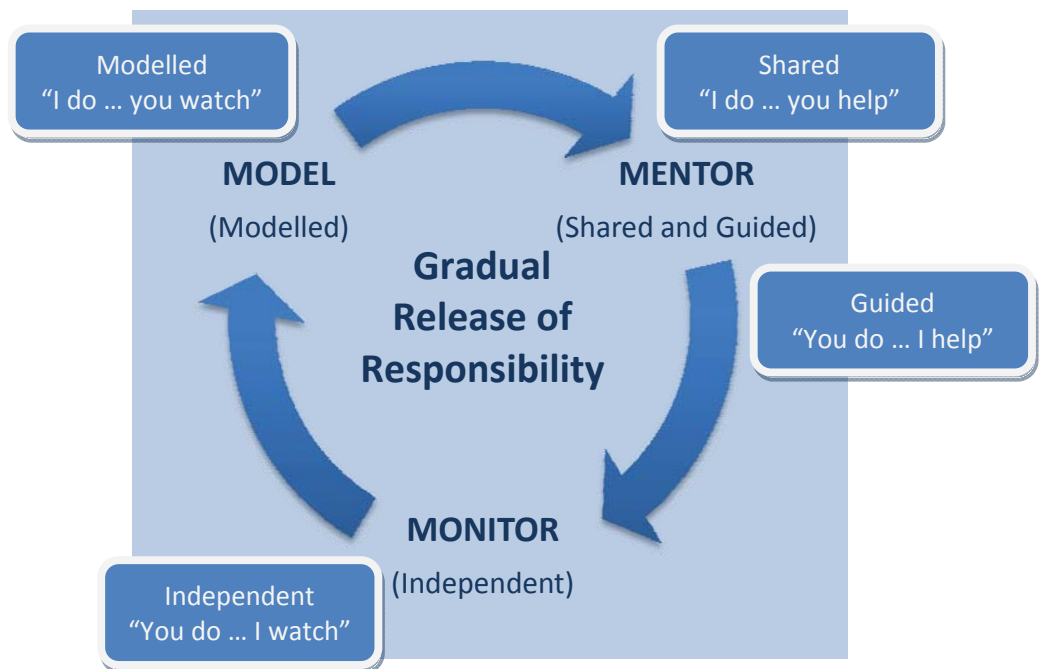
Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These 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:

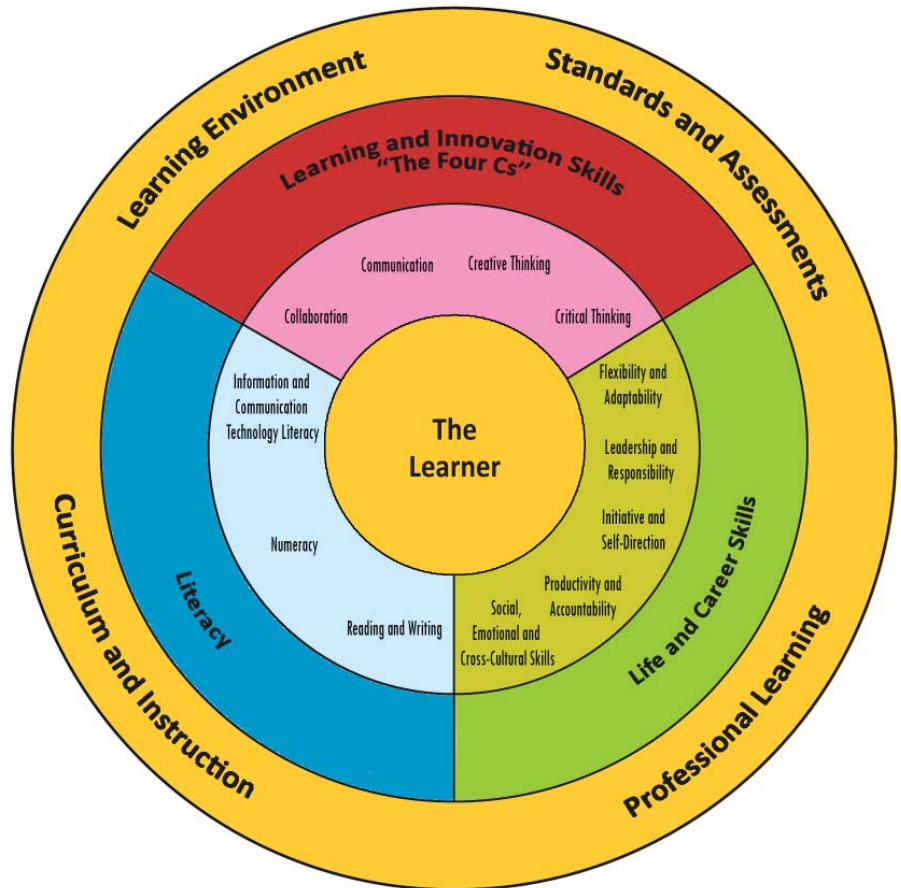
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

### **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.



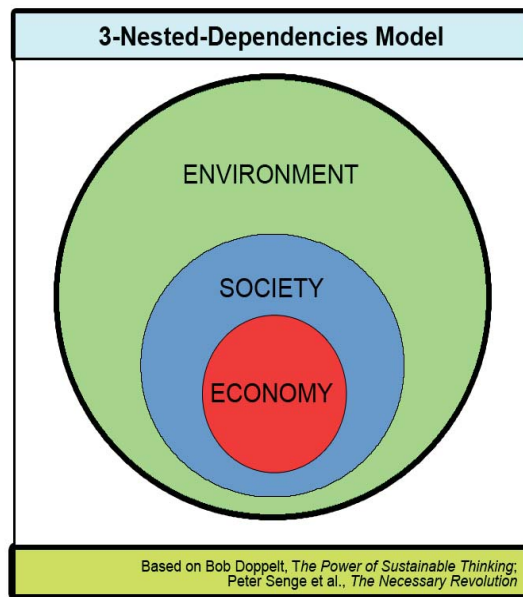
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support 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

## 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 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</li> <li>• make critical choices of form, style and content to address increasingly complex demands of different purposes and audiences</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

Senior 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 2202

English 2202 is designed for students entering Level II who continue to require extra support to strengthen essential language and literacy skills. The six strands of language arts are taught in an integrated manner allowing students to participate in practical and engaging learning experiences as they analyze and create texts based on their interests, abilities, and learning needs. They will respond personally, critically, and creatively to texts. Students will:

- adapt their language to suit their purpose
- appropriately use English and its conventions
- create a variety of texts to entertain, influence, and inform
- evaluate ideas and style in texts, including those they create
- explore and investigate social, political, ethical, and economic issues
- respond to a variety of texts they read, view, and hear

## Suggested Yearly Plan

There is no single way to organize a year of instruction for students; many variables influence teachers' choices for learning opportunities, including students' prior learning and interests, teacher's collaboration opportunities, and availability and accessibility of resources.

In a rapidly changing world, today's young adults are exposed to a wide range of non-fiction texts. It is suggested that English 2202 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. **The focus of both is on the study of non-fiction texts in English 2202 (approximately 60%).**

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 time).					
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.

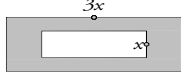
All outcomes are related to general curriculum outcomes.

## 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

SPECIFIC CURRICULUM OUTCOMES	
Outcomes	Focus for Learning
<p><i>Students will be expected to</i></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> <ul style="list-style-type: none"> <li>• 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>.</li> </ul>  <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>


## 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	
<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> <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 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing</p> <p>SB: pp. 241-248, 249-257 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.

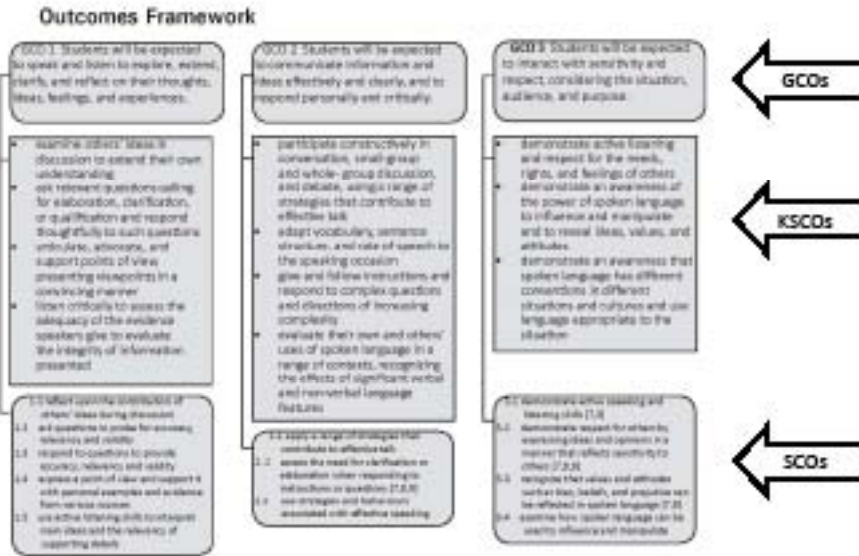
Suggestions for instruction and assessment are organized sequentially:

- **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.

**SCOs Continuum**

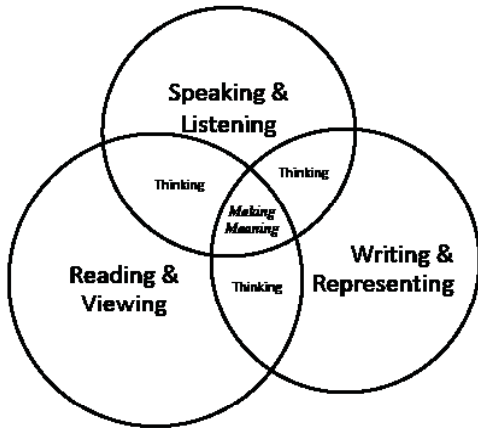
Previous      Current      Next

GCO	GCO 8: Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.		
	Grade 7	Grade 8	Grade 9
	8.1 experiment with a variety of strategies as language learners		
	8.2 experiment with writing and representing to extend, explore and reflect on ideas	8.2 use writing and representing to extend, explore and reflect on ideas, values and attitudes	
	8.3 identify strategies that help them learn and describe their personal growth as language learners	8.3 assess strategies that help them learn and describe their personal growth as language learners	
8.4 experiment with stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s)	

SCOs

## 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

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

- examine others' ideas and synthesize what is helpful to extend their own understanding
- ask discriminating questions to acquire, interpret, analyze and evaluate ideas and information
- articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of opposing viewpoints
- listen critically to analyze and evaluate concepts, ideas and information

- 1.0 compare points of view to revise their own opinion
- 2.0 use active listening skills to respond to oral language
- 3.0 apply features of oral language
- 4.0 evaluate how the features of oral language are used to influence listeners

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

- 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
- 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
- respond to a wide range of complex questions and directions
- 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

- 5.0 use strategies associated with formal and informal communication
- 6.0 analyze strategies that contribute to effective communication
- 7.0 respond to questions in a variety of situations
- 8.0 advocate a point of view using supporting evidence

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

- consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- demonstrate how spoken language influence and manipulate and reveals ideas, values, and attitudes
- address the demands of a variety of speaking situations, making critical language choices, especially of tone and style

- 9.0 use a variety of communication strategies
- 10.0 analyze others' points of view
- 11.0 demonstrate that different situations, audiences, and purposes require different degrees of sensitivity
- 12.0 examine the implications of using different modes of communication

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 1202	English 2202	English 3202
1.1 identify ideas and information using active listening skills	1.0 compare points of view to revise their own opinion	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 use active listening skills to respond to oral language	1.2 ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
1.3 respond to questions by providing reliable support for ideas	3.0 apply features of oral language	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 demonstrate 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 analyse and evaluate concepts, ideas, and information
1.5 interpret ideas and information from speaking and listening activities		

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

English 1202	English 2202	English 3202
2.1 use a range of strategies that contribute to effective informal talk	5.0 use strategies associated with formal and informal 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 a range of strategies that contribute to purposeful informal talk	6.0 analyze 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 examine how communication involves interaction between a speaker and a listener	7.0 respond to questions in a variety of situations	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 advocate a point of view 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 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 1202	English 2202	English 3202
3.1 explain how spoken language reveals ideas, values, and attitudes	9.0 use a variety of communication strategies	3.1 consistently demonstrate active listening and concern for the needs, rights, and feelings of others
3.2 analyze 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 identify the positions of others	11.0 demonstrate that different situations, audiences, and purposes require different degrees of sensitivity	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 language and communication styles appropriately	12.0 examine the implications of using different modes of communication	

*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 compare points of view to revise their own opinion [GCO 1]
- 2.0 use active listening skills to respond to oral language [GCO 1]
- 3.0 apply features of oral language [GCO 1]
- 4.0 evaluate how the features of oral language are used to influence listeners [GCO 1]

**Focus for Learning**

The development of speaking and listening skills in informal and formal settings is essential. Because many students in English 2202 are reluctant speakers, they may still have difficulty acquiring these skills. Teachers must create opportunities for students to engage in a variety of speaking and listening activities.

Students must have the ability to consider their own as well as others' points of view when making decisions, participating in discussions, and responding to text. By recognizing differences in opinion and understanding why these differences exist, students will be better prepared to determine whether their own opinions are valid. Developing strong listening skills is very important when understanding and comparing the opinions of others.

The active listener:

- asks questions at appropriate times to clarify meaning
- pays close attention to the speaker to improve comprehension
- recognizes the diversity of the purpose and audience
- restates what is heard to confirm understanding
- shows empathy for the speaker by using non-verbal cues

Students will learn to go beyond the basics of using active listening skills to make inferences, and will incorporate this information where necessary when they respond to spoken text. They should also be given opportunities to reflect upon their learning as both speakers and listeners, using varied and ongoing assessment (checklists, peer-assessment, self-assessment, student-teacher conferences, etc.).

A reflection checklist for active listening may be created by students as a means of self-assessment. The bulleted list above, as well as other criteria determined by students, may be added to a checklist as suggested below.

Did you ...	YES	NO	Next time I will ...
ask clarification questions at appropriate times?			
ask questions using a tone and language appropriate for the audience and purpose?			

See Appendix B1 for suggested prompts to scaffold student learning when speaking and listening.



