English Language Arts

Writing 2203

Government of Newfoundland and Labrador
Department of Education

A Curriculum Guide

2014

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.

Table of Contents

Acknowledgements

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 *(common to all subject areas)*

General Curriculum Outcomes *(unique to each subject area)*

Key Stage Learning Outcomes *(met by end of grades 3,6,9 and 12)*

Specific Curriculum Outcomes *(met within each grade level and subject area)*
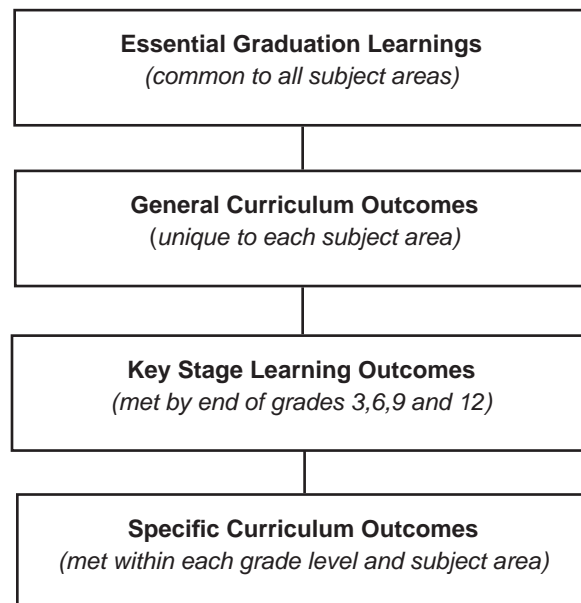
Essential Graduation Learnings

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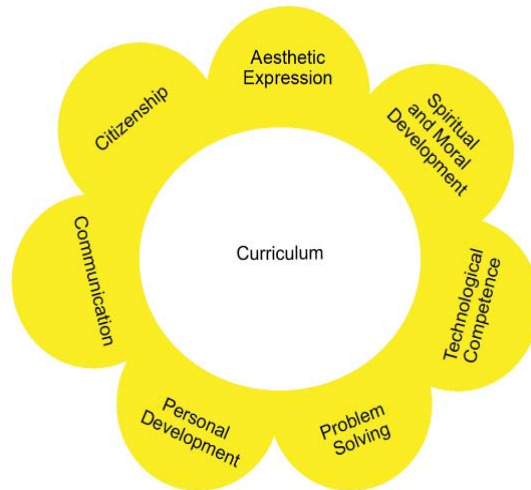
Aesthetic Expression - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

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
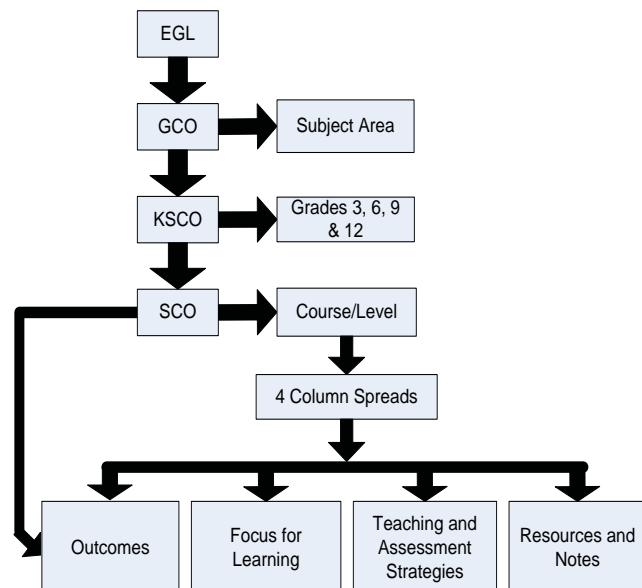
Context for Teaching and Learning

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.

attend to learning preferences

recognize students' diverse learning styles

promote varied and flexible assessment

Inclusive Classrooms

utilize multiple resources

provide varied avenues and entry points to learning
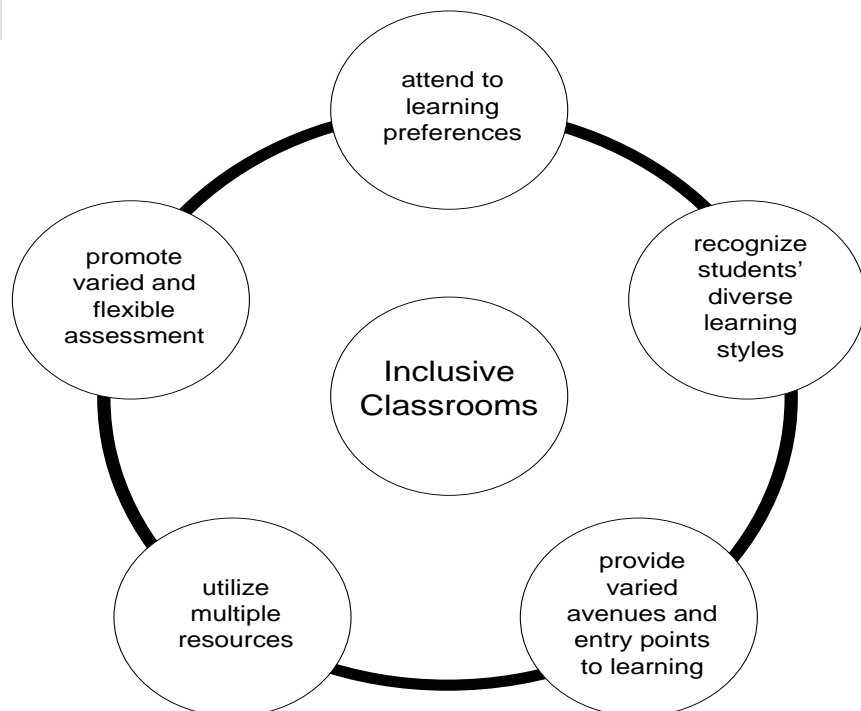
Differentiated Instruction

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

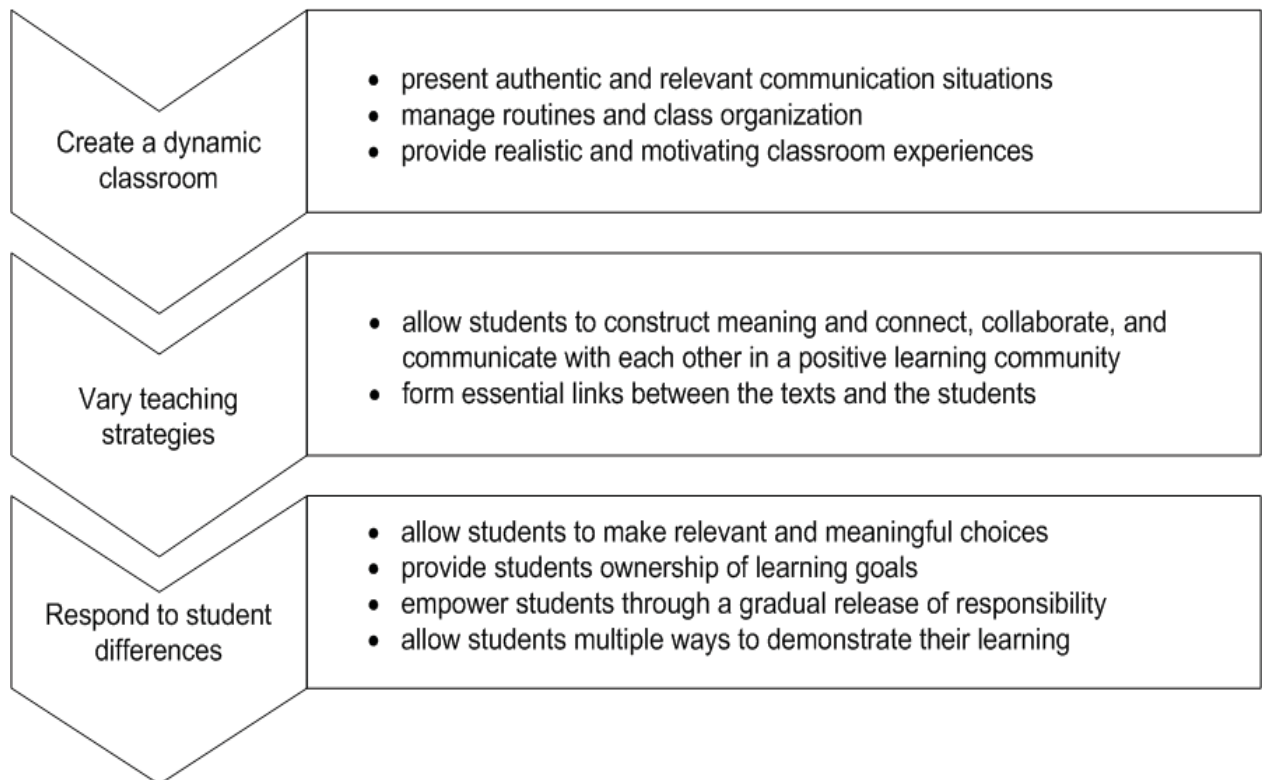Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

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...

Create a dynamic classroom
- present authentic and relevant communication situations
- manage routines and class organization
- provide realistic and motivating classroom experiences

Vary teaching strategies
- allow students to construct meaning and connect, collaborate, and communicate with each other in a positive learning community
- form essential links between the texts and the students

Respond to student differences
- allow students to make relevant and meaningful choices
- provide students ownership of learning goals
- empower students through a gradual release of responsibility
- allow students multiple ways to demonstrate their learning

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

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/

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

Modelled
"I do ... you watch"

Shared
"I do ... you help"

MODEL
(Modelled)

MENTOR
(Shared and Guided)

Gradual Release of Responsibility

Guided
"You do ... I help"

MONITOR
(Independent)

Independent
"You do ... I watch"
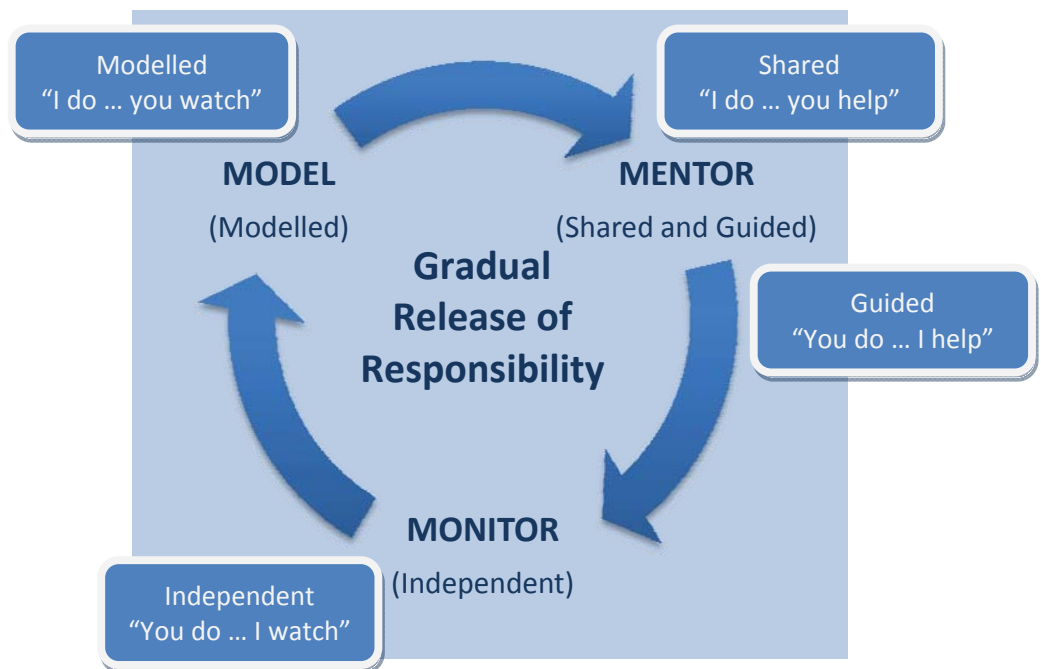
Literacy

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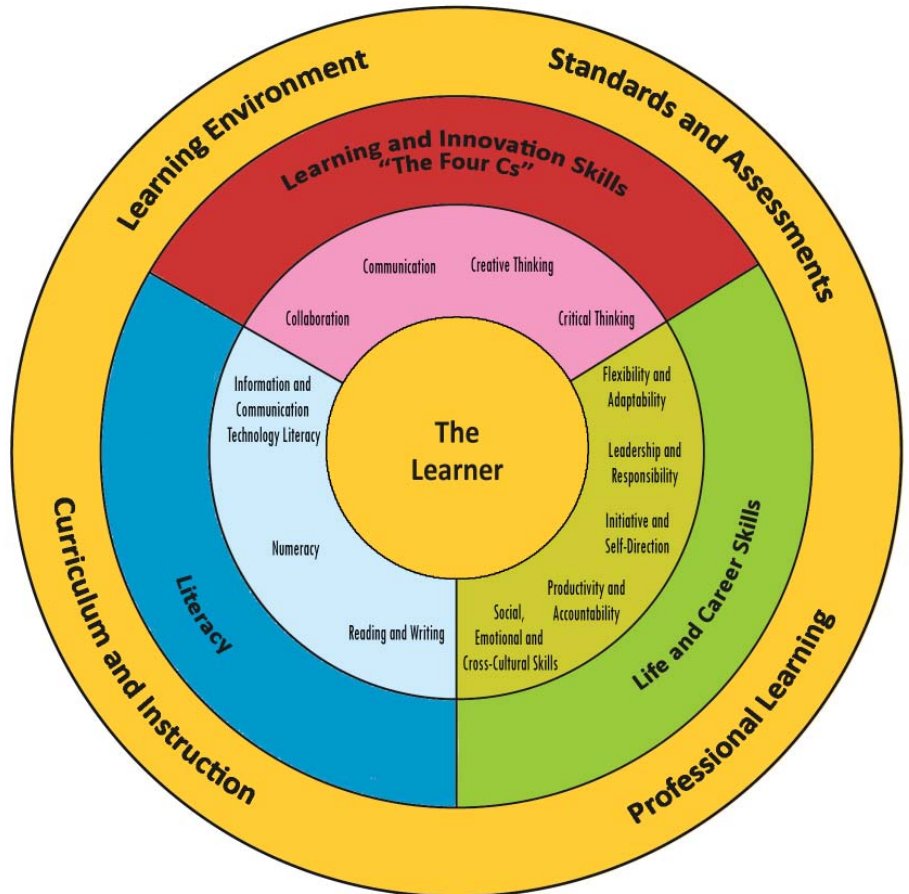
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support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