*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

- model the characteristics of effective oral language (see col. 2, p. 34), and active listening (see col. 2, p. 32)
- lead a class discussion, allowing students to informally present their ideas and opinions on various topics (e.g., news events, films, music)

Students may

- discuss, with a partner or in a small group, their reaction to a specific prompt (e.g., newspaper headline, song, music video); compare reactions with other groups or share with others (a jigsaw style may also be useful here)
- think about their prior experiences in speaking and listening by asking:
  - What is the attitude of the speaker?
  - What media texts use speaking and listening skills?
  - What are the qualities of a good listener?
  - Who is a good speaker? Why?
  - Have you changed your opinion based on something you heard? Explain.
- use graphic organizers to compare the points of view of two speakers on the same topic; decide who they agree with more and why
- make a list of and then discuss the attributes that make stand up comedy funny (e.g., facial expressions, use of pause, dialect)

### Connection

Teachers may

- use famous speeches to encourage students to make connections to their own values and beliefs (e.g., slam poetry, award acceptance, political, motivational, theatrical)
- discuss with students how and why a text which is spoken may have a different effect on them than a written text; list specific components of the speech which caused that reaction
- share clips of a variety of spoken texts; discuss strengths and weaknesses (e.g., rant, recitation, rap, eulogy)
- share a debate to compare the effectiveness of the speakers (e.g., town council meeting, online debates)
- use newspapers as a resource; invite daily comments and discussion based on current news stories

## Resources and Notes

### Authorized

Appendices

- Appendix B1- Suggested Prompts to Scaffold Student Learning (S/L)

*Beyond the Page* (iLit)

- Strategies to support GCO 1 are found in the *After and Beyond* sections following each selection. i.e.:
  - 96, 104, 110, 223, 247, 257, 282, 302, 343, 349
- Selections related to GCO 1:
  - 119, 206, 212, 248,

*Living Language* (iSkills)

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

### Suggested

Characteristics of Effective Speaking

- Film: *The King's Speech*
  - Focus is on the art of speaking, how ability to speak influences others
- Toastmasters - Invite guest speakers to discuss speaking and listening tips

*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 compare points of view to revise their own opinion  
[GCO 1]*
- 2.0 use active listening skills to respond to oral language  
[GCO 1]*
- 3.0 apply features of oral language  
[GCO 1]*
- 4.0 evaluate how the features of oral language are used to influence listeners  
[GCO 1]*

**Focus for Learning**

Students will identify and then apply characteristics of effective oral language to enhance the meaning of text. These features may include:

- body language
- emphatic devices
- eye-contact
- gestures
- intonation and pitch
- pace
- repetition
- rhetorical devices
- rhythm
- tone/pace/pitch
- volume

Not every opportunity to speak involves presentations. Often, students will use the above characteristics during conversation and for the purpose of clarifying information. Students should practice constructing appropriate questions for:

- clarification (What is meant by ...?)
- elaboration (What are some possible meanings?)
- qualification (How do I know that this is accurate?)

Having the opportunity to speak in pairs or small groups is very important for building confidence when speaking. Smaller group settings may be preferable for many students rather than expecting that they will regularly present to a whole class.

Students have experience using features of oral language that are appropriate to the audience and purpose. They will concentrate on evaluating or determining how features are used to influence listeners. For example, when a speaker changes his/her tone while speaking (either formally or informally), how is the audience affected? Why did the tone change?

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- listen to a guest speaker. Students will respond by asking relevant questions to clarify information and increase their own understanding. Questions can be prepared in advance. During the next class, in small groups, students will share what they have learned and how their views may have changed.

*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

Students may

- 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 contributed, they must listen to others; works well with students sitting in a circle formation (video of sample activity on PL website)
- write a series of conversational type questions; participate in conversation Jenga©; use a Jenga© game; pick an useen question and provide an answer each time they pull out a block (students can determine a set of rules before they begin)
- create a list of general interest questions; place in a chat box and switch with another group who will then choose a question to discuss (see Appendix C for information on chat boxes)
- keep an ongoing (self-reflection) checklist with features of oral language listed; add comments to the checklist each time they participate in a speaking activity; reflect on their own progress (see Appendix D for a sample oral language self-reflection checklist)
- summarize the main points of a speech or oral text; in pairs or small groups, highlight the points that make the best argument for a point of view
- describe, to a partner or in groups, something influential which has shaped their personalities

### Consolidation

Students may

- prepare and record a rant; some students may choose to share with the class
- perform a rap as a response to a text used in class; this may be performed in class or through video
- participate in an informal debate (e.g., the role of smart phones in the classroom, adding an hour to the school day, decreasing the school week by one day); see Appendix E for examples of informal debates
- search a topic on TED© talks; determine the parts of the talk that appeal to them and discuss reasons for their choice; discuss the features of oral language that are most effective in influencing the audience

### Extension

Students may

- participate in a school assembly, or a school/community play
- participate in local improv games

### Resources and Notes

#### Authorized

Appendices

- Appendix C - Chat Boxes
- Appendix D - Self-Reflection Checklist
- Appendix E - Informal Debates

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/strat.html>

- Video - Two Cents Worth Activity

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/spl.html>

- Video - Analyzing a Listening Text
- Video - Modelling Effective Speaking

#### Cultural Connections

Texts to practice active listening:

- *Coasting Trade* - Robin McGrath (provided 2012)
- *Captains and Ships* - Jim Payne (producer) (provided 2013)
- *Songs of Ron Hynes* - Volume 1 (provided 2014)

*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 use strategies associated with formal and informal communication [GCO 2]
- 6.0 analyze strategies that contribute to effective communication [GCO 2]
- 7.0 respond to questions in a variety of situations [GCO 2]
- 8.0 advocate a point of view using supporting evidence [GCO 2]

**Focus for Learning**

In English 1202, students were expected to use and evaluate strategies associated with formal and informal communication. In English 2202, students will build on these strategies as well as gain essential skills necessary for a variety of situations (e.g., answering questions effectively and appropriately, advocating a point of view).

Students need opportunities to practice responding to questions, both formally and informally. They will use verbal and non-verbal cues, conventions, diction, and other strategies associated with formal and informal communication.

Students should be able to recognize that there are differences between the two and that there are strategies associated with each. Formal communication is usually more structured than informal communication in that:

- an introduction of the speaker is sometimes necessary
- appropriate diction is used
- communication usually occurs in a more formal setting
- more planning and cost may be involved
- records may be required
- rules regarding the type of information shared may be in place
- specific protocols may be strictly followed
- tone is appropriate to the audience

Whether using formal or informal communication, verbal and non-verbal cues are important. These may include:

<b>Verbal</b>	<ul style="list-style-type: none"> <li>• adding only necessary detail</li> <li>• interrupting appropriately</li> <li>• providing thoughtful responses</li> <li>• speaking clearly and 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</li> <li>• using eye contact when listening and speaking</li> <li>• using facial expressions when listening and speaking</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

#### Activation

Teachers may

- model and discuss examples of verbal and non-verbal communication
- ask questions about familiar topics to make students more comfortable when responding
- model the creation of a soundscape (e.g., use an object to create sounds which represent a visual or which serves as a background to the reading of a poem)

Students may

- relate and then role-play a situation where a message was delivered but was misinterpreted, misunderstood or incomplete (e.g., rumours, telephone conversations, overheard conversations); discuss factors that contributed to the ineffectiveness of this communication
- compare and contrast the differences in communication between music and spoken language (e.g., Lady Gaga singing “Poker Face” and Christopher Walken reading it); decide which is more appropriate for the message
- brainstorm a list of situations where they have been part of informal and formal communication; compare and contrast the audience, purpose, tone, length, etc
- find online examples of oral communication; classify as formal or informal and provide reasons for their choice
- create a soundscape in response to a particular text or video; determine whether the soundscape is appropriate to the message or tone of the text; Why or why not? What might be more appropriate?
- make a list of actions that violate the rules of acceptable non-verbal communication (e.g., staring directly at a person for too long, crowding his/her space, speaking more loudly than the other person)

#### Connection

Teachers may

- show a muted video (e.g., *Twelve Angry Men*, *To Kill A Mockingbird*) of a person delivering a speech; discuss the message received; then show the movie with volume; compare the received message
- play samples of local radio talk shows or local evening news; discuss strategies used to deliver the message

### Resources and Notes

#### Authorized

*Beyond the Page* (iLit)

- Strategies to support GCO 2 are found in the *After and Beyond* sections following each selection. i.e.:
  - 28, 67, 71, 76, 114, 118, 154, 158, 292, 302, 320
- Selections related to GCO 2:
  - 89, 212

*Living Language* (iSkills)

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

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/spl.html>

- Video - Differences in communication between music and spoken language
- Video - How to Deliver a Speech

*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>use strategies associated with formal and informal communication [GCO 2]</i></p> <p>6.0 <i>analyze strategies that contribute to effective communication [GCO 2]</i></p> <p>7.0 <i>respond to questions in a variety of situations [GCO 2]</i></p> <p>8.0 <i>advocate a point of view using supporting evidence [GCO 2]</i></p>	<p>Students should analyze strategies that contribute to effective communication by practicing both speaking and listening often. Only then can they decide the strategies that work best for specific audiences and purposes. It may be helpful for students to specifically consider the:</p> <ul style="list-style-type: none"> <li>• communicator (verbal and non-verbal cues, conventions, etc.)</li> <li>• message (unified, coherent, developed, etc.)</li> <li>• receiver (focused, respectful, etc.)</li> </ul> <p>The ability to communicate effectively through listening and speaking requires practice. Students need numerous opportunities to both listen and speak in authentic situations as well as opportunities to respond to a variety of questions. These may include situations where they:</p> <ul style="list-style-type: none"> <li>• ask for clarification on a topic</li> <li>• elaborate on a question beyond a yes or no response</li> <li>• know when questions have been answered sufficiently</li> <li>• know when to use colloquialisms, slang, informal, and formal language</li> <li>• listen and respond to questions appropriately</li> </ul> <p>Students must build strategies that help them express ideas. They should:</p> <ul style="list-style-type: none"> <li>• allow each person time to speak</li> <li>• keep points concise</li> <li>• pause to consider thoughts before speaking</li> <li>• prepare and rehearse in advance</li> <li>• research the speaker or topic in advance</li> </ul> <p>Students must feel comfortable that they are able to advocate their point of view. They must stay on topic and maintain a respectful voice as they clarify feelings, provide examples, etc. They may:</p> <ul style="list-style-type: none"> <li>• ask questions to gather more information</li> <li>• cite research, stating facts or statistics</li> <li>• refer to personal experiences</li> <li>• use analogies</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>• conduct an interview with a peer, family, or community member (e.g., a family member may have the type of job that the student is interested in, a peer may be an avid skier while the student is interested in skiing, a community member may be part of the municipal council). Students will record or transcribe the interview and share important points with the class.</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

Students may

- role-play a scenario using informal language versus an interview using formal language (e.g., coming home too late versus job interview); they will answer questions posed as well as justify reasons for their position
- participate in a hot seat activity; a student or teacher takes the role of a character from a story or novel and the class develops and asks questions; the person in the hot seat responds to the questions in character
- participate in Readers' Theatre (see Appendix F1 for more information)
- choose an advertisement, examine the strategies used to effectively deliver the message through formal and informal language; note the benefits of each
- listen to details of a police report on a crime (details given by teacher); take notes and repeat what they hear; compare with other students

### Consolidation

Students may

- create a radio advertisement or jingle to present to the class (live or as a video); reflect on choices they made in relation to audience, purpose, tone, and diction; discuss or provide a written reflection
- prepare a short talk on a text and tell why that text is of interest to them (e.g., why others should watch a particular movie, a music video, or read a book); students will co-create a checklist with teachers indicating expectations for an effective talk; may be used for planning, editing, peer assessment, and final assessment.
- participate in a radio play; in groups, write a play that is designed for radio; perform for the class (video of sample activity on PL website)
- create and perform/record an infomercial considering: speaking techniques used, target audience, and purpose

### Extension

Students may

- participate in public speaking, debating, and drama within their school and community (e.g., morning school announcements)

### Resources and Notes

#### Authorized

Appendices

- Appendix F1 - Reader's Theatre

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/strat.html>

- Video - Radio Play

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/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>
<i>Students will be expected to</i>	
9.0 use a variety of communication strategies [GCO 3]	Classrooms must be places where tolerance and respect for the viewpoints of others is the norm. Students will continue to build on skills they developed in English 1202. They should be aware that it is acceptable to disagree respectfully. To do this they will:
10.0 analyze others' points of view [GCO 3]	<ul style="list-style-type: none"> <li>• ask for clarification when needed</li> <li>• communicate their feelings by using "I" rather than "you"</li> <li>• discuss the issue and not the person</li> </ul>
11.0 demonstrate that different situations, audiences, and purposes require different degrees of sensitivity [GCO 3]	<ul style="list-style-type: none"> <li>• focus on positive aspects of others' ideas</li> <li>• listen to others' points of view with an open mind</li> <li>• realize that different types of humour may not be acceptable in certain situations</li> <li>• remain calm and in control of their actions</li> <li>• understand that agreeing to disagree is acceptable</li> </ul>
12.0 examine the implications of using different forms of communication [GCO 3]	<p>Students must exercise respectful listening and speaking skills to develop constructive communication practices that are adaptable to a variety of settings. Some of these may include:</p> <ul style="list-style-type: none"> <li>• interacting with children</li> <li>• interacting with dissatisfied customers</li> <li>• interviewing for a job</li> <li>• speaking to customer service (telephone or in person)</li> <li>• speaking to heterogeneous groups</li> <li>• speaking with authority figures</li> <li>• working with peers in small or large groups</li> </ul>
	<p>Students will actively listen to the points of view of others to analyze how they:</p> <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>
	<p>Students need to select an appropriate form of communication to best suit the message, situation, audience, and purpose. Appropriate choices will better reflect the intent of the speaker and increase the accuracy of the message received by the listener. This shows sensitivity to the issue as well as to the audience and situation.</p>



*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

- discuss the importance of respectful speaking and listening
- share experiences or situations (anonymously) where individuals were not respectful to others and how it affected the outcome of the situation
- facilitate a discussion on essential questions such as, “Is it ever okay to lie?”