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

Based on Bob Doppelt, T*he Power of Sustainable Thinking*;
Peter Senge et al., *The Necessary Revolution*
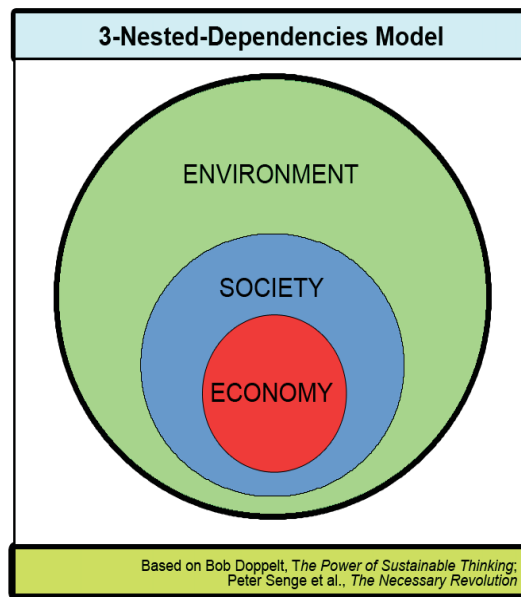
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes 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
- Audio/video clips
- Case Studies
- Checklists
- Conferences
- Debates
- Demonstrations
- Documentation using photographs

- Exemplars
- Graphic Organizers
- Journals
- Literacy Profiles
- Observations
- Podcasts
- Portfolio
- Presentations

- Projects
- Questioning
- Quizzes
- Role Play
- Rubrics
- Self Assessments
- Tests
- 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

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 and is 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

Writing 2203

Writing 2203 offers students an opportunity to create texts as a means of personal expression as well as a method of communication. Students will learn to adapt their writing for a specific purpose and audience. This course emphasizes the characteristics of effective writing as well as the processes of writing in a variety of text forms. Students will develop ideas and express them effectively, clearly and precisely with emphasis on the modes of writing. They will practice specific skills inherent in inquiry and research processes and create texts which extend their learning. The emphasis throughout this course is on the development of students' writing skills through extended practice, analysis, feedback, and revision.

Curriculum Outcomes

General Curriculum Outcomes identify what students are expected to know and be able to do upon completion of study in Writing 2203. These contribute to the attainment of the essential graduation learnings.

Writing 2203 is defined by three general curriculum outcomes which identify interrelated processes and skills and can be developed most effectively as interdependent processes.

GCO	
1	Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly, and precisely, for a variety of audiences and purposes.
2	Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.
3	Students will be expected to create a variety of media texts.

Suggested Yearly Plan

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

Two variations of suggested yearly plans are included. The first is organized according to text types while the second offers a suggestion for planning based on modes of writing. Plans do not require that the suggested order be followed. Rather, the sequence of activities and tasks within each should be customized to meet the needs and interests of students within the course.

Created texts may not all be formally assessed. In some cases, a class discussion or student reflection may be an appropriate form of assessment.

Suggested Yearly Plan – **The following tables are suggestions only.** The form and number of texts created by students will depend on the strengths, needs, and interests of the class.

Suggested Yearly Plan – Text Types							
Sept.-Oct.	Oct.- Nov.	Dec.	Jan.- Feb.	Feb.- Mar.	Mar.- Apr.	Apr. - May.	May - June
Personal Comm-unication	Essays	Poetry	Media	Inquiry/ Research	Drama	Narrative	Journalism/ Media
e.g., email text letter poem video diary	e.g., descriptive humorous letter to editor argumentative persuasive expository	e.g., rap song rant poetry	e.g., advertising propaganda bias poster press release	e.g., follow research process for small or large project	e.g., monologue dialogue script radio play one-act play	e.g., short story video documentary graphic novel comic strip photo essay	e.g., news article editorial cartoon editorial ad
2-3 texts created	2-3 texts created	1-2 texts created	2-3 texts created	1-3 texts created (depends on size of project)	1-2 texts created	2-3 texts created	2-3 texts created
Growth Portfolio/ Work Collection – ongoing							

Suggested Yearly Plan – Modes of Writing		
(time frames suggest total time for the year and may be separated to be completed at different stages throughout the year)		
8-12 weeks	8-12 weeks	8-12 weeks
Transactional Component 4-6 texts created	Poetic Component 4-6 texts created	Expressive Component 4-6 texts created
e.g., Media deconstruction Features of media texts Business Writing: business letter/ email report, survey, PSA Essay Writing: writing process, outlining, thesis statement, expository and persuasive essay Other: news article, obituary, eulogy, brochure, biography	e.g., Understanding and writing features of poetry Creating various types of poems Creating a song, rap, rant, etc. Creating a parody	e.g., Descriptive and narrative writing Short story Script Autobiography Blog and other forms of social media
Growth Portfolio/ Work Collection – ongoing Inquiry and Research – integrated and ongoing Media Creation – integrated and ongoing		

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.
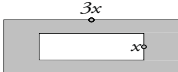
This may include:

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

Sample Performance Indicator(s)

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

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

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

SPECIFIC CURRICULUM OUTCOMES

Outcomes	Focus for Learning
Students will be expected to	
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]	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.
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	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.
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	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.

Sample Performance Indicator

- 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 $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$.

$3x$

x

  (i) Ask students to write an expression for the missing dimensions of each rectangle.

  (ii) Ask students to determine the area of the walkway.

SPECIFIC CURRICULUM OUTCOMES

Sample Teaching and Assessment Strategies

Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:

Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.

For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.

Activation

Students may

- model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions.

Teachers may

- ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may

- model division of polynomials and determine the quotient

    (i) $(6x^2 + 12x - 3) \div 3$

    (ii) $(4x^2 - 12x) \div 4x$

Consolidation

Students may

- draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible

Teachers may

- discuss why there are so many different possible dimensions.

Extension

Students may

- determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.

Resources and Notes

Authorized

Math Makes Sense 9

Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant

Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial

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

SB: pp. 241-248, 249-257

PB: pp. 206-213, 214-219

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 and column 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.

Curriculum Outcome Overview

At the beginning of each GCO is an explanation of the focus for the GCO and a flow chart identifying the relevant GCOs and SCOs.

It is important to note that:

- all three GCOs involve writing and can therefore be easily integrated for teaching purposes
- SCOs may not all have equal value or require equal time (e.g., conventions [2.0] vs creating texts [1.0])
- before creating a text, students should have opportunities to analyze similar text forms in order to understand important characteristics
- SCOs that do not ask specifically for the creation of texts are still integral to the creation process (e.g., SCO 9.0, page 58)

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly, and precisely, for a variety of audiences and purposes.

SCOs:

1.0 create a variety of text forms to communicate meaning
2.0 use appropriate conventions for specific audiences and purposes
3.0 create texts that demonstrate an understanding of genre
4.0 use appropriate form, style, language, and content for a specific audience and purpose
5.0 evaluate their own and peer products
6.0 demonstrate an understanding of the processes of writing
7.0 create texts that demonstrate the attributes of the modes of writing

GCO 2: Students will use inquiry to integrate information using a variety of strategies, resources, and technologies, to create texts.

SCOs:

8.0 generate ideas based on information gathered through inquiry
9.0 analyze information and ideas gathered through inquiry
10.0 create texts based on inquiry
11.0 apply correct format for citations
12.0 use a variety of strategies to revise texts

GCO 3: Students will be expected to create a variety of media texts.