Students may

- listen to ideas and opinions shared during call-in radio programs; discuss the level to which respect and consideration are shown by callers and moderators
- brainstorm examples of situations which require a higher level of sensitivity than others
- reflect on their own communication practices during class activities; respond to teacher prompts at the end of class to highlight positive examples which occurred during class or during their day
- share examples of experiences when they have felt they were spoken to or treated with disrespect; provide suggestions of how the situation could have been handled differently
- make a list of situations where a person may be lied to; categorize according to some of the reasons people tell lies (protect someone from harm, avoid an argument, avoid punishment, avoid embarrassment, etc); discuss how different people, depending on their points of view, may find this acceptable

#### Connection

Teachers may

- discuss ways to respectfully disagree with others
- discuss how every interaction can and should show consideration for the needs, rights, and feelings of others
- co-create rubrics with students to assess speaking and listening

### Resources and Notes

#### Authorized

*Beyond the Page* (iLit)

- Strategies to support GCO 3 are found in the *After and Beyond* sections following each selection. i.e.:
  - 32, 158, 162, 208, 211, 324,
- Selections related to GCO 3:
  - 8, 89, 206, 209,

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

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

11.0 *demonstrate that different situations, audiences and purposes require different degrees of sensitivity*  
[GCO 3]

12.0 *examine the implications of using different forms of communication*  
[GCO 3]

**Focus for Learning**

In English 2202, students will continue to develop an understanding that different situations, audiences and purposes may also mean that different degrees of sensitivity are required. This may include:

- being aware of beliefs and practices of others (e.g., cultural, religious, political)
- consulting with others before taking action on an issue
- inferring from a person's actions that there is a problem
- listening rather than speaking when a topic is not clearly understood
- reacting appropriately with empathy or sympathy
- using preferred titles when addressing others

How something is said is as important as what is said. Students must refine their comments and questions so that they are stated in a respectful way. For example, they may ask a person to speak about the holidays his/her family enjoys the most rather than asking directly about their religious beliefs, or they may ask a person to tell them about their family rather than asking if they are married or have kids.

Students will be expected to make connections between their own experiences, attitudes, and beliefs, and those of others, to extend their own learning. Students should respect viewpoints that differ from their own and understand that bias may interfere with effective listening and speaking.

While face-to-face interaction is often challenging for the speaker, certain forms of communication, while convenient, may not be the most appropriate choice. Students must consider potential implications and the resulting consequences of a specific form of communication.

Examples of forms may include:

- calling in sick by speaking to an employer vs. a voice-mail
- delivering a message privately outside a classroom vs. being paged publicly
- ending a relationship over the phone vs. in person
- leaving sensitive information on voice-mail vs. in person

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- informally debate an issue by choosing the side they would like to represent. Once they have defended their position, they will switch their stance to defend the opposing argument. A co-created rubric may be used for assessment.

See Appendix E for more information on debates.

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

### Sample Teaching and Assessment Strategies

Students may

- watch a video of a situation where conflict is evident; role-play a more positive version of the same scenario
- practice giving positive reactions to ideas; share positive and negative interaction experiences
- watch a formal political debate, court case, or town hall meeting; discuss the level of respect shown (considering the issue)
- choose one person in a photo (may be supplied by teacher or peers), and respond by suggesting a name, age, hobbies, personality traits, education, job, etc., for the person (may be completed in pairs or small groups); share reasons for their choices with the class; compare with factual information about the person

### Consolidation

Students may

- view a video of a public speech or news clip; use inquiry to determine the impact that some of the comments had on family members, the public, etc.
- select a news headline involving a crime, tragedy or disaster and create a set of guidelines for a reporter outlining the need for accurate reporting, respect for those involved, and importance of confidentiality; share guidelines with the class
- plan and role-play scenarios which require sensitivity and respect:
  - discuss a recent evaluation with a teacher
  - speak to a supervisor about recent work performance
  - talk to a friend about something he/she did that was offensive

### Extension

Students may

- join a school or local public speaking group (e.g., Toastmasters®)

### Resources and Notes

#### Authorized

Appendices

- Appendix E - Informal Debates

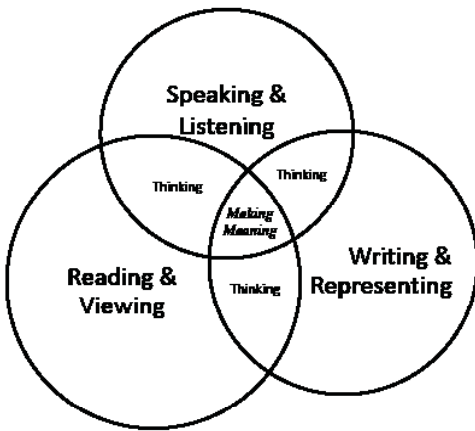
#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/spl.html>

- Video - The History Place - A Collection of Effective Speeches

## Section Three: Reading and Viewing

### Focus



Reading and viewing provide students with opportunities to interact with a variety of 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.

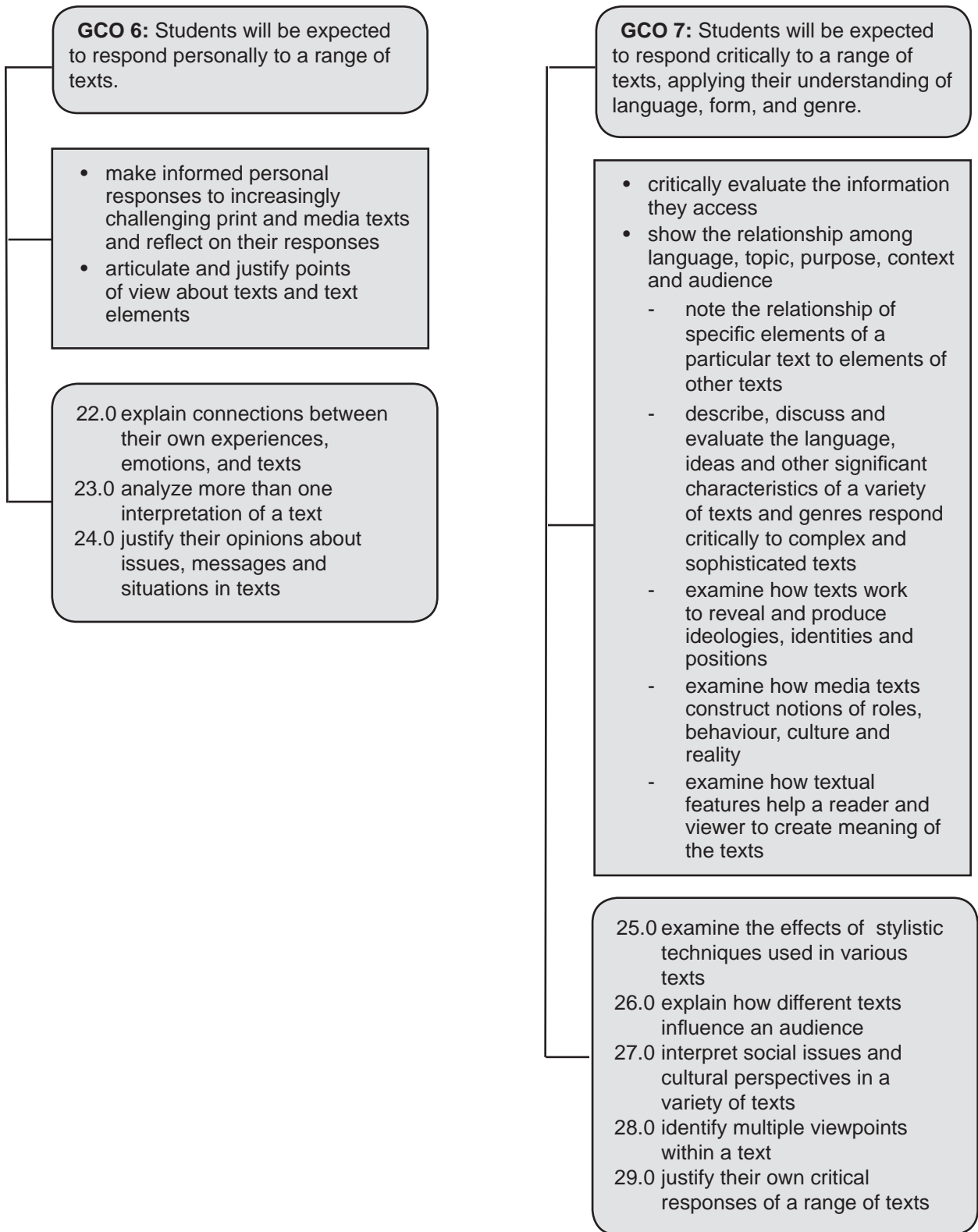
- select texts to support their learning needs and range of special interests
- read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
- articulate their understanding of ways in which information texts 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 summarize details of a variety of texts
- 16.0 analyze 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 analyze how information from a variety of sources relates to a topic
- 21.0 integrate information to meet the requirements of a learning task



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 1202	English 2202	English 3202
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 assess features of written and visual texts that 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 summarize details of a variety of texts	4.3 articulate their understanding of the ways in which information texts are constructed for a particular purpose
4.4 use specific strategies to clarify confusing parts of a text	16.0 analyze 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 1202	English 2202	English 3202
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 analyze how information from a variety of sources relates to a topic	
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		

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

English 1202	English 2202	English 3202
6.1 explain a personal point of view about issues, messages and situations within texts	22.0 explain connections between their own experiences, emotions, and texts	6.1 make informed personal responses to increasingly challenging print and media texts and reflect on their responses <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>- analyse 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>
6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)	23.0 analyze more than one interpretation of a text	6.2 articulate and justify points of view about texts and text elements <ul style="list-style-type: none"> <li>- interpret ambiguities in complex and sophisticated texts</li> </ul>
6.3 recognize more than one interpretation of a text	24.0 justify their opinions about issues, messages and situations in texts	



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

English 1202	English 2202	English 3202
7.1 examine the different stylistic techniques of texts that contribute to meaning and effect	25.0 examine the effects 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	26.0 explain how different texts influence an audience	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 explain of the impact of literary and media devices on the understanding of a text	27.0 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 explain how texts reveal ideologies and identities	28.0 identify multiple viewpoints within a text	
7.5 analyze the portrayal of cultural identities in texts	29.0 justify their own critical responses of a range 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 summarize details of a variety of texts [GCO 4]
- 16.0 analyze 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

When choosing texts, students must understand why they choose a text and be able to justify their choice. It may be necessary for teachers to explicitly model text selection for different purposes, including:

- checking accuracy of information already known
- choosing texts at their reading/viewing level
- choosing texts based on interest and personal enjoyment
- choosing texts because of interest in the design, genre, or creator
- comparing texts (e.g., messages, characters, creators)
- extending existing knowledge
- gathering information based on inquiry
- navigating texts using table of contents, index, appendix, etc.
- navigating various text forms (e.g., newspaper, owner's manual)

See Appendix F2 for more information on Literary Genres.

Because students are constantly exposed to and communicate via various media forms, they may feel most comfortable when choosing to read and view media texts. It is important that they have the opportunity to do this, as well as interact with many other text forms.

Teachers should consider using Book Clubs in their classrooms. They provide students with the opportunity to choose their own reading material and to read and discuss with peers who have similar interests. See Appendix F3 for more information on Book Clubs.

Teachers may also consider using an assessment tool to determine student's reading level (e.g., Ontario Comprehensive Assessment Kit authorized for Literacy 1204).

Students must have time to read and view for enjoyment. They feel more confident, and therefore more comfortable, when discussing or writing about texts they choose themselves. Specific strategies that may enhance students' understanding of a text and help them to summarize what they have read or viewed include:

- annotating a text during reading or viewing (if reading or viewing a media text, students may find it helpful to make jot notes)
- asking questions to clarify information
- becoming familiar with the creator, setting, historical context, etc.
- considering language, tone, and style
- examining content, structure, and meaning
- identifying and understanding key words, points, and images
- inferring or interpreting clues left by the author
- making connections to texts, people, or situations familiar to them
- paying attention to the title and opening paragraphs or statements
- reading slowly or rereading parts of a text
- synthesizing what is read with what is already known
- visualizing ideas based on language and description

*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

- share clothing brands with students; discuss with students their understanding of different brands and styles
- model strategies to help students with reading and viewing choices (e.g., how to use table of contents, sections in a newspaper, how to use a library, how to browse the web)

Students may

- complete a sample interest inventory or browse through a variety of texts to determine which ones are interesting for them (e.g., familiar authors, interesting topics, colourful covers)
- view Ad Busters©; each choose a different advertisement and find the hidden message/subtext (e.g., Dove©); share and discuss
- make a list of acceptable and unacceptable content which may be found on a smart phone (texts, photos) or social media site
- annotate a text they are reading or viewing; may include either writing or drawing in the margin or in another area of the text
- make a list of strategies they have used to enhance their own understanding of a text; share

### Connection

Teachers may

- use conferencing to help students determine the type of text that best meets their needs
- model how to skim and scan for details

Students may

- find two advertisements related to one product and examine target audience, colour, bias, etc.; explain why one may be more effective
- create a survey for students throughout the school regarding preference for product brands (clothing, food, technology, etc); collate results and research statistics on the labour practices surrounding that product (e.g., country of origin, standards, labour laws, wages)
- contribute to a Media Watch (watch a sitcom, news report, etc., and record its purpose, strengths, weaknesses, engagement); may be completed on a weekly basis during class with students working in groups; compare changes over time
- summarize a section of a text (same text for all groups); share responses to compare the summaries

## Resources and Notes

### Authorized

Appendices

- Appendix F2 - Literary Genres
- Appendix F3 - Book Clubs

*Beyond the Page* (iLit)

- Strategies to support GCO 4 are found in the *After and Beyond* sections 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)

### Suggested

Assessment Kit:

- Ontario Comprehensive Assessment Kit - Authorized for Literacy 1204, September 2013

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p><i>13.0 read and view a variety of texts for different purposes [GCO 4]</i></p> <p><i>14.0 use specific strategies to enhance understanding of a text [GCO 4]</i></p> <p><i>15.0 summarize details of a variety of texts [GCO 4]</i></p> <p><i>16.0 analyze how text features are used to create meaning and achieve different purposes [GCO 4]</i></p> <p><i>17.0 understand how texts can influence behaviours and opinions [GCO 4]</i></p>	<p>When analyzing texts, students will need to be guided as they respond to the whole text and decide how specific features, both individually and collectively, communicate meaning. Students need to know that text features are not accidental; every facet of a text should be planned with a purpose in mind. They should know types of features that enhance meaning and purpose.</p> <p>These may include:</p> <ul style="list-style-type: none"> <li>• font type, size, style</li> <li>• graph, diagrams chart, table, map</li> <li>• index, table of contents, appendix, glossary</li> <li>• keywords, guide words, text box</li> <li>• key word search</li> <li>• pull down menu</li> <li>• title, heading, caption, label</li> </ul> <p>Students must be aware of the effect texts can have on behaviours and opinions. Texts have the power to influence behaviour in both positive and negative ways. For example:</p> <ul style="list-style-type: none"> <li>• teenagers and young adults are one of the biggest consumer targets; they must become informed buyers and should be aware of the type of consumer they are</li> <li>• teenagers and young adults can be encouraged to modify behaviour in a positive manner as a result of texts such as anti-bullying campaigns</li> </ul> <p>Students must think critically and use evidence to determine the influence of different texts. They should be aware that they are unconsciously influenced by advertisements, movies, social media, etc. Since social media sites are important in their lives, students must become increasingly aware of their effects and critical of all aspects of their use.</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>• participate in a Literature Circle (see Appendix F4 for more information) or participate in a Book Club (see Appendix F3 for more information). The format for a Literature Circle may also be used to deconstruct a specific social media site.</li> </ul>

*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

- analyze the front page of a newspaper (e.g., font size in headline, full page photos, use of colour) to determine why the layout, graphics, colour, etc., of the front page are different from the rest of the paper
- compare elements of a book to a movie of the same topic (e.g., the novel *Hoops* and the documentary *Hoop Dreams*)
- make a list of main points in a novel or shorter selection and use the notes to create a soundtrack for that text

### Consolidation

Teachers may

- model a 'Paper Bag Text Report' (as explained below)

Students may

- participate in a 'Paper Bag Text Report'; on the outside of a paper bag, design a cover to represent a text; on the inside, place three to five items to represent different aspects of the text; students will share their text with the intention of enticing new readers
- watch the first fifteen minutes of a news broadcast for five days in a row and:
  - record the top five stories for each day, discuss reactions
  - analyze why specific stories have moved in order of importance
  - choose one story to write a personal opinion on
- respond to the question, "If I had a million dollars what would I buy?"; create a text that examines the result of advertising on their purchases (e.g., determine how they found out about a particular product and how they may have been affected by it)
- create a text which outlines what they understand about acceptable social media etiquette (e.g., FAQ sheet, diagram, series of sketches, rant)

### Extension

Students may

- join a community or school group to make positive changes through the use of media and social awareness campaigns or digital citizenship groups

### Resources and Notes

#### Authorized

Appendices

- Appendix F4 - Literature Circles

Teaching and Learning

Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/strat.html>

- Video - Literature Fair

#### Suggested

Texts with a variety of text features include:

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

Comparing Text Forms:

- The novel *Hoops* and the documentary *Hoop Dreams*

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/rv.html>

- Link - Encouraging Independent Reading

*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>
<p><i>Students will be expected to</i></p> <p>18.0 investigate topics for inquiry [GCO 5]</p> <p>19.0 select information from a variety of sources [GCO 5]</p> <p>20.0 analyze how information from a variety of sources relates to a topic [GCO 5]</p> <p>21.0 integrate information to meet the requirements of a learning task [GCO 5]</p>	<p>Students will use inquiry and research in various ways. Students engage in inquiry as they investigate topics, ideas, questions, etc. to construct their own understanding while research may involve the generation of new knowledge or the process of learning something new. They will use inquiry and appropriate research methodologies to establish valid sources which support ideas. 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. Broad questions can lead to more specific questions that provide direction for research.</p> <p>Inquiry and research processes are ongoing and are very much a part of all strands of English language arts. Therefore, inquiry may provide a basis for a more formal research project or it may involve many smaller components throughout the year. Whether large or small scale, the stages of inquiry are similar.</p> <p>Planning for inquiry provides the foundation for a successful project.</p> <p>Students and teachers:</p> <ol style="list-style-type: none"> <li>1. decide on a general topic or problem</li> <li>2. narrow the topic and develop questions</li> <li>3. note key words or ideas related to the research questions</li> <li>4. prepare a list of sources they will use</li> <li>5. record information</li> </ol> <p>Students will search for meaning and understanding as they access appropriate learning resources. They should consider:</p> <ul style="list-style-type: none"> <li>• appendices and bibliographies</li> <li>• multiple sources to ensure accuracy</li> <li>• primary and secondary sources</li> </ul> <p>They should understand that inquiry and research involve collecting and analyzing information by:</p> <ul style="list-style-type: none"> <li>• identifying relevant and valid sources</li> <li>• identifying the potential for bias</li> <li>• interpreting graphs, pictures, etc.</li> <li>• making connections within and among texts</li> <li>• organizing materials</li> <li>• paraphrasing and summarizing</li> <li>• reading and viewing a variety of texts</li> <li>• using notes to generate questions and ideas</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

- model how to check for URLs for validity; provide a list of reliable web sites
- discuss how students have completed their own personal research (e.g., vacations, movie reviews, play system reviews, smart phone purchases)

Students may

- use a magazine article; read aloud and ask questions in small and large groups to determine who the author is, if there is another agenda, if the information is outdated, biased, etc.
- develop a list of questions they may need to consider when planning a vacation and/or planning a large purchase
- brainstorm scenarios from their lives where inquiry was or is valuable (e.g., crime on vacation, buying faulty products, career choices, second hand cars, business opportunities)

#### Connection

Teachers may

- coordinate a research project with a teacher in another course (science, social studies, etc.)
- share a list of websites, magazines, advertisements, news articles, book sources, etc. and discuss with students the value of each in terms of reliability

Students may

- create a flow chart that outlines results of a series of inquiries (e.g., an historical event or the cost of raising a baby)
- develop a list of specifications to compare two smart phones (or magazine sales, movies, etc.)
- research a specific campaign (e.g., 'It Gets Better') to determine which of the modes used for delivery were most effective in getting the message across: print ads, Youtube© videos, social media, television commercials; explain why one is more effective than another
- create a list of products/services they may need to understand at some point in the future (e.g., courses for post secondary, finance and credit services, apartments, car dealerships); discuss the impact that paying attention to news and consumer reports in their present lives will have on them in the future

### Resources and Notes

#### Authorized

*Beyond the Page* (iLit)

- Strategies to support GCO 5 are found in the *After and Beyond* sections following each selection, i.e.:
  - 32, 36, 71, 88, 114, 135, 154, 158, 192, 197, 299
- Selections related to GCO 5:
  - 17, 33, 60, 68, 111, 115, 155, 193, 201

*Living Language* (iSkills)

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

#### 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.culturalconnectionsnl.ca/](http://www.culturalconnectionsnl.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)
- *The Newfie Bullet* - Mont Lingard (provided 2013)

*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>
<p><i>Students will be expected to</i></p> <p><i>18.0 investigate topics for inquiry</i> <i>[GCO 5]</i></p> <p><i>19.0 select information from a variety of sources</i> <i>[GCO 5]</i></p> <p><i>20.0 analyze how information from a variety of sources relates to a topic</i> <i>[GCO 5]</i></p> <p><i>21.0 integrate information to meet the requirements of a learning task</i> <i>[GCO 5]</i></p>	<p>Students should understand that everything they read is not always accurate. Direct instruction is needed to help them understand how to evaluate information.</p> <p>Students will skim and scan for details pertinent to their inquiry. They should know how to summarize and paraphrase information. They should understand that while both involve taking notes, summarizing includes only the most important points while paraphrasing is a more detailed restatement of the text in their own words. As well, students who include material directly from a text must use quotation marks to indicate the source. In all cases, proper citations are necessary.</p> <p>Some may find it more helpful to organize information using graphic organizers, index cards, jot notes, outlines, storyboards, etc.</p> <p>Once students learn to refine their topic, select important information and organize as necessary, they will integrate the information to meet the requirements of their question or task.</p> <p>When integrating this information, they should:</p> <ul style="list-style-type: none"> <li>• present their text in a way that is meaningful for a particular audience</li> <li>• reflect on the effectiveness of their inquiry or research process to determine how they may improve the process in the future</li> <li>• review their information to determine whether they need more facts or further clarification</li> <li>• understand the rules of copyright and plagiarism</li> </ul> <p>Sharing information gathered through inquiry may be daunting for many who consider it a formal process. Products do not always need to be shared. As well, sharing does not suggest a formal presentation style; it may mean sharing in small groups, offering products for wall display, posting to a website, etc.</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>• choose an historical event. They will create a digital poster which represents highlights of the event. A poster template can be used so that all have a similar format. Each poster may require;             <ul style="list-style-type: none"> <li>- a written component outlining historical significance, highlights, influence on society, etc.</li> <li>- a multi-media component including a symbolic background, a map, chart or diagram, photograph, etc.</li> <li>- a reference section</li> </ul> </li> </ul> <p>See Appendix G for a sample template.</p>



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

### Sample Teaching and Assessment Strategies

#### Consolidation

Teachers may

- review the inquiry process by explaining a personal product choice (e.g., how a final decision was made on a vehicle purchase)

Students may

- research consumer tips for Internet safety; in groups, prepare cyber security posters related to various topics (e.g., identity theft, anti-bullying, online fraud); share with peers
- compare product purchases to determine the best option based on their needs (e.g., different brands of mobile devices, clothing brands, telephone/Internet service providers)
- research a vacation destination and create a travel brochure, webpage or Powerpoint©; include cost, amenities, accommodations, cultural attractions, reviews, etc.
- plan a trip to a foreign country; determine preparation needed in order to respect the cultural traditions (e.g., language, dress, food choices, activities); share results
- complete a consumer report on 'How It's Made'; choose one product and outline the steps and processes involved in its creation (e.g., a specific brand of dog food; subheadings include where it's made, ingredients, consumer concerns, cost of making, purchase cost, revenue for company); choose their own format for delivery (e.g., cartoon, storyboard, collage, written paper, Powerpoint©)
- choose one or two apps they use or have used on their mobile device; determine its origins, strengths, weaknesses, dangers, etc.
- use consumer reviews and other information sources to create a spoof advertisement which negates or dispels the claims of the original

#### Extension

Students may

- create a family tree which spans several generations; integrate information from several sources (e.g., multiple interviews, online search, church or town records, etc.) to provide a short description for each family member

### Resources and Notes

#### Authorized

Appendices

- Appendix G - Sample Digital Poster template

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/rv.html>

Resources for research related information

- Link - Analyzing Advertisements
- Link - Introduction to Research

*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>22.0 explain connections between their own experiences, emotions, and texts [GCO 6]</p> <p>23.0 analyze more than one interpretation of a text [GCO 6]</p> <p>24.0 justify their opinions about issues, messages, and situations in texts [GCO 6]</p>	<p>To be engaged, students must be able to connect with text on a personal level as well as make connections to other texts they have read, viewed, or listened to. It is helpful when teachers discuss their own connections to texts.</p> <p>In English 1202, students were expected to make connections to themselves, to the world, and to other texts using demonstrations, examples, comparisons, reflections, and statistics. In English 2202, students will refine these skills and focus on structured responses as well as their use of increasingly complex texts. Students will learn to create structured responses when their lesson is focused and they receive timely feedback.</p> <p>Structured responses may be more effective if students:</p> <ul style="list-style-type: none"> <li>• indicate a specified length of time to think about and write a one or two word response on a card before displaying for the whole class</li> <li>• indicate a specified length of time to think about a prompt before anyone is permitted to speak on it</li> <li>• write a paragraph or essay based on a specific outline</li> </ul> <p>Students unconsciously make connections between their own experiences, emotions, and texts. They must be able to understand and explain how and why the relationships convey meaning. For example:</p> <ul style="list-style-type: none"> <li>• after reading a novel on the topic of basketball, students will be able to explain why the events, a character, the setting, etc., in the text creates some level of emotional reaction and how it relates to their own experiences</li> <li>• students will be able to explain why a specific experience causes a particular emotion in a more in-depth manner than merely stating that it makes them happy or sad</li> </ul> <p>Questions that can be used to facilitate student connections may include:</p> <p>Text to self: What does this remind me of? Has something like this ever happened to me before? How did I feel when I read this?</p> <p>Text to text: Does this text remind me of something else I've read or viewed? Have I ever read anything by the same author? Does the writing style of the text remind me of something else I have read recently?</p> <p>Text to world: What real world issues are being explored in the text? How do aspects of the text relate to the world around me? How are the issues presented in the text relevant to my world? How does this make me a global citizen?</p>

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- model reading and viewing strategies to show connections to self, text and world (see sample questions in column 2)
- use graphic organizers to help students make connections between texts and their own lives; prompts may include:
  - The text says \_\_\_\_\_ and this reminds me of \_\_\_\_\_.
  - This book reminds me of \_\_\_\_\_ because \_\_\_\_\_.
  - This reminds me of the world because \_\_\_\_\_.

Students may

- brainstorm a list of topics which can be kept and explored in more detail
- keep a journal, reading log, or viewing log to record their personal responses or opinions about texts they read and view
- share their opinions on various aspects of texts (e.g., subject matter, title, character motivation, design) through class discussion, blogs, etc.

### Connection

Teachers may

- discuss with students, the importance of being open to differing points of view and willing to re-evaluate their initial views on a topic; highlight examples (e.g., first impressions of a person vs. later impressions)
- initiate a class discussion, by voicing an opposing point of view for the sake of argument (could be an opposing point of view to a dominant class opinion, news article, podcast, etc.)