SCOs:

13.0 demonstrate an understanding of the implications of communicating through social media
14.0 create texts that use media strategies to persuade an audience
15.0 create a variety of media texts for a range of purposes and audiences

Section Three

Overview

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly, and precisely, for a variety of audiences and purposes.

GCO 1 is designed to encourage students to construct meaning through the creation of a variety of text forms. The focus is on writing, either as the primary form (e.g., essays), or as a component of another form (e.g., written portion of a graphic text or poster). The focus is on understanding the processes involved in writing as well as developing creative ideas and expressing them through a variety of forms and genres. Students will have opportunities to create texts independently, as well as in groups, for a range of audiences and purposes. Having regular opportunities to read will help students develop an understanding of the importance of effective and clear communication as they experiment with language.

SCOs within GCO 1 are very closely related to one another and are intended to be integrated rather than approached in a linear or isolated fashion. For example, if a student writes a descriptive essay (SCO 1.0), SCOs 2.0, 3.0, 4.0, 5.0, 6.0, and 7.0 will also be included. As well, sample teaching and assessment activities in SCO 1.0 may meet the requirements of SCO 7.0.

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly, and precisely, for a variety of audiences and purposes.

1.0 create a variety of text forms to communicate meaning
2.0 use appropriate conventions for specific audiences and purposes
3.0 create texts that demonstrate an understanding of genre
4.0 use appropriate form, style, language, and content for a specific audience and purpose
5.0 evaluate their own and peer products
6.0 demonstrate an understanding of the processes of writing
7.0 create texts that demonstrate the modes of writing
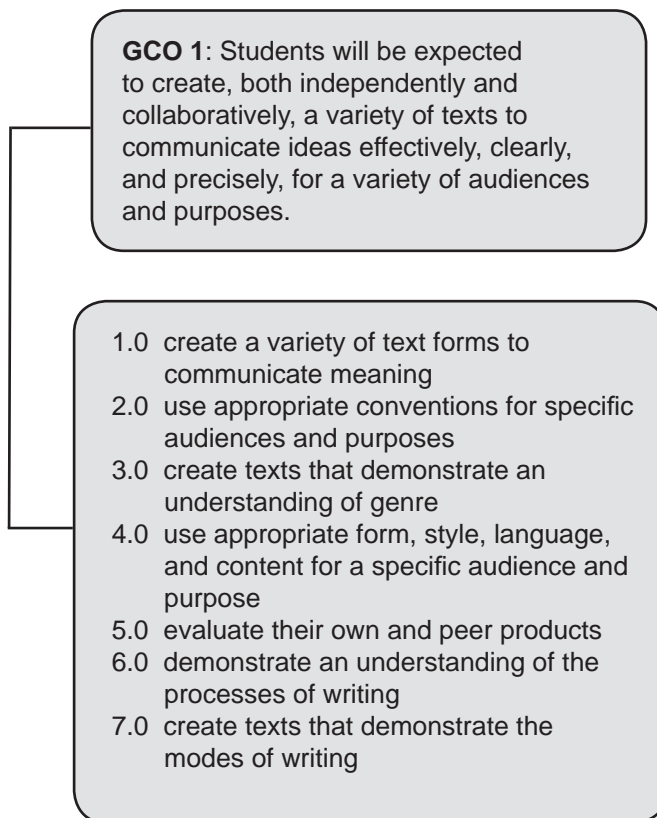
GCO 1: *Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.*

Outcomes	Focus for Learning
Students will be expected to 1.0 create a variety of text forms to communicate meaning [GCO 1]	SCO 1.0 will be integrated with and complement all other SCOs in GCO 1. The focus of SCO 1.0 is to ensure that students have opportunities to create a variety of text forms. These will include those that demonstrate an understanding of genre (SCO 3.0), an understanding of the processes involved in writing (SCO 6.0), and the attributes of the modes of writing (SCO 7.0). Students should also have regular opportunities to engage in free-writes. The term 'text' describes any language event, including paper/print, digital (audio, video, multimedia) and live (students, guest speakers, teachers). A conversation, a novel, an advertisement, a music video, and a multimedia production are all considered texts. Students will communicate meaning in a variety of ways. They must be exposed to and explore various live, digital, and print text forms. Access to a combination of texts which encourage reading, listening, and viewing will allow students to explore the world around them. Collaboration will help them develop ideas for writing and creating. Students will benefit from teacher modelling and mentor texts. They will grow as writers and creators of text when they study the styles of others. As facilitator, the teacher plans instruction, guides access to resources, establishes a stimulating learning environment, and guides writing conferences. See Appendix A for more information on conferencing. Because there are a range of academic abilities, teachers should: • introduce topics that have explicit relevance to students • provide multiple options for face-to-face and online collaboration (e.g., Google Drive©, Storify©, Schoology©, Wikispaces©) • provide opportunities for reflection through self-assessment • use differentiated instruction to meet the needs of all learners Teachers should consider how some or all of the following may be helpful as they prepare for their Writing 2203 classroom: • allow choice of topics as well as forms of writing • allow students time to read, view, and listen to a variety of texts • allow students to listen to music when creating texts • encourage students to share interests • make use of physical space to display student created texts • plan writing workshops with students (e.g., by community writers) • provide access to a class set of dictionaries/thesauri • provide access to alternate learning environments such as the Learning Resource Centre, outside spaces, public libraries, etc. • provide access to technology resources

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• provide examples of various texts (books, blogs, paintings, online polls, etc.) and with students, create a comparison chart to list similarities and differences in text features
• lead a class discussion on a current issue; provide examples of different texts created in response to the same issue/topic
 	
Students may
• read, view, and listen to several texts; note special features of interest to them in a log (e.g., text features, writing style, word choice, visual features)
• contribute to a journal about issues in their lives (e.g., anxiety, privacy, rapport with teachers, etc.)
• begin a portfolio to collect and organize texts they create; may vary depending on student preferences (binder, efolio, etc.)
• begin a scrapbook that reflects their own memories (include favourite quotes, poems, sketches, songs, etc.) to be used as inspiration throughout the year
 	
Connection
 	
Teachers may
• mentor and model writing and the creating of a variety of texts for students (e.g., journals, polls, essays)
• conference with students during their writing to provide positive, timely, descriptive, feedback and encouragement (see Appendix A for more information on conferencing)
 	
Students may
• write a factual account of a video (may be an action sequence or crime from a movie), as if they are providing the facts to the police; collaborate with 3-4 other student accounts to produce one combined report, then provide a synopsis to the class (discuss why differences in the final product may occur)
• use Twitter© to write a story or to find an interesting article they can respond to and retweet (video of sample activity on Professional Learning [PL] website)
• create a list of questions on a specific topic; poll other students
• respond to a variety of writing prompts (see Appendix B for a list of suggested writing prompts)
• create a series of tweets from the perspective of a tourist who is visiting NL for the first time
	Authorized
	
	Appendices
	• Appendix A: Conferencing
	• Appendix B: Writing Prompts
	
	Expressions (iLit)
	• Strategies to support SCO 1.0 are found in sections which begin on pages:
	  - 4, 12, 18, 26, 32, 62, 104, 126, 142, 152, 160
	