Students may

- outline or otherwise represent reasons for the connection between two texts
- identify and record different viewpoints on a current issue (the topic of shoplifting as explored from the perspective of the shoplifter, loved ones of shoplifter, the store owner, law enforcement, etc.)
- discuss and write a response to a local community issue by taking into consideration the viewpoints of all participants (e.g., participate in a 'class town hall'; take on the role of various stakeholders in a community and present their points of view; see Appendix H for more information)

## Resources and Notes

### Authorized

Appendices

- Appendix H - Class Town Hall

*Beyond the Page* (iLit)

- Strategies to support GCO 6 are found in the *After* and *Beyond* sections following each selection, i.e.:
  - 54, 59, 119, 135, 149, 190, 205, 226, 247, 282
- Selections related to GCO 6:
  - 4, 37, 46, 50, 97, 124, 131, 150, 191, 218, 272

*Living Language* (iSkills)

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

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/strat.html>

- Video/Photostory - Strategies for Responding 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>22.0 explain connections between their own experiences, emotions, and texts</i> [GCO 6]</p> <p><i>23.0 analyze more than one interpretation of a text</i> [GCO 6]</p> <p><i>24.0 justify their opinions about issues, messages, and situations in texts</i> [GCO 6]</p>	<p>It is expected that students will continue to expand their range of vocabulary as well as identify a range of emotions. It is also expected that the form of response a student chooses will continue to evolve as they become more adept at responding through essay format, multimedia format, etc.</p> <p>Students recognize that there is more than one interpretation of a text. They will analyze their own and others interpretations by linking ideas, considering first impressions, and revisiting earlier interpretations of a text. As they continue to refine these skills they will develop their ability to determine whether one interpretation is more valid, or better suited to a particular purpose, than another. They may also re-evaluate their personal point of view about a text. Once they are able to consider why texts have presented information as they have, students will respond personally with a clearer understanding.</p> <p>Students will need guidance on how to support their responses to texts. They may offer opinions without providing support, however, once they become more comfortable making connections, they will be better equipped to justify their own opinions using evidence from a text or from an outside source. A variety of cooperative learning strategies may be helpful. See Appendix I for more information on cooperative learning strategies.</p> <p>Some students may continue to be reluctant to offer detail and elaboration on connections, therefore, effective and consistent modelling is important. As well, students may have more success justifying a response through speaking, therefore it may be helpful for them to discuss their reasoning before presenting it in another form.</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>• complete an 'Ekphrasis' assignment (a description or commentary on a work of art). They will choose an image, sculpture, tattoo, etc., and write a personal response (e.g., poem, song, monologue) to that piece of art. In its final form, an image and the writing could be connected in some way (e.g., the poem might appear to be written over the image).</li> </ul>

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

### Sample Teaching and Assessment Strategies

- read and discuss song lyrics to extract multiple interpretations of the same text; as a group, reach a consensus on the meaning; present to the class

### Consolidation

Teachers may

- play podcasts from the 'Canada Reads' series in which notable Canadians share their opinions and points of view on a particular novel

Students may

- create a persuasive argument on a selected topic, citing opinions based on personal connections and current text research; present their argument using a form which suits their purpose
- participate in an online community (the teacher can search for educational online social networks such as Depii©, choose a network, and follow the directions to invite students to join this closed community); log on, enter the forum, and answer the question posted by the teacher (all responses are visible to the class); use the forum to discuss, justify, add research, analyze others and their own responses
- choose a movie (individually) that they feel represents a given topic (e.g., heroism); in small groups, discuss and reach a consensus on one movie and recommend a film nomination agreed upon by that group (list on board); representatives from each group make a pitch to the class in support of their selection; students vote and the class watches the most popular; after viewing, write a personal response to explain how they feel the movie best represents the topic and why they feel a connection themselves
- create an emotion timeline by labelling emotions as they occur while reading a text; may also choose or circle from a list of emotions experienced

### Extension

Students may

- create an editorial cartoon (or series of cartoons) that reflects their opinion on a current political issue

### Resources and Notes

#### Authorized

Appendices

- Appendix I - Cooperative Learning Strategies

#### Suggested

Novel Reviews:

- *Canada Reads* series offers opinions and points of view on specific novels

Strategies to help persuade, influence, or empathize with people

- *The Emotional Intelligence Workbook* (2012). J. Dann and D. Dann. McGraw-Hill

#### 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>25.0 examine the effects of stylistic techniques used in various texts [GCO 7]</p> <p>26.0 explain how different texts influence an audience [GCO 7]</p> <p>27.0 interpret social issues and cultural perspectives in a variety of texts [GCO 7]</p> <p>28.0 identify multiple viewpoints within a text [GCO 7]</p> <p>29.0 justify their own critical responses to a range of texts [GCO 7]</p>	<p>Developing the language and skills to respond critically is crucial to student learning. Students need to analyze texts critically, form opinions, and express themselves effectively and appropriately. Teachers should model how to think critically about and respond to texts.</p> <p>Teachers must consider the following:</p> <ul style="list-style-type: none"> <li>• the depth of treatment (of stylistic techniques and critical responses) at this level may vary according to the text studied as well as student readiness</li> <li>• students may sometimes respond more positively to class work when it is assigned in smaller sections and time is limited</li> <li>• learning activities should include active learning opportunities that are well paced and relevant to their own lives</li> <li>• students need regular, descriptive feedback</li> </ul> <p>In English 2202, students will continue to examine:</p> <ul style="list-style-type: none"> <li>• how an author’s style contributes to meaning and purpose</li> <li>• how authors choose to organize and present texts to an audience</li> <li>• how literary devices and media techniques impact a student’s understanding of a text</li> <li>• the impact a text has on those who experience it</li> <li>• why authors choose to create texts using the form they do</li> </ul> <p>Students will need support as they read, view, and analyze different texts. It may be helpful to focus on different stylistic techniques used by authors when they read and view. These stylistic techniques may include:</p> <ul style="list-style-type: none"> <li>• development of tone, mood, and atmosphere</li> <li>• literary, media, and visual devices</li> <li>• medium</li> <li>• text features and text form</li> <li>• the conciseness of the writing</li> <li>• transitional phrases, unity, and coherence</li> <li>• use of dialogue and diction</li> <li>• use of active or passive voice</li> <li>• varied sentence structure</li> </ul> <p>Students will have experience with the use of literary, media, and visual devices. In English 2202, the number and type of literary devices used or studied will often depend on the class and texts studied. See Appendix J for sample literary and media devices.</p>

*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

- discuss how easily people can misunderstand a text (invitation, scam email, advertisements, etc.)
- model deconstruction of a variety of texts with emphasis on audience, form, message, and purpose

Students may

- brainstorm reasons why authors create texts
- brainstorm why text creators use a specific form or medium
- identify the purpose and audience of texts they view
- view a variety of posters (e.g., political, religious, inspirational) to identify their influence on audience based on prior knowledge and experiences; discuss how a concise message is effective
- distinguish fact from opinion in a specific text; discuss in small groups and defend choices

### Connection

Teachers may

- share examples of the effects of different stylistic techniques
- guide students to identify how bias is created in a text (e.g., through words, phrases, pictures)
- discuss the use of media strategies which include: bandwagon, shock appeal, sex appeal, emotional appeal, statistics, etc.
- introduce the concept of an Interactive Notebook that students may use to respond to a text (video of sample activity on PL site)

Students may

- choose alternate titles for various texts and defend their choice
- compare advertisements of similar products with different target audiences (commercials for cars vs. trucks)
- cast a movie based on a novel and defend choice of cast members (cast members can be peers or well known actors)
- view a movie based on a novel or short story; examine the differences between the two and discuss reasons for the director's choices
- choose a topic or activity; respond in a form of their choice to show their understanding of how they are affected intellectually, emotionally, socially, financially, physically, etc., by that topic or activity (e.g., taking care of a pet, spending a lot of time using social media, owning an ATV, having a part time job)

## Resources and Notes

### Authorized

Appendices

- Appendix J - Literary and Media Devices

*Beyond the Page* (iLit)

- Strategies to support GCO 7 are found in the *After and Beyond* sections following each selection, i.e.:
  - 21, 49, 67, 130, 149, 154, 190, 211, 223
- Selections related to GCO 7:
  - 17, 33, 41, 45, 60, 77, 115, 150, 163, 191

*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 Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/strat.html>

- Video/Photostory - Responding Critically 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*

*25.0 examine the effects of stylistic techniques used in various texts  
[GCO 7]*

*26.0 explain how different texts influence an audience  
[GCO 7]*

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

*28.0 identify multiple viewpoints within a text  
[GCO 7]*

*29.0 justify their own critical responses to a range of texts  
[GCO 7]*

## Focus for Learning

Students will explain how different texts influence an audience. How people perceive texts largely depends on prior experiences and knowledge. Students must consider how an audience interprets meaning from a specific text as well as the audience demographic and the text engagement (e.g., a young adult audience may be persuaded to purchase a brand of clothing as a result of testimonials from young adult movie stars). Students may ask:

1. How is the text organized and presented?
2. Who created it? What personal values are evident?
3. How does prior knowledge affect audience's understanding?
4. Is there an underlying meaning?
5. Is this a persuasive text? Why or why not?
6. Who is the intended audience?
7. What is the purpose of various text features?

Determining the influence of a text on an audience will also guide students towards an awareness of different social and cultural issues within that text. These may include: bias, point of view, issues raised, sensationalism, purpose, intended audience, stereotyping, their own reactions, etc.

Identifying multiple viewpoints in a text can mean:

- reading for understanding and identifying viewpoints of different characters (e.g., different characters may have similar points of view; a short story may appear to have a different perspective if written in third person omniscient)
- identifying that a variety of different views on the same topic may all have legitimate arguments (e.g., responses to a topic that are different because of cultural or religious beliefs; movie or book reviews; responses to online news stories; answers to a question of the day on a news website; a non-fiction text with different results from the same experiment)

Students will need guidance as they support their own critical responses. They may make analytical statements without supporting them. It is important to model how to support statements using applicable terminology and specific examples from the text.

## Sample Performance Indicator

Students who achieve this outcome should be able to:

- create a class newspaper which includes articles, advertisements, editorials, cartoons etc. that reflect the setting and atmosphere of a text. For example, using the novel, *Whiteout*, students will create a newspaper based on the time period and events surrounding the novel.



*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

- view alternate endings to a movie; justify their preferred ending (deleted scenes may also be used)
- use a double entry journal; in column one, record important phrases or words from a poem or song; in column two, comment on their significance to the message
- retell a text from an alternate point of view (e.g., the wolf telling the story in *Little Red Riding Hood*)
- participate in a 'Shipwreck' activity; in small groups, scan a newspaper for six items (written or image), they would like to have with them if they were shipwrecked on a deserted island; discuss within their group and then justify their choices to the class

### Consolidation

Teachers may

- provide and discuss examples of texts with multiple viewpoints
- share various texts from opposing sides of a social or political issue and discuss the effectiveness of messages presented (e.g., political posters, advertisements, debates, videos)

Students may

- write an alternate ending (or a paragraph/essay describing what the ending might look like) from a point in the story where a character made an important decision; the alternate ending will focus on the character making a different choice
- explain the use and effect of literary devices in a text studied (e.g., list the similes in a song and describe the images created)
- change the genre of a text (e.g., poem to story, play to graphic novel, a song to a poster); reflect on whether this was the best choice and why
- follow advertisements of the same product from different time periods to compare changes in social norms (e.g., Coca Cola®, cars, cigarettes); create a timeline which represents audience response to advertisements over many years (e.g., audience reaction to ads for vacuum cleaners with only women shown or audience reaction to smoking ads)

### Extension

Students may

- write about or represent a character as a psychologist might (e.g., list character traits as well as reasons why they may have these traits based on their own personal history and experiences)

### Resources and Notes

#### Authorized

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/strat.html>

- Video - Responding to a media text (sarcasm, satire and parody)
- Video - Responding to a text using Twitter®

#### Suggested

Alternate Points of View:

- The movie *Hoodwinked* offers multiple points of view of the story of *Little Red Riding Hood*

#### Cultural Connections

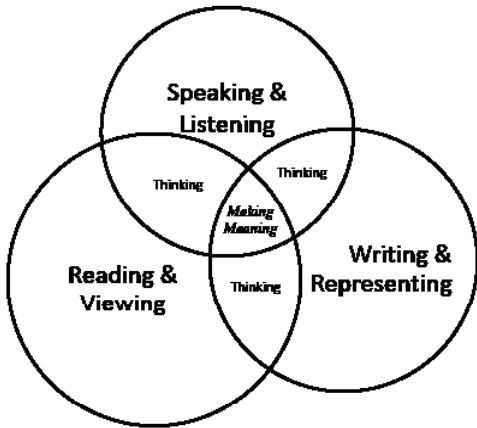
Texts for critical reflection include:

- *Giant's Dream: A healing journey through Nitassinan - Nikashant Antane* (provided 2012)
- *Toll - Barb Hunt* (provided 2013)
- *1949 The Twilight Before the Dawn - Jack Fitzgerald* (provided 2014)



## Section Three: Writing and Representing

### Focus



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.

### Outcomes Framework

**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

- 30.0 apply a variety of strategies when writing and representing
- 31.0 create a variety of texts using a range of stylistic techniques
- 32.0 analyze the perspectives and biases present in texts they create
- 33.0 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.

- produce writing and other forms of representation characterized by increasing complexity of thought, structure and conventions
- demonstrate understanding of the ways in which the construction of texts can create, enhance or control meaning
- make critical choices of form, style and content to address increasingly complex demands of different purposes and audiences
- evaluate the responses of others to their writing and media productions

- 34.0 create a range of texts both independently and collaboratively
- 35.0 use appropriate form, style and content for specific audiences and purposes
- 36.0 analyze how text construction can influence audience response
- 37.0 assess feedback of others when creating or revising texts

**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.

- apply their knowledge of what strategies are effective for them as creators of various writing and media productions
- use the conventions of written language accurately and consistently in final products
- use technology to effectively serve their communication purposes
- demonstrate a commitment to the skilful crafting of a range of writing and other representations
- integrate information from many sources to construct and communicate meaning

- 38.0 use the conventions of written language
- 39.0 create a range of texts that are clear and precise
- 40.0 evaluate the effectiveness of texts they create
- 41.0 refine their use of strategies to engage the audience and communicate meaning

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 1202	English 2202	English 3202
8.1 apply a variety of strategies when writing and representing	30.0 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 analyze how ideas, values and attitudes are revealed through a variety of texts forms	31.0 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 identify language which creates interesting and imaginative effects	32.0 analyze 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 identify their own learning processes and strategies	33.0 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 1202	English 2202	English 3202
9.1 create a range of texts of appropriate complexity for a variety of audiences and purposes	34.0 create a range 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 appropriate form, style, and content for specific audiences and purposes	35.0 use appropriate form, style and content for specific audiences and purposes	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 use a range of strategies to engage the audience	36.0 analyze how text construction can influence audience response	9.3 evaluate the responses of others to their writing and media production
	37.0 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 1202	English 2202	English 3202
10.1 select from a variety of strategies to improve their presentation of ideas	38.0 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	39.0 create a range of texts that are clear and precise	10.2 use the conventions of written language accurately and consistently in final products
10.3 use a range of materials and ideas to communicate meaning	40.0 evaluate the effectiveness of texts they create	10.3 use technology effectively to serve their communication purposes <ul style="list-style-type: none"> <li>- design texts that they find aesthetically pleasing and useful</li> </ul>
10.4 analyze the quality of various samples of work.	41.0 refine their use of strategies to engage the audience and communicate meaning	10.4 demonstrate a commitment to the skilful 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>
<i>Students will be expected to</i>	
30.0 apply a variety of effective strategies when writing and representing [GCO 8]	Students must have multiple opportunities to write and represent for creative and personal reasons (see Appendix K for sample writing forms). While students are familiar with personal response writing, there should be development in the complexity and sophistication of their work.
31.0 create a variety of texts using a range of stylistic techniques [GCO 8]	Teachers should suggest relevant topics and examples as a basis for student writing and representing. Texts may be categorized as expressive, transactional, or poetic (see Appendix L for more information on the modes of writing). Assessment should focus on the processes students use when writing and representing to serve the purposes identified.
32.0 analyze the perspectives and biases present in texts they create [GCO 8]	Students may find it helpful to use graphic organizers, brainstorming and free writing, etc., to help them during the planning stages; over time, they will determine the strategies that work best for them. Many will realize that multiple strategies are necessary to ensure a polished product. Some may include:
33.0 assess their own writing and representing strategies and processes [GCO 8]	<ul style="list-style-type: none"> <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>• organizing information and ideas</li> <li>• staying focused</li> <li>• using prior knowledge to help develop a text</li> <li>• varying their writing or representing style</li> <li>• welcoming peer-editing advice</li> </ul>
	As students create texts to share experiences and feelings, they should experiment with various stylistic techniques. Their choice of stylistic technique (see GCO 7 for more information on stylistic techniques) is influenced by purpose and audience and must be used to complement or enhance a text, rather than because it is a requirement. For many students, identifying stylistic techniques can be difficult and using them in their own work can be very challenging. Those used will be very diverse, depending on individual readiness. For example, while one student may be ready to appropriately use dialogue in a piece of writing, another may not, one may create an image incorporating sophisticated symbols, while another may not fully understand this concept. Students should have many opportunities to become familiar with and use a variety of techniques.



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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- share examples of personal writing such as journals, blogs, tweets, videos, letters, poetry, etc., related to their personal experience, the experiences of previous students (with permission), or the experiences of published authors
- introduce a portfolio or other means of collecting work that the class will be using throughout the year
- review different strategies for effective writing and give choices (e.g., graphic organizers)

Students may

- use a self-interest inventory to determine areas of interest for creating texts; share within a group or with the whole class; compare perspectives using a graphic organizer
- write a journal entry or blog to explain why they are attracted to a particular text
- create and add to a suggestion box of topics for classroom use
- write a journal entry which must have the same number of words in each sentence; discuss their reactions to this piece

#### Connection

Teachers may

- ensure that students have easy access to a variety of graphic organizers

Students may

- represent (e.g., sketch, poster, sculpture) their understanding of and reaction to a movie or video
- revisit a previously created text; add one more component they feel will further explain their point (e.g., a descriptive piece of writing would be further clarified if it was accompanied by a sketch)
- write an opinion piece (e.g., letter to the editor, email) in response to a current news event
- create a graphic resume using a computer program; create a full page graphic which represents them
- write a song (or create a sculpture) about an issue of concern or interest to them (e.g., lack of money, drug awareness, job prospects, health issues)

### Resources and Notes

#### Authorized

Appendices

- Appendix K - Writing Forms
- Appendix L - Modes of Writing

*Beyond the Page* (iLit)

- Strategies to support GCO 8 are found in the *After and Beyond* sections following each selection, i.e.:
  - 8, 16, 49, 55, 124, 149, 167, 176, 190, 236, 334
- Selections related to GCO 8:
  - 4, 37, 146, 150, 159, 163, 168, 177, 209, 325

*Living Language* (iSkills)

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

#### 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/2202/links/wrp.html>

- Link - Responding Critically
- Link - Media Smarts

*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*
- 30.0 apply a variety of effective strategies when writing and representing [GCO 8]*
  - 31.0 create a variety of texts using a range of stylistic techniques [GCO 8]*
  - 32.0 analyze the perspectives and biases present in texts they create [GCO 8]*
  - 33.0 assess their own writing and representing strategies and processes [GCO 8]*

**Focus for Learning**

To develop skills necessary to use stylistic techniques in their own writing and representing, students should be exposed to texts that reflect a variety of topics and issues. They should also be provided with opportunities to write and create a variety of texts using their own slang, colloquialisms, dialects, etc.

Students will identify similarities and differences between their own and others' responses to different topics and texts. They must recognize and show respect for diversity of opinions and understand why there may be varying viewpoints.

A student's perspective may be developed through their thoughts, beliefs, feelings, experiences, and learning. To help them analyze the perspectives in the texts they create, they may ask:

1. What opinions are obvious?
2. Do the opinions support each other?
3. What evidence is included?

To help them analyze bias, students may ask:

1. Are there opinions missing?
2. Is there evidence to support all statements?

See Appendix M for more information on bias.

Throughout the creation of any text, students should use a variety of strategies to improve the quality of their product. These may include:

- checklists
- conferencing
- exemplars
- mentor texts
- peer-editing
- self-reflection

Once texts are created, students may use the above strategies to reflect on and either confirm or modify their perspectives.

**Sample Performance Indicator**

Students who achieve this outcome should be able to:

- create a photo essay based on one aspect of their lives which may require:
  - 12-15 photos
  - captions or a short summary describing each photo
  - that it be based on a day, week, month or year in their lives
  - music be included to represent their photo essay

*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

- write a letter to a musician or artist with a list of questions they would like to ask; as well, provide feedback to the artist
- rewrite in a passive voice, a piece of writing which has been written in an active voice; explain strengths and weaknesses of each

### Consolidation

Teachers may

- model editing and proofreading techniques

Students may

- share student created texts on the same topic; compare with that of another student who has used a different form of response (e.g., one student may respond to an issue in the news by writing a letter in support of a particular opinion while another student may represent a similar opinion by creating a graffiti wall)
- create Twitter© stories; write a story in 140 characters or less (they will begin with a much longer story and focus on developing the ability to be concise)
- write a paragraph or essay for each: narration, exposition, description; use a checklist to determine whether they have met the criteria for each form of writing
- write an opinion piece for or against a relevant social issue; reflect on the tone, mood, atmosphere, etc.

### Extension

Students may

- use selected pieces of work from their portfolio to assess their own growth in writing and representing (create steps or a timeline outlining changes they notice over a few months)

### Resources and Notes

#### Authorized

Appendices

- Appendix M - Determining Bias

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/strat.html>

- Video - Objective/Subjective Writing: Shoe Activity

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/wrp.html>

- Link - Teaching Writing
- Link - Creative Writing Ideas

#### Cultural Connections

Poems and songs which may be helpful as mentor texts 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>34.0 create a range of texts both independently and collaboratively [GCO 9]</p> <p>35.0 use appropriate form, style and content for specific audiences and purposes [GCO 9]</p> <p>36.0 analyze how text construction can influence audience response [GCO 9]</p> <p>37.0 assess feedback of others when creating or revising texts [GCO 9]</p>	<p>As they create a variety of texts both independently and collaboratively for a range of audiences and purposes, students will need guidance to:</p> <ul style="list-style-type: none"> <li>• find a topic, gather information and create an outline</li> <li>• choose appropriate form and content</li> <li>• determine a preferred style</li> <li>• revise based on feedback from peer and teacher conferencing</li> <li>• proofread, edit, and share final product</li> </ul> <p>Students may also need guidance to learn to work collaboratively. They should follow the norms of working with others as they compromise and collaborate (see Appendix N for more information on collaboration).</p> <p>Students must understand and use the conventions of language as well as the conventions associated with any given form (poster, essay, photo essay, podcast, rant, editorial, etc.). They must also know when it is appropriate to use informal versus formal language, as well as when it is appropriate to send a text message or an email as opposed to a formal letter.</p> <p>Teachers should introduce texts that have been created for a variety of purposes and are appropriate for a range of audiences. These purposes may:</p> <ul style="list-style-type: none"> <li>• clarify personal thoughts and feelings</li> <li>• entertain</li> <li>• identify problems</li> <li>• inform or persuade</li> <li>• initiate social change</li> <li>• present information</li> <li>• record information</li> <li>• reflect on a text</li> <li>• respond to text</li> <li>• summarize text</li> </ul> <p>Mentor texts will be very helpful to students as they create their own. They should have many opportunities to discuss how the form, style and content of a text is appropriate for specific audiences and purposes. This will help them feel more confident in their own text creation. Students may find it helpful to ask:</p> <p>Form</p> <ul style="list-style-type: none"> <li>• Is the title appropriate? Is it interesting? Does it give too much information?</li> <li>• Is the structure appropriate for the audience and purpose?</li> <li>• Can an audience easily follow the organization of my text?</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

- share and discuss samples of texts that illustrate different purposes (inform, entertain, persuade, describe, sell, etc.)
- share and discuss samples of texts that are created for different audiences (age, gender, socio-economic status, region, etc.)
- share and discuss media texts targeting various audiences and using different techniques

Students may

- read or view a variety of texts to identify purpose and audience; students may use jot notes, discussion, graphic organizers, etc., to record findings
- brainstorm how a topic may be written about or represented differently based on a selected audience or purpose (e.g., topic of climate change for an adult newspaper audience vs a primary class)

#### Connection

Teachers may

- review with students the processes involved in creating a text

Students may

- experiment with different text forms within another text they create (e.g., illustrations in a journal, text messages within a story); write a reflection to summarize why and how it was effective (or ineffective)
- brainstorm a list of products created in other courses and identify the audience and purpose
- participate in a relay writing/representing activity (e.g., in small groups, everyone chooses a topic that is important to them and writes for 2-3 minutes before passing to the next person to continue the writing; the same activity can be used to create a poster that advertises a product or depicts a character in a novel); once finished, discuss differences they notice in the various styles used; this story building relay may also be used with Twitter©
- use a graffiti wall to respond to a text; a wall or posters will have different topics (e.g., literary devices, characters, text features); circulate throughout the room and write or sketch their response to the prompt (Play-Doh© or blocks could also be used for sculptures)

### Resources and Notes

#### Authorized

Appendices

- Appendix N - Collaboration

*Beyond the Page* (iLit)

- Strategies to support GCO 9 are found in the *After* and *Beyond* sections following each selection, i.e.:
  - 21, 49, 59, 81, 130, 176, 190, 201, 217, 262, 271
- Selections related to GCO 9:
  - 8, 22, 40, 115, 125, 138, 146, 159, 163, 198,

*Living Language* (iSkills)

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

*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><i>34.0 create a range of texts both independently and collaboratively [GCO 9]</i></p> <p><i>35.0 use appropriate form, style and content for specific audiences and purposes [GCO 9]</i></p> <p><i>36.0 analyze how text construction can influence audience response [GCO 9]</i></p> <p><i>37.0 assess feedback of others when creating or revising texts [GCO 9]</i></p>	<p><b>Style</b></p> <ul style="list-style-type: none"> <li>• Am I getting my point across?</li> <li>• Is the tone appropriate for the purpose, audience, and form?</li> <li>• Is my writing concise? Have I stayed away from clichés and redundancies?</li> <li>• Have I used an active voice?</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Have I given enough details? Have I used enough examples?</li> <li>• Are there specific parts that may be confusing?</li> <li>• What is the focus or most important part of my text? Is it obvious?</li> <li>• What do I want the audience to know and feel at the end?</li> </ul> <p>See Appendix O for more information on purpose and audience.</p> <p>In the planning stages, students should be able to determine the most effective and appropriate text form based on their audience and purpose. For example, the response an audience may have to an editorial cartoon would be different than that of a formal letter of complaint even though both may be based on the same topic. When creating a text, this must be considered in the planning stages, even though it is understandable that students may later realize that creating a text in a different form would have been more appropriate. In such cases, students may decide to restart a text or they may use their reflection to guide future projects.</p> <p>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., which help students grow in confidence as authors themselves. Teachers can use mini-lessons or small group instruction to develop skills.</p> <p>Timely and relevant feedback on the skills and strategies that students are using in creating a text is essential. They need to be given time to assess the feedback and decide if it will strengthen their work. They must also accept, reflect on, and decide whether they will incorporate suggestions into the final product, as well as offer a reason why they didn't incorporate a particular piece of feedback.</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>• recreate a story for a younger audience (use age appropriate vocabulary, add pictures, etc.). This may include rewriting a young adult story for a primary school audience, recreating a newscast using a video, recreating and singing a song, etc.</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

- use a student generated text; use a peer-editing strategy of their choice (e.g. Google Docs®, iCloud®, annotations, Post-it® notes, highlighters or markers) to provide feedback

### Consolidation

Teachers may

- co-construct assessment criteria with students (e.g., checklists, rubrics, scoring scales)

Students may

- create a script between two characters from different texts (e.g., a character from a novel speaking to a musician); pay particular attention to script techniques (e.g., format, dialogue)
- create a music video for a poem (could use Moviemaker®, iMovie®, etc)
- write a song about a current event, a novel/play, or a personal experience; receive feedback from a peer or teacher; determine suggestions they will use and explain to a small group why they didn't use all feedback
- create a script for and record a podcast; elicit audience response through a class survey or poll
- design an album (song list) and cover based on their knowledge of character or message