	PL Site: Teaching and Learning Strategies: https://www.k12pl. nl.ca/curr/10-12/ela/2203/strat. html
	• Video/Photostory – Ideas for Creating Texts
	• Video – Responding to a Text Using Twitter©
	
	Supplementary
	
	Write Like This – Kelly Gallagher
	• Support for SCO 1.0 can be found on pages:
	  - 1-6, 115-134, 223-237
	
	Project Media – Sylvia Webb, Jessica Pegis
	• Support for SCO 1.0 can be found on pages:
	  - 16-21, 34-39
	
	Suggested
	
	Resource Links: https://www. k12pl.nl.ca/curr/10-12/ela/2203/ links.html
	• Link –Teaching Writing
	• Link – Writing and Representing Competitions
	• Video – Small Group Writing
	• Link – Apps for Creating Writing Projects

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes

Students will be expected to

1.0 *create a variety of text forms to communicate meaning*
[GCO 1]

Focus for Learning

Students must have opportunities to apply their writing skills to a range of different text forms. Many text forms use the written word as a primary means of communication. Some of these include:

- autobiography
- critique
- dialogue
- editorial
- essay
- instruction
- letter
- list
- memo
- poetic forms
- prose
- questionnaire
- script
- summary

Students should be aware that many text forms are further subdivided into specific types. For example, letters may include personal, business, cover letter, etc.; poetic forms may include ballad, lyric, ode, etc. Essays may include:

- analytical – analyzes strengths and weaknesses; compares texts
- descriptive – uses sensory details, appeals to emotion
- expository – explains, analyzes, gives directions
- narrative – tells a story
- persuasive – form of expository, convinces a reader to take action or change a point of view, uses facts rather than emotions

Although many texts do not use the written word as a primary means of communication, they do include some form of writing. Some of these are:

- cartoon
- collage
- costume
- board game
- map
- mobile
- model
- movie trailer
- photo essay
- picture books
- podcast
- scrapbook
- sculpture
- slide-show
- storyboard
- timeline
- video/video report

Expectations for students must be clear prior to beginning any type of task. Rubrics, co-created by students and the teacher, offer one form of assessment. Students who have a voice in the creation of rubrics will feel more ownership of the assessment process.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- create a 3D representation based on a topic studied in any course. For example, a student can create a model solar system, or make a sculpture of a character from a novel study. Write an expository essay explaining what the representation is and why it was chosen.

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • with students, co-create rubrics or scoring scales • co-create with students, a list of common proofreading symbols that can be used to assist in the editing process Students may • write, for a fictional character or an important historical figure (or an inanimate object), an obituary or eulogy • plan a school assembly (different groups within the class could plan various assemblies throughout the year) • create a comic to summarize a newspaper article, movie, or book • revisit a text they previously created and redesign the information to be presented in a different format (e.g., essay may be redesigned into a poster); compare the strengths of each • compose an email outlining an issue about which they feel strongly; reflect on the tone, language, etc. • write an essay (e.g., expository, descriptive, narrative, persuasive); choose to write on the same topic using different essay types • write a review of a school or community based musical or dramatic performance • write diary entries from the point of view of a character or well-known actor or political figure • read a variety of poetic forms; choose one poetic form and write a poem on a topic appropriate for that form • create a physical model to represent the setting of a written text; write an expository essay explaining why certain elements of the setting were crucial to the model • create their own Chapbook© over a period of time (small booklets of poetry; may be created based on a specific theme or audience) **Extension** Students may • write and submit a selection for publication (e.g., submit to a local newspaper) • produce a parody of a popular song	**Cultural Connections** Mentor Texts: • *Millions of Souls: The Philip Riteman Story* – Philip Riteman w/ Mireille Baulu-MacWillie (provided in 2013) • *Jack and the Manger* – Andy Jones (provided in 2013) • *Stories from the Hole in the Ceiling* – Anne Galway (provided in 2013) • *Captains and Ships* – Jim Payne (producer) (provided in 2013) • *Far Greater Bay* – Ray Guy (provided in 2014)

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes	Focus for Learning

Outcomes

Students will be expected to

2.0 use appropriate conventions for specific audiences and purposes [GCO 1]

Focus for Learning

As students create texts, effective development depends on using appropriate conventions for specific audiences and purposes. Conventions help the reader feel comfortable and navigate text easily.

Conventions may include:	Focus of instruction may include:
Punctuation	period, comma, semi-colon, colon, hyphen, dashe, question mark, quotation, exclamation point, parentheses, etc.
Spelling	spelling rules, sound strategies, patterns, etc.
Capitalization	proper noun, first word in a sentence, the pronoun "I", etc.
Grammar	adjective, noun, verb, adverb, conjunction, pronoun, contraction, etc.

Students should be aware of commonly misspelled words, as well as words they continuously misspell themselves. Some student misspellings may be a result of:

- apostrophes (its/it's, etc.)
- Canadian vs American spelling
- compound words
- homophones (their/they're/there, etc.)
- noun and verb usage (affect/effect, etc.)
- similar sounding words (off/of, etc.)
- spelling strategies based on phonics or spelling rules

Specific spelling strategies that may work for students include:

- asking for help or checking a dictionary
- looking for parts of the word that they recognize (root words, suffixes, etc.) and spelling those first; considering word origins
- thinking of words that sound the same
- writing the word several times before deciding the correct one

When addressing conventions, organizational strategies also need to be emphasized.

Organization	Focus of instruction may include:
Paragraph Organization	topic sentence, coherence, emphasis, unity, transition, concluding sentence, etc.
Sentence Structure	simple and complex, compound, run-on, parallel structure, active and passive voice, etc.

Writing styles will change according to audience and purpose. Students may be used to creating texts with the teacher in mind and may have difficulty visualizing a variety of audiences, therefore teachers should provide that variety. Communication involves being understood as well as being able to express ideas and arguments. The goal is to enhance readability for the intended audience.

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- provide students with a list of conventions and invite their input into how they can use them creatively as they are writing or representing; discuss the purpose and effect of that creative use
- provide sample texts that have errors in conventions and discuss corrections with students

Students may
- read a variety of texts, noting differences in the use of conventions depending on purpose and audience
- brainstorm text forms and state their purpose; some may include:

Purpose	Example
entertain	narrative, movie
recount	diary entry, memoir
describe	character profile
evaluate	report
inform	news article
argue	debate
persuade	speech, movie trailer
instruct	textbook, assembly guide

Connection

Teachers may
- conduct mini-lessons on conventions that students find troublesome or that are new to students

Students may
- revise an existing text, using conventions different than those in the text; read both versions aloud with a partner or in a small group, noting the differences in message, intonation, etc.
- create three separate emails/text messages for three different people, explaining the same situation (e.g., explain to a parent, a friend, and a teacher, reasons for receiving a poor mark on a test); discuss how conventions change to suit the audience

cont'd

Resources and Notes

Authorized

Expressions (iLit)
- Strategies to support SCO 2.0 are found in sections which begin on pages:
  - 170, 202, 210, 218, 226, 234, 242, 248, 254, 262

Supplementary

Write Traits Advanced: Level I
- Support for SCO 2.0 can be found in the unit which begins on page:
  - 241

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/10-12/ela/2203/ links.html
- Link – Conventions Writing Labs
- Link – Graphic Organizers

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to 2.0 *use appropriate conventions for specific audiences and purposes [GCO 1]*	Conventions may be presented differently because the author wishes to emphasize a particular idea, emotion, etc. (e.g., series of short sentences or a poem with no capitalization) or because of the demographics of the intended audience. Students must have the opportunity to write and create for a variety of audiences such as: • adult in authority/government official • advice columnist/media personality • assembly/community group • author/celebrity • family member/adult • friend/peer/epal • himself/herself • hostile reader • imaginary reader • judge (writing contest) • small child • younger student

The purpose of the activity will determine the level of formality needed and may change to suit the audience. Some potential purposes include:

• Advertise	• Dramatize	• Negotiate
• Analyze	• Entertain	• Persuade
• Announce	• Evaluate	• Plan
• Argue	• Explain	• Question
• Challenge/Defend	• Hypothesize	• Record
• Compare/Contrast	• Inform/Instruct	• Speculate
• Congratulate	• Narrate	• Summarize

Students should engage in various editing and revising processes to enhance communication. Using self, peer, and teacher editing sessions, students can revise their texts in order to create their best final product.