### Extension

Students may

- create an interview between a character from a play and a popular media host

### Resources and Notes

#### Authorized

Appendices

- Appendix O - Purpose and Audience

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/wrp.html>

- Link - Small Group 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>38.0 use the conventions of written language [GCO 10]</p> <p>39.0 create a range of texts that are clear and precise [GCO 10]</p> <p>40.0 evaluate the effectiveness of texts they create [GCO 10]</p> <p>41.0 refine their use of strategies to engage the audience and communicate meaning [GCO 10]</p>	<p>Students should use a wide range of writing conventions; many may need to be reviewed throughout the year. Regular modelling, peer-editing, conferencing, mini lessons, etc. will help to enhance their writing and the presentation of their ideas.</p> <p>While it is important that grammar and spelling not be taught in isolation, a sequence of concepts and an appropriate time to introduce them begins as early as elementary school. These concepts must be revisited, reinforced, and expanded upon. When students enter senior high school, most grammar rules should be familiar and used correctly, needing to be reinforced only through mini-lessons and conferencing throughout the year. At this level, students will use conventions appropriately and for effect. In English 2202, students should understand and appropriately use:</p> <ul style="list-style-type: none"> <li>• capitalization</li> <li>• contractions</li> <li>• homographs/homonyms/homophones</li> <li>• parts of speech (noun, verb, pronoun, adjective, adverb)</li> <li>• plurals/possessives</li> <li>• punctuation (comma, hyphen, ellipsis, apostrophe, colon, semi-colon, dash, parenthesis)</li> <li>• sentence types (imperative, interrogative, declarative, exclamatory, simple, compound, complex)</li> <li>• verb tense</li> </ul> <p>They should also be aware of :</p> <ul style="list-style-type: none"> <li>• commonly misused words</li> <li>• misplaced modifiers</li> <li>• sentences: run-on, fragments</li> <li>• spelling patterns</li> </ul> <p>To be effective, texts must be clear and precise. Students need to be familiar with strategies that allow them to create effective texts. These may include:</p> <ul style="list-style-type: none"> <li>• avoiding meaningless phrases (e.g., “In conclusion...”, “At this time...”)</li> <li>• avoiding unnecessary words and repetition (e.g., rewording rambling sentences, deleting repetitive synonyms such as, “...of course, absolutely, without a doubt...” )</li> <li>• choosing an appropriate form (e.g., a list may provide a more concise summary than a paragraph, a digital poster may be more concise as an advertisement than an interview)</li> <li>• practicing the use of strong language (e.g., description that uses a few vivid words rather than many vague ones)</li> <li>• staying on topic</li> <li>• using stylistic techniques (see GCO 7 for list), and text features (see Appendix P for a list of text features)</li> </ul>



*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

- use an interactive writing approach to model writing techniques (e.g., emphatic devices, transitions, varied sentence lengths); using a writing prompt, begin the writing process on an interactive white-board while thinking out loud; students will share in this by offering suggestions as the teacher is ‘talking’ through the process
- share writing exemplars with a focus on writing conventions
- introduce a portfolio, efolio, or other type of collection (of student created texts) that students will use throughout the year

Students may

- brainstorm a variety of techniques that are effective in enhancing meaning (e.g., appealing title, captions, figurative language, use of visual aids, headlines, organization of ideas)
- experiment with various writing and representing conventions; share the effect that changing conventions may have (e.g., changing the font in a poster, using different punctuation in a sentence)
- choose two or three different audience types; brainstorm types of texts and topics which might engage that audience; explain why specific texts or topics may engage a particular audience
- choose an existing written text (e.g., informational paragraph or movie poster); use a thesaurus or electronic source to substitute words; share new edition with the class
- choose (individual or in pairs) a passage from a current text; rewrite so that the passage is more concise without losing any meaning; read a rewritten passage from another group to determine the main points and whether any important information seems to be missing
- play a timed editing game: read through an assigned text (or series of text forms) to find and correct as many grammatical and spelling errors as possible within a given time frame (e.g., use Twitter®, blog posts, newspapers)

#### Connection

Teachers may

- share movie trailers and discuss how the authors creates suspense, engagement, etc.

### Resources and Notes

#### Authorized

Appendices

- Appendix P - Text Features

*Beyond the Page* (iLit)

- Strategies to support GCO 10 are found in the *After and Beyond* sections following each selection, i.e.:
  - 21, 59, 71, 81, 88, 118, 130, 145, 354, 357
- Selections related to GCO 10:
  - 17, 33, 68, 72, 77, 115, 138, 163, 155, 355

*Living Language* (iSkills)

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

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/2202/links/wrp.html>

- Link - Responding Critically
- Link - Media Smarts
- Link - Project Media 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.*

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p><i>38.0 use the conventions of written language [GCO 10]</i></p> <p><i>39.0 create a range of texts that are clear and precise [GCO 10]</i></p> <p><i>40.0 evaluate the effectiveness of texts they create [GCO 10]</i></p> <p><i>41.0 refine their use of strategies to engage the audience and communicate meaning [GCO 10]</i></p>	<p>In English 1202, students were expected to analyze the quality of their work. In English 2202, they should be able to reflect on and evaluate whether they have achieved their purpose. Audience feedback, response, or reaction are important when deciding whether the purpose has been achieved (e.g., obvious enjoyment by a group that views a piece of art, a rule changed as a result of a letter or request). The intended audience may not always respond in the way the student had hoped; however, their purpose may still have been achieved (e.g., a request to a town council for a skateboard park may be denied; however, the letter may have been effectively written).</p> <p>To determine whether a text achieves its purpose, students may ask:</p> <ul style="list-style-type: none"> <li>• Do I expect audience reaction? If so, how? Did it work?</li> <li>• Have I engaged the audience by using humour, emotional appeal, anecdotes, etc.?</li> <li>• Did I use appropriate language?</li> <li>• Did I use statistics, visuals, etc. to support my point?</li> <li>• Would my text be stronger if I had organized it differently?</li> <li>• Was the main topic obvious? How? Was something missing?</li> </ul> <p>Through reflection, students will develop the ability to judge, and therefore defend, their own choices when creating texts. They will continuously refine their strategies 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 will:</p> <ul style="list-style-type: none"> <li>• develop a stronger voice</li> <li>• develop organizational skills</li> <li>• develop their ability to use a variety of conventions for effect</li> <li>• increase complexity of word choice and sentence structure</li> <li>• increase fluency and coherence</li> <li>• seek feedback during the revision process</li> <li>• self-evaluate and set goals for improvement</li> <li>• use a different form that better suits their purpose and audience</li> <li>• use inquiry to elaborate</li> <li>• vary stylistic techniques within the form they are using</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>• create a combined written and visual representation based on one topic to demonstrate a variety of purposes (to inform, to advertise, to entertain, to advocate, etc.). For example, they may choose the topic of cell phones and create a flow chart outlining the history of cell phones (to inform), as well as a short video to sell a specific brand (to advertise).</li> </ul>

*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**

Students may

- create two texts on the same topic that could be used in different locations (e.g., a fast food ad located in a high school and an ad for the same product in a public health office)
- create one short script using different emphatic devices to show how emphasis on words/phrases, etc. can change meaning or tone. (e.g., Are **you** doing your homework? Are you **doing** your homework? Are you doing **your** homework?)
- create an email or series of text messages about a specific topic; rewrite using a different tone (e.g., write showing dissatisfaction (anger) with a product they received through the mail, then rewrite the same using a more diplomatic tone); compare the two
- assemble a viewbook/scrapbook of memories (childhood to present) or of characters/events/symbols in a novel
- create a photo story/ Prezi©/ PowerPoint©, based on a story (movie, novel or short story) to demonstrate development of one of the following: plot, character, message

### **Consolidation**

Students may

- design (with graphics) a game based on a text they have read or viewed
- create a text that compares a movie version to its novel counterpart (e.g., timeline, paragraph, essay, painting of two scenes)
- create a public service announcement based on a current issue
- create a trailer for a movie or TV show that must include all important information within a specified time frame; share with the class
- choose one completed text; write a journal response that reflects on quality, audience engagement, effectiveness, etc.; as part of this response, make suggestions for improvement

### **Extension**

Students may

- work with an expert/professional/mentor in the revision of a product completed in class (i.e. visiting artist to work with students who completed song product)

### **Resources and Notes**



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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 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.**

Length: dictated by form and grade level	English 1202	English 2202	English 3202
<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 1	Minimum of 1
<b>Inquiry Based</b> can be writing or representing, may also be incorporated into other texts throughout the year	Minimum of 1	Minimum of 1	Minimum of 1
<b>Poetic</b> poetry, prose poems, songs, rap, etc.	Minimum of 1	Minimum of 1	Minimum of 1
<b>Reading and Viewing Activities</b>			
<b>Poetry</b> ballad, elegy, epic, free verse, lyric, narrative, etc.	Minimum of 5	Minimum of 5	Minimum of 5
<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.)	Min. 6 fiction 3 non-fiction	Min. 3 fiction 6 non-fiction	Min. 5 fiction 5 non-fiction
<b>Multimedia</b> film, music, websites, commercials, advertisements, podcasts, etc.	Min. of 5	Min. of 5	Min. of 5
<b>Extended Texts</b> (Independent and/or class study) novel, biography	Min. of 2	Min. of 2	Min. 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.	Min. of 2 informal and/or formal speaking  Min. 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.

Sample	Description	Examples	Teacher Roles
<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</b> (or may be based on an essential question)	This approach involves active inquiry focusing on diverse perspectives, experiences and values.	<ul style="list-style-type: none"> <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>multimedia</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>

Sample	Description	Examples	Teacher Roles
<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: Suggested 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

<b>Building Strategies</b>
<p>Before</p> <ul style="list-style-type: none"> <li>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?</li> <li>What do you predict will be the problem or struggle in the story? Why?</li> <li>What is your purpose in reading this text? What questions do you have before you begin to read?</li> <li>What predictions can you make about this novel? (before and after reading first page)</li> </ul> <p>During</p> <ul style="list-style-type: none"> <li>How does rereading/reading ahead/skimmming/scanning help you understand the text?</li> <li>How do the text features help you to understand what you have read?</li> <li>If you come to words you don't know or understand, what strategies do you use to figure them out?</li> <li>Which part of the story so far has been the most challenging for you to understand? Why?</li> </ul> <p>After</p> <ul style="list-style-type: none"> <li>How different would the story be if it was told from another perspective? In what ways have your predictions been validated, or not?</li> <li>What questions do you still have that you would like to go back and reread to clarify?</li> <li>What types of self-correcting strategies did you use when a passage didn't make sense?</li> <li>What was the author's intent in writing this? What was the bias?</li> </ul>
<b>Exploring Text</b>
<p>After reading/viewing a text:</p> <ul style="list-style-type: none"> <li>Does the author try to persuade you in any way? How?</li> <li>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?</li> <li>What connections can you make to the character's feelings?</li> <li>What details/evidence led you to your understanding of the character's personality?</li> <li>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?</li> <li>What were the key ideas in the information you read/viewed? Why were they important?</li> <li>Which event would you identify as the critical event? How did it trigger subsequent events?</li> </ul>
<b>Making Connections</b>
<ul style="list-style-type: none"> <li>At what point in the story did you wonder about the resolution of the problem?</li> <li>Can you identify the facts? The opinions? Describe how the protagonist/antagonist exhibited _____ (e.g., kindness/cruelty, fairness/unfairness).</li> <li>Describe your favourite genre. What is it that engages you?</li> <li>How does one theme serve to represent two different texts?</li> <li>What characteristics or elements does the author/creator use? How does he or she make them stand out?</li> <li>What events led up to the climax of the story? What was the anti-climax?</li> <li>What patterns did you recognize in the story? Explain. How did this help you to predict events?</li> <li>What themes are addressed in the story?</li> </ul>

## Appendix B3: Writing and Representing

<b>Creating Text</b>
<ul style="list-style-type: none"> <li>• 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?</li> <li>• How will your audience know about your personal interest in the topic?</li> <li>• What information about this form and genre can help you to organize your writing or product?</li> <li>• What part of this text do you feel is particularly strong?</li> <li>• What techniques did you use in your writing or representing to keep your audience's interest?</li> <li>• Where have you attempted to create mood? What word and sentence choices show that?</li> <li>• 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?</li> </ul>
<b>Developing Approaches to Text</b>
<ul style="list-style-type: none"> <li>• Find two ideas/sentences that can be combined. How can you create a more interesting sentence ?</li> <li>• Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings/types?</li> <li>• Highlight the part of your work which best reflects your personal voice.</li> <li>• How and where did peer editing influence the revision of your work?</li> <li>• How can you begin in a way that starts in the middle of the action or begins with dialogue?</li> <li>• How did using criteria help you when editing someone else's work?</li> <li>• How did you organize your work? What sources did you use?</li> <li>• In what ways did you develop your characters (e.g., through dialogue, description, actions)?</li> <li>• Is there a part of your text you would like to revise? What would you focus upon in revision?</li> <li>• Read your writing aloud. What trait is the strongest? Why do you feel this way?</li> <li>• What are your goals for your next piece of writing/representation?</li> <li>• What word(s) or elements contribute the most to expressing emotion?</li> <li>• What would be the best presentation style and format for your published work?</li> </ul>
<b>Developing Ability to Use Features of Language in Writing</b>
<ul style="list-style-type: none"> <li>• Can you point out the clauses in this sentence that could have been arranged differently for dramatic effect?</li> <li>• When you cite the work of other authors, how do you acknowledge that source for your readers? Why must you acknowledge the source?</li> <li>• What sources can you examine for more variety in word choice so some words are not overused?</li> <li>• How can you indicate to the reader that this part of your piece is dialogue, and help them identify which character is speaking?</li> <li>• How many sources have you cited for your work? Where are your references?</li> <li>• How reliable/reputable are the sources? How do you know?</li> <li>• How did using technology help you with your revision and editing?</li> <li>• Read your piece aloud. Is your voice coming through? Explain.</li> </ul>

## Appendix C: Chat Box

Classroom Chat Boxes are sets of questions which help students become more comfortable speaking in informal situations. They also help students build skills necessary to think and answer questions quickly.