Sample Performance Indicator

Students who achieve this outcome should be able to:

• submit a final text that has been edited to conform to conventions of that text type. They will also submit any process work completed such as the first draft, editing notes, peer-editing notes, reflection, etc. to indicate progression of growth. (This may provide a good opportunity to use "track changes" and "comments" within a word processing program.)

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

- listen to an instrumental based on a specific theme or topic; respond personally to the selection by doodling and writing jot notes as they listen; add punctuation to indicate tone and strong emotions
- choose a variety of texts of increasing complexity to:
  - determine and discuss whether conventions are appropriate for that age group (e.g., a children's book)
  - determine whether specific punctuation is appropriate for the text (e.g., movie poster, page from a teacher's guide)
  - change the punctuation and then discuss how the message has changed as a result
- rewrite a formal email to make it sound informal; rewrite an informal blog entry to make it sound formal

Consolidation

Students may
- submit previous or current texts to the class as exemplars
- publish a selection within the school context (e.g., newsletter, literacy corner, bulletin board)
- rewrite one of their own selections for a different audience and purpose

Extension

Students may
- choose a script, novel, blog, or website which has been created by a well known author; write a critique on the use of conventions

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes

Students will be expected to

3.0 create texts that demonstrate an understanding of genre [GCO 1]

Focus for Learning

Genre refers to a category of text. Some literary genres include:

- Adventure
- Autobiography
- Biography
- Drama
- Essay
- Fable
- Fairy Tale
- Fantasy

- Folklore
- Historical Fiction
- Horror
- Humour
- Informational Text
- Legend
- Memoir
- Mystery

- Mythology
- Narrative
- Non-Fiction/Fiction
- Poetry
- Realistic Fiction
- Science Fiction
- Speech
- Tall Tale

See Appendix C for sample literary genres and their characteristics.

Identification and creation of texts using different genres will take practice. Students will do this without having to memorize definitions. Rather, students should be exposed to and be encouraged to experiment with a variety of genres.

Students must understand that when writing, they may keep in mind the characteristics of a particular genre and incorporate some of those characteristics, however, many of the texts they create will feature characteristics of more than one genre.

Sample Performance Indicator

Students who achieve this outcome should be able to:

- use a familiar text, choose a known or stereotyped character, and place him/her within the setting of a different genre. Write a paragraph, page or chapter (e.g., place a vampire in a humorous story, Sherlock Holmes in a memoir or a text message). Create a visual to advertise the new text (cover for a short story, poster for a video, etc.).

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• review various genres, focusing on elements specific to each (e.g., royalty in fairy tales, morals in fables, gods in mythology)
• share their own genre preferences when reading or writing; tell why they prefer a particular genre
• share samples of selections within same genre
• share and compare characteristics within selections from different genres
 	
Students may
• make a list of all the genres they know (add a list of favourite authors and the genres in which they write)
• use a graphic organizer to highlight the differences in genres (see Appendix D for sample graphic organizers)
• categorize genres as fiction (e.g., fable, horror, romantic comedy) or non-fiction (e.g., biography, speech, textbook, reference book, documentary)
 	
Connection
 	
Students may
• list and discuss similarities and differences between specific genres; create a checklist of characteristics from that list
• choose two or three genres they have an interest in; write a blog or journal entry to explain their choices
 	
Consolidation
 	
Students may
• create a series of visuals that reflect their understanding of the characteristics of a variety of genres
• rewrite a traditional fairy tale in a modern day setting or rewrite as a script
• create a movie trailer (using a template) for a favourite movie genre
 	
Extension
 	
Students may
• create a comic to satirize a text from their least favourite genre or a genre they are unfamiliar with
	Authorized
	
	Appendices
	• Appendix C: Literary Genres and Characteristics
	• Appendix D: Sample Graphic Organizers
	
	Expressions (iLit)
	• Strategies to support SCO 3.0 are found in sections which begin on pages:
	  - 92, 98, 126, 170
	
	Supplementary
	
	Write Traits Advanced: Level I
	• Support for SCO 3.0 can be found in the unit which begins on page:
	  - xiv
	
	Mentor Texts:
	• Senior High School Annotated Bibliography: http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/index.html
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html
	• Link – Encouraging Independent Reading

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes

Students will be expected to

4.0   use appropriate form, style, language, and content for a specific audience and purpose
[GCO 1]

Focus for Learning

Form, style, language, and content, while not mutually exclusive, may be discussed separately for the purposes of teaching and learning.

While genre refers to a category of text (drama, non-fiction, poetry, etc.), form is considered a smaller division within a genre (script, text book, sonnet, etc) and relies on a specific purpose and target audience. For example:

Genre	Students must decide the form it will take, such as:
Drama	comedy sketch, monologue, play, etc.
Fiction	animation, short story, media text, novel, picture book, etc.
Folklore	song, narrative, proverb, etc.
Non-Fiction	advertisement, news report, media text, resumé etc.
Poem	ode, ballad, free verse, etc.

Students should be aware that text features must be considered when planning and creating texts. For example:

Text Form	Text Features
Email	address, subject line, salutation, body, closing, attachment, etc.
Graphic Novel	splash page, panel, word balloon, body language, image, caption, movement, lighting, dialogue, flashback, chronology, juxtaposition, etc.
Movie	actor, scriptwriting, casting, screening, camera crew, director, producer, scene, trailer, etc.
Newspaper	headline, dateline, editorial, news article, feature article, by-line, photograph, caption, etc.
Student Textbook	table of contents, index, heading, forward, footnote, glossary, table, photograph, map, chart, title, etc.

See Appendix E for more information on text features.

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- use exemplars to highlight form, style, and language specific to audience and purpose
- expose students to less traditional forms of text such as graphic texts, Twitter© feeds, text messages, etc.
- present selections from prominent authors and discuss with students, the characteristics that make their style unique (e.g., Mark Twain's use of humour and inclusion of the reader; Lisa Moore's omission of quotation marks around dialogue, e.e. cummings' lack of upper case letters)

Students may

- choose a front page news article and compare it to an editorial on the same issue
- create definitions of words and phrases used specifically by teenagers (generate 10-15 words, phrases and acronyms commonly used by teens and offer a translation)
- view a blog or Twitter© feed to determine and discuss the audience and purpose
- discuss form, style, language, and content in print and/or online advertisements; create a table to make notes on each; share

Connection

Teachers may

- share two or three samples of writing from each of several different authors; provide brief background information on each author; students work in groups to identify the selections belonging to each author by analyzing common form, language, and style
- invite a local author or artist to speak about his/her own writing or artistic style and how it developed
- use texts from other courses to highlight how form changes based on content (e.g., Biology vs English)

Resources and Notes

Authorized

Appendices
- Appendix E – Text Features

Expressions (iLit)
- Strategies to support SCO 4.0 are found in sections which begin on page:
  - 4, 12, 26, 32, 40, 62, 72, 82, 104, 114, 118, 170, 248, 254, 262

Supplementary

Write Like This – Kelly Gallagher
- Support for SCO 4.0 can be found on pages:
  - 23-61

Project Media – Sylvia Webb, Jessica Pegis
- Support for SCO 4.0 can be found on pages:
  - 8-15, 54-61

Write Traits Advanced: Level I
- Support for SCO 4.0 can be found in units which begin on pages:
  - 1, 49, 145, 193

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/10-12/ela/2203/ links.html
- Link – Visiting Artists Program
- Link – Graphic Texts

Print Resources
- *Huck Finn* by Mark Twain
- *The Arrival* by Shaun Tan

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes	Focus for Learning

Outcomes

Students will be expected to

4.0 *use appropriate form, style, language, and content for a specific audience and purpose*
[GCO 1]

Focus for Learning

Every author has his/her own style and expression. Many different characteristics contribute to an author's style. Students will naturally use different styles of writing and creating based on their prior learning and experiences, as well as on the purpose and audience of a text. For example, a lab report for a science teacher will have a different style than a song for a friend's birthday party. Style can be developed by:

- considering audience needs/demands
- editing for clarity and precision
- noting stylistic components that are used, including: tone, voice, point of view, sentence variety, literal and figurative language, dialogue, diction, and imagery
- reading written work out loud
- using language that is natural to them
- writing often

Language refers to how a writer's ideas are communicated through diction and must be suited to the purpose and audience. While language is an important aspect of a writer's style, it is necessary for students to understand that it too involves many different aspects. The language a writer chooses may be formal or informal, serious or humorous, imaginative or literal, etc. For example, an editorial will use a formal style which may be biased, while a poem may use diction that appeals to the senses. Language is also determined by the intended audience. For example, a writer might use acronyms and slang in an email to a friend, but more formal language in an email to a teacher.

Content may be determined by the audience and purpose of a text (see Focus for Learning, SCO 2.0, page 32, for examples of audiences and purposes).

Sample Performance Indicator

Students who achieve this outcome should be able to:

- create a graphic text which incorporates the following stylistic and text features:
    - dialogue
    - lighting
    - location of action, point of view, perspective
    - onomatopoeia to depict sound – (boom, crash, and pow)
    - panels: some may overlap for visual appeal
    - speech and/or thought balloons
    - splash page: opening page contains title, list of characters, and a picture of each character
    - zooming in and zooming out for emphasis

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies

Students may

- identify the different forms of writing in a variety of texts and link each to the appropriate audience and purpose
- analyze their own style (choose three completed texts and list common elements of language used throughout)
- write their personal resumé; attach a cover letter in response to a job advertisement
- write a note to a peer in text language; the peer will then edit and rewrite it in a more formal language

Consolidation

Teachers may

- present and discuss a variety of Public Service Announcements (PSAs) aimed at a range of audiences
- present wordless picture books and discuss plot, potential audience, purpose, etc.

Students may

- create a PSA for a specific audience and purpose
- co-create with the teacher or a peer, a rubric for the evaluation of the PSA
- create dialogue for a wordless picture book (e.g., *The Arrival*, by Shaun Tan)
- write a letter describing a typical day in their life; the intended audience will be a student who is learning to speak English
- analyze two written texts to compare the writing styles (e.g., sentence length and type, formal or informal diction, imagery, perspective, tone); present findings in a table, graph, or report
- create a children's book imitating required text features and selecting diction appropriate to content, purpose, and audience

Extension

Students may

- share a picture book with students in primary grades; include a mini-lesson to discuss content

Resources and Notes

Cultural Connections

Mentor Texts: Form, Style, Language and Content:

- *Soak* – Kerri Cull (provided in 2014)
- *The Jelly Bean Row* – Susan Lynn Taylor (provided in 2014)
- *The Queen of Paradise's Garden* – Andy Jones (provided in 2013)

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to 5.0 evaluate their own and peer products [GCO 1]	Students must have opportunities to evaluate their texts and texts created by their peers. This will be helpful in learning the importance of being clear, concise, and precise. Best practices are learned through self-editing and peer consultation. Revising texts themselves will help ensure the most important elements of the assigned task are included. Peer-editing will expose students to other perspectives and ideas they may wish to apply to their own work. They may consider the following questions when evaluating their own and peer products: • How does the organization support the message? • Is evidence needed? Is it present? • What strategies were used to engage the audience? • Are there visuals that support the text? • Did peer reviews influence the final product? • What criteria did you use to edit your own or someone else's work? • What is the strongest (or weakest) part of the writing? • What might be a goal for future writing? Regular teacher feedback may take different forms, such as student-teacher conferences and written comments. Students need opportunities to self-assess through the use of: checklists, co-created rubrics, discussion, oral presentations, and reflection activities. Students should organize their texts for easy access throughout the year. This work collection (or portfolio) may be comprised of all texts that students create during the course or it may be comprised of specific samples selected throughout the year. Portfolios may take different forms such as a traditional folder, binder, or an online efolio, blog, or personal drive space. Teachers may ask students to: • complete tasks related to previous content bi-weekly or monthly • consider publishing their own work outside the classroom • participate in self and peer-evaluation • regularly maintain their own student collections/portfolios • review content checklists and forms • select and scan work to upload to a digital space **Sample Performance Indicator** Students who achieve this outcome should be able to: • revisit a previously created text. They will revise, edit and re-submit for assessment, to demonstrate growth and improvement in their writing/creating skills and style. This can be a text of their choice or a text identified by the teacher.

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• use exemplars to demonstrate editing techniques and strategies
 	
Students may
• compare rubrics or checklists to determine which might be more useful for peer and self-evaluation
• develop personalized checklists for specific topics or tasks
 	
Connection
 	
Teachers may
• model strategies for peer-assessment; conference with students while they engage in self and peer-assessment
 	
Students may
• use a checklist to edit their own or peer selection
• use one written text; peer edit; discuss the rationale behind their suggested revisions
• use Google Drive© to share and comment on a pair or group created text
 	
Consolidation
 	
Students may
• share a first draft, edited version, and final copy of a selection (e.g., visual, multimedia, written), indicating rationale for changes they made
• select a text they have edited and explain:
  - the challenges they faced during editing
  - other steps they feel are necessary to make it a finished product
 	
Extension
 	
Students may
• seek additional feedback on a created text from an outside source (e.g., student or teacher in another class, member of the local writing community, member of an online writing forum)
	Authorized
	
	Expressions (iLit)
	• Strategies to support SCO 5.0 are found in sections which begin on pages:
	  - 4, 40, 92, 98, 104, 118, 248
	
	Supplementary
	
	Write Like This – Kelly Gallagher
	• Support for SCO 5.0 can be found on pages:
	  - 203-222
	Write Traits Advanced: Level I
	• Support for SCO 5.0 can be found in the Introduction beginning on pages:
	  - viii, 433
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html
	• Link – Revising and Editing

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes

Students will be expected to

6.0 demonstrate an understanding of the processes of writing [GCO 1]

Focus for Learning

Students are familiar with the writing process, however, they must understand that the writing process is not linear. It doesn't move in a straight line from pre-writing to publishing. Some students may not need to pre-write, while others will edit as they write rather than upon completion of the text. Often, students will need to brainstorm for more ideas after they have written a first draft, return to the writing stage after they have begun to edit, or even make edits once they have published a text.