<b>Chat Box</b>
<p>Teachers can:</p> <ul style="list-style-type: none"> <li>• prepare a class chat box to model the activity</li> <li>• include a variety of questions and/or topics</li> <li>• ask two or three students to assist with modelling the activity where members of the group take turns choosing a question</li> </ul>
<p>Activity:</p> <p>In groups, students will create their own group chat box. They will write questions to place in their group chat box. Once they have used their own topic for discussion, during the next class, the group will use a chat box created by another group. This activity may be continuous throughout the school year.</p>
<p>Chat Box questions may include:</p> <ul style="list-style-type: none"> <li>• Do you have any pets? Describe them.</li> <li>• Do you know what your name means? If not, what do you think it means?</li> <li>• If you could live anywhere in the world, where would it be?</li> <li>• What type of phone do you have? Why?</li> <li>• What is your dream job? Why?</li> <li>• What is your favourite drink? Why?</li> <li>• Describe your favourite actor?</li> <li>• What is your favourite movie of all time? Why?</li> <li>• Do you play video games? Which ones?</li> <li>• Would you prefer to live in the city or a rural area? Why?</li> <li>• What is your favourite season? Why?</li> <li>• What is the most valuable thing that you own?</li> <li>• What is your favourite and least favourite food? Why?</li> <li>• What did you do this past weekend?</li> <li>• What was the last thing you purchased?</li> <li>• What is your favourite holiday? Why?</li> <li>• What social media sites do you use? Why?</li> <li>• If you could meet anyone in history, who would it be?</li> </ul>

## Appendix D: Oral Language Self-Reflection Checklist

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

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in discussions				
Intonation and pitch are clear				
Eye contact is present				
Volume is appropriate				
Pacing is appropriate				
Body language is effective				
Emphasis is used appropriately				
Content includes necessary details				
Grammar is appropriate				
Repetition is present, when necessary				
Tone is respectful and appropriate for the audience and purpose				
Questions are answered clearly and concisely				
Feedback is welcomed				
Decisions are made around what is necessary to improve for next time				

## 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:

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

### Three-Card Strategy

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

The following steps may be used:

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

### Traditional Debate Structure

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

Once complete, the following steps may be followed:

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

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

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

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

Other strategies which may be used as debate activities:

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

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## Appendix F: Understanding Texts

### Appendix F1: Reader's Theatre

#### **Reader's Theatre**

Reader's Theatre is a dramatic reading from a text, usually without memorization, movement or props. Students usually read aloud from plays and scripts, as well as other types of texts. One student will act as narrator. Emphasis is on the actual reading and oral expression, rather than on acting, props, movement, and costumes. Movement may occur as performers sometimes face the audience when their character is on stage and turn their back to the audience when their character is speaking from off stage. In some cases, a group of students may perform a chorus or other background effects.

#### **Purpose**

Reader's Theatre provides an opportunity for students to interpret a text as they share the reading of it. Students usually read short passages before the reading moves on to another person; therefore they feel less threatened than if they were asked to read a longer passage. It also offers them an opportunity to practice and experiment with their own speaking and listening skills as well as learn from the best practices of others. The whole class can work on one text or small groups can work on group texts.

#### **Texts**

Through Reader's Theatre, students can read an entire text or a short excerpt from a text. This may include a selection that is being studied in class or it may include an adaptation of a script for which a reading already exists. In that case, students may complete the Reader's Theatre and compare the two. Texts do not need to be in the form of a play or script. Most narratives can be adapted and read out loud. Children's books are often good places to start when adapting texts for Reader's Theatre with just two or three assigned readers. For longer texts, several readers will be needed. Longer, descriptive paragraphs may not be suited to dramatic reading and may need more adaptation or be omitted altogether. Students may wish to rehearse their parts before the actual Reader's Theatre takes place.

#### **Assessment**

To assess Reader's Theatre, teachers may consider:

- observing student interest and participation during the process
- co-creating a rubric with students (to be used for peer, self, and/or teacher assessment)
- considering the progress individual students make from one reading to the next

## Appendix F2: 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.



<b>Literary Genres</b>	
<b>Genre</b>	<b>Description</b>
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 F3: 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 questions
- 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?**

Portions of the text may be assigned 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

Brailsford, A. & Coles, J. *Book Talk: The Power of Book Clubs in the Middle Grades*. Markham: Scholastic Canada, 2008. ISBN 9 780779 166817

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

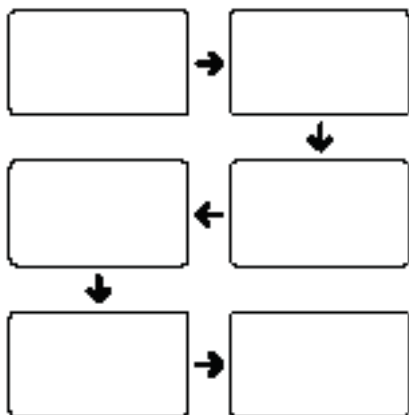
## Appendix F4: Literature Circles

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	dee jay 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 represent 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 G: Digital Poster: Sample Template

Digital Posters may take many different forms. Students may create a simple or more complex digital poster. For visual appeal, a background image related to the topic is suggested with a template containing important information in the foreground. Students may wish to begin with a format similar to one below.



### Flow Chart

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

### Important Ideas

### Details

### Important Ideas

### Details

### Ideas/Details Chart

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

## Appendix H: 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 organized 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 I: Cooperative Learning Strategies

The following brain friendly teaching/learning strategies are drawn from Cooperative Learning structures. These structures provide students with the opportunity to become actively engaged in their learning as well as providing opportunity for group processing of the subject matter.

### Quiz-Quiz-Trade©

- used after several lessons or at the end of a topic or unit for review with students as partners
- questions and answers, are written on index cards or pieces of paper (one set per student)
  - QUIZ: Student #1 quizzes Student #2 then gives positive feedback on a correct answer or encouragement on an incorrect answer
  - QUIZ: Then Student #2 quizzes Student #1.
- TRADE: Students trade their questions and switch partners

### The Cocktail Party

- used to familiarize students with the upcoming content
- the teacher creates a set of question and answer cards
- students pair up to take turns providing their partner with the information contained on the card (i.e., the content on the card provides the “small talk” that takes place in a party setting)
- after each partner has shared their information, they trade cards and partner with someone else

### Think-Pair-Share

- used before or after a topic is introduced
- a question is posed to students and given time to think about an answer
- students discuss their responses or ideas with a partner
- they can be asked to share with the whole class

### Two-minute Review

- used to help students process new information
- the teacher stops at any time during a lecture or discussion to allow teams or pairs three minutes to review what has been said with their group

### Numbered Heads

- in teams of four, each member is given a number of 1 through 4 and the team is given a question
- the team works together to answer the question
- the teacher calls out a number (e.g., “number three”) and each student with #3 is required to give the answer.

### Inside-Outside Circle

- students are divided into two groups
- one group (minimum 3 students) forms an inside circle and the second group forms a circle around them (the outside circle)
- the teacher poses a question, which the students discuss
- one person on the inside of the circle and one on the outside circle pair up and discuss their answer
- then (at the teacher’s direction), the outside circle rotates one position to the left or right to meet a new partner and begin the discussion again

## K-W-L Chart

- can be used as a whole class activity or individually
- use a chart similar to the one below

K	W	L
WHAT I ALREADY KNOW ABOUT THE TOPIC	WHAT I WANT TO KNOW (OR WONDER ABOUT) THE TOPIC	WHAT I LEARNED ABOUT THE TOPIC
Ask students what they already know about the topic and list it in this column.	Record questions they have on the topic in this column.	After discussion or after the lesson, record what students have learned in this column.

## Jigsaw

- the teacher divides a project, piece of reading, or other activity, into 3 to 5 parts
- students are placed in a **Home Group** of 3 to 5
- each student in each home group is assigned a number: 1, 2, 3, 4, or 5
- students with the same number are reorganized into **Expert Groups** to all read and make notes on the same specific section
- students then return to their Home Group as an expert to report on and teach their specific section

## Three-Step Interview

- the teacher presents a topic and poses questions
- one student interviews another and paraphrases the key points that arise
- after the first interview has been completed, the students' roles are switched
- each pair of students may team up with another to discuss ideas and to share interesting points
- the pairs may also share with the class and/or write a summary report of the interview results

## Round-table

- 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 Round-table 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 J: 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>• webpage</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 K: 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 L: 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.

Mode	Description	Sample Formats
<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>
<b>Sample print, non-print and digital text formats</b>		
	<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 M: 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.

<b>Text:</b>	<b>Yes</b>	<b>Unsure</b>	<b>No</b>
<b>Illustrations</b> <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>			
<b>Lifestyle</b> <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>			
<b>Language</b> <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>			
<b>Author(s) or Text Creator(s)</b> <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>			
<b>Relationships</b> <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>			
<b>Information</b> <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.			
<b>Notes</b>			

## Appendix N: Collaboration

A discussion elicits reasons and explanations in order to connect peoples' ideas. The purpose of a good discussion is not for everyone to agree, but rather to feel a sense of forward movement in thinking and a sense of achievement.

Good discussions can be facilitated by:

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

During a discussion facilitators can:

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

The following table provides sample indicators for collaboration in small groups:

<b>Collaboration: What does it look like?</b>
<p>Promoting a Spirit of Inquiry</p> <ul style="list-style-type: none"> <li>• When members promote a spirit of inquiry they ...               <ul style="list-style-type: none"> <li>- Advocate for their own ideas and provide rationale for their thinking</li> <li>- Thoughtfully enquire into ideas of others</li> <li>- Provide equitable opportunities for everyone to participate</li> <li>- Disagree respectfully and openly with ideas</li> </ul> </li> </ul>
<p>Pausing</p> <ul style="list-style-type: none"> <li>• When members pause they ...               <ul style="list-style-type: none"> <li>- Listen attentively to others' ideas</li> <li>- Allow time for silence after asking a question or making a response</li> <li>- Reword in their own minds what others are saying to further understand what is being said</li> <li>- Wait until others have finished before entering the conversation</li> </ul> </li> </ul>
<p>Paraphrasing</p> <ul style="list-style-type: none"> <li>• When members paraphrase they ...               <ul style="list-style-type: none"> <li>- Acknowledge others' comments</li> <li>- Are able to clarify others' comments</li> <li>- Are able to summarize and organize others' comments</li> <li>- Can shift a conversation to different levels of abstraction</li> <li>- May use non-verbal communication (smile, open palms to gesture, fist-pumps, etc.)</li> </ul> </li> </ul>
<p>Probing</p> <ul style="list-style-type: none"> <li>• When members probe they ...               <ul style="list-style-type: none"> <li>- Seek agreement on what words mean</li> <li>- Ask questions to clarify ideas</li> <li>- Ask questions to discuss implications and consequences of ideas</li> </ul> </li> </ul>

<b>Collaboration: What does it look like?</b>
<p>Putting Ideas on the Table</p> <ul style="list-style-type: none"><li>• When members put ideas on the table they ...<ul style="list-style-type: none"><li>- Propose all relevant information</li><li>- Think about the relevance of their ideas before speaking</li><li>- Provide facts, inferences, ideas, opinions, suggestions to the group</li><li>- Explain the reasons behind statements, questions, and actions</li><li>- May remove or modify their own ideas, opinions, points of view as discussion unfolds</li></ul></li></ul>
<p>Paying Attention to Self and Others</p> <ul style="list-style-type: none"><li>• When members pay attention to self and others they ...<ul style="list-style-type: none"><li>- Are aware of their own thoughts and feelings while having them</li><li>- Are aware of others' tone of voice patterns and non-verbal communications (facial expressions, body language, sighs, position, etc.)</li><li>- Are aware of the group's mood overall</li></ul></li></ul>
<p>Presuming Positive Intentions</p> <ul style="list-style-type: none"><li>• When members presume positive intentions they ...<ul style="list-style-type: none"><li>- Believe that others mean well</li><li>- Restrain impulsive responses triggered by their own emotions</li><li>- Use positive assumptions when responding to and enquiring of others' ideas</li></ul></li></ul>

## Appendix O: Purpose and Audience

Audiences and Purposes when Creating Texts	
Audiences	Purposes
<ul style="list-style-type: none"> <li>• Oneself</li> <li>• Friend</li> <li>• Family</li> <li>• Character</li> <li>• Media</li> <li>• Celebrity</li> <li>• Author</li> <li>• Authority figure</li> <li>• Judge</li> <li>• General public</li> <li>• Advice columnist</li> <li>• Community group</li> <li>• School community</li> <li>• Talk show host</li> <li>• Social media friends</li> <li>• Social media (general)</li> <li>• Hostile audience</li> </ul>	<ul style="list-style-type: none"> <li>• Advertise</li> <li>• Analyze</li> <li>• Announce</li> <li>• Argue/Defend</li> <li>• Challenge</li> <li>• Comment</li> <li>• Compare/contrast</li> <li>• Congratulate</li> <li>• Describe</li> <li>• Discuss</li> <li>• Entertain</li> <li>• Explain</li> <li>• Inform</li> <li>• Invite</li> <li>• Instruct</li> <li>• Narrate</li> <li>• Negotiate</li> <li>• Persuade</li> <li>• Request</li> </ul>

# Appendix P: Text Features

## Informational Text Features

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

<b>Print Features</b> <i>Guide readers through the organizational structure</i>		<b>Organizational Aids</b> <i>Help readers find key information</i>		<b>Graphic Aids</b> <i>Represent information in a distinct way</i>	
<b>Feature</b>	<b>Helps the Reader...</b>	<b>Feature</b>	<b>Helps the Reader...</b>	<b>Feature</b>	<b>Helps the Reader...</b>
Table of Contents	Identify key topics in the book and the order they are presented in	Bold Print	By signaling the word is important and/or found in the glossary	Diagrams	Understand a more detailed or simplified view of information.
Index	See everything in the text listed alphabetically, with page numbers	Colored Print	Understand the word is important	Flow Diagram	Understand a complex sequence of movements or actions
Glossary	Define words contained in the text	Italics	Understand the word is important	Sketches	Visualize an important concept
Preface	Set a purpose for reading, get an overview of the content	Bullets	Emphasize key points/concepts	Comparisons	Understand the size of one thing by comparing it to the size of something familiar
Pronunciation Guide	Say the words	Titles	Locate different categories in the text	Graphs	Understand relativity between elements
Appendix	By offering additional information	Headings	Identify topics throughout the book as they skim and scan	Figures	Combine text information with graphical aids
		Subheadings	Navigate through sections of text	Maps	Understand where things are in the world
		Captions	Understand a picture or photograph	Charts/Tables	Summarize/Compare information
		Labels	Identify a picture or photograph and/or its parts	Cross-Sections	Understand something by looking at it from the inside
		Sidebars	Gather additional or explanatory information.	Overlays	Understand additional information
				Time-lines	Understand the sequence of time
<b>Illustrations</b> <i>Extend the meaning of the text</i>					
<b>Feature</b>	<b>Helps the Reader...</b>				
Photos	Understand exactly what something looks like				
Drawings	Understand what something could or might have looked like				
Magnification	See details in something small				

Revised 2012

Document created by Laurie Larsen



## Appendix Q: Resources

### English 2202

Component	Student	Teacher
<i>Beyond the Page</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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