While students are engaged in various processes during writing, the teacher has the opportunity to closely monitor and provide guidance and feedback. Showing workings of the writing process at each stage (pre-writing, organizing, writing, revising, editing, and publishing) helps students identify their strengths and areas where they need to improve their own writing. Frequent conferencing with individual students facilitates the organic nature of the writing process. See Appendix A for sample questions for use during conferencing.

Students must feel comfortable in the knowledge that writing can be challenging, but also rewarding. Opportunities to examine published work will help students recognize how a text is constructed. The processes of writing involve working with language to create a new text. These same processes can be used when creating any text.

The following steps may be revisited throughout the creation of a text:

Stage	Characteristics
Pre-writing	• decide on a topic • consider audience and purpose • form a thesis statement (if essay writing)
Organizing	• generate ideas for each paragraph • use graphic organizers to record and organize ideas
Writing	• create a first draft • pay attention to their own style (including voice, tone, clarity, language, etc)
Revising	• add or remove detail • assess unity, coherence, and emphasis • rearrange into a logical sequence • replace clichés
Editing	• check spelling • check for correct grammar • peer edit
Publishing	• share with peers • post on wall or bulletin board in the classroom • publish in school newsletter • enter competitions

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• use visuals or other graphic forms to review the stages of the writing process
• use before and after photos of a house remodelling project to show and discuss the importance of revising work
• identify online sources where students may receive additional support (e.g.,Online Writing Lessons - OWL)
 	
Students may
• create posters showing the stages of the writing process and/or the six traits of writing (see Appendix F for information on the traits of writing); display in the classroom for reference
• use graphic organizers during pre-writing
• work together to identify the purpose and specific tasks involved in each of the stages of the writing process
• create a poster that demonstrates what students should and should not do during the processes of writing; share their findings with the class
• complete a short written text as a class using all stages of the writing process; discuss examples of how the process is cyclical rather than linear
 	
Connection
 	
Teachers may
• discuss common questions or challenges students may have while writing; use these as a basis for mini-lessons
• conference with students as they write; guide students to revisit various stages as necessary (see Appendix G for sample questions)
 	
Students may
• keep a journal; as they work through and revisit each stage of the writing process, outline some of the successes and challenges they face
• apply the stages of the writing process to shorter texts and within texts (e.g., writing a recipe, creating a book cover, and writing the back cover annotation); editing will be necessary throughout
• keep a writer's notebook of editing techniques from their own and peer writing pieces
	Authorized
	
	Appendices
	• Appendix A – Conferencing
	• Appendix F – Traits of Writing
	• Appendix G – Sample Questions for Revising when Writing
	
	Expressions (iLit)
	• Strategies to support SCO 6.0 are found in sections which begin on pages:
	  - 4, 12, 26, 32, 49, 98
	
	Supplementary
	
	Write Like This – Kelly Gallagher
	• Support for SCO 6.0 can be found on pages:
	  - 63-91, 152-175
	
	Write Traits Advanced: Level I
	• Support for SCO 6.0 can be found in all units of the resource
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html
	• Link – 6 + 1 Trait© Writing Model

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to 6.0 *demonstrate an understanding of the processes of writing [GCO 1]*	Specific to writing, the following traits should be considered by students as they create a text. These are: • ideas – content that is accurate and provides a unified message • organization – clear structure which flows smoothly from one paragraph to another • voice – language and tone which engage the reader • word choice – diction use and variety that is appropriate for the audience • conventions – spelling, punctuation, and grammar that are appropriate • sentence fluency – sentences that vary in length and complexity See Appendix F for more information on the Traits of Writing. When engaged in writing activities, students will often need guidance. A teacher may choose to use a Writer's Workshop approach. During student-teacher conferences, teachers may prompt student creativity by asking: • How will your readers know about your personal interest in the topic? In what sections could you include your personal opinions on the topic? • What part of this text do you feel is particularly strong? Why? • Where have you attempted to create mood? What word choices or aspects of sentence fluency let you do that? How can you continue to do this? • Who is your audience? How did you plan this piece of writing or product specifically for your audience? What does your audience need next? See Appendix H for more information about the Writer's Workshop approach. **Sample Performance Indicator** Students who achieve this outcome should be able to: • submit a completed essay (or other created text which includes a written component) on a topic of their choice. Outline, and briefly reflect on the different stages they used during their writing.

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Students may • apply the stages of the writing process to the creation of a cartoon; share and use feedback to revise and edit • write a reflection on the steps followed (how using the process affected their writing) during text creation • write a persuasive multi-paragraph text; revise for effectiveness of emotional appeal and logical arguments • use the processes of writing to create a text based on research (GCO 2) **Extension** Students may • apply the stages of the writing process in their work to another area of the curriculum; share examples with the class (e.g., a report prepared for science class)	**Authorized** Appendices • Appendix H – Writer's Workshop

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes	Focus for Learning
Students will be expected to 7.0 create texts that demonstrate the attributes of the modes of writing [GCO 1]	Students need authentic reasons to write. They will be more motivated if they are asked to write about books they have read, videos they have seen, or songs they have heard. To write well, students need to write frequently. They need time to develop this skill. Although writing short texts, tweets, and informal messages on social media sites are necessary for daily interaction, students must also write longer pieces which require preparation and thoughtful consideration throughout. Students will be familiar with the different modes of writing: expressive, poetic, and transactional, and should be able to create texts that demonstrate the attributes of each. Expressive writing: • helps students explore ideas, experiences, and opinions • helps students make connections between themselves and the texts they read • is largely personal and allows the writer to exercise his/her imagination • is reflective Poetic writing: • can stand alone as a work of art • is a carefully patterned arrangement of the author's feelings and ideas • requires decision making about elements such as form, style, character development, event sequencing, and the logic of plot • uses the aesthetic qualities of language to evoke meaning Transactional writing: • includes a statement of purpose, a clearly developed structure, supporting evidence, and an effective conclusion • involves using language to inform, advise, persuade, instruct, record, report, explain, and speculate • is considered less creative than expressive or poetic writing • is impersonal and structured • is intended to accomplish a specific task for a specific audience See Appendix I for more information on the modes of writing. The following table suggests writing forms which may be included in each mode, even though some forms may meet the requirements of more than one mode. For example, essay writing may be included in all three modes of writing, with different types of essays specific to each.

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• review attributes of different modes of writing with students, identifying specific elements unique to each
• present and discuss samples of published texts that reflect different modes of writing
• read to students at the beginning of class (e.g., poem, news article, blog entry, portion of a short story or novel)
 	
Students may
• list people or experiences who have helped shape the person they are today
• brainstorm a character's interests and traits using a graphic organizer
• make a chart using the three modes of writing as headings; skim a newspaper and record articles based on the category according to the mode of writing
• share poems or songs that they feel a connection to; explain their connection
• read a text rich in language and imagery specific to a place, time or culture; identify the context of the piece (e.g., read an excerpt from a Newfoundland and Labrador novel)
• comment, in a journal entry, on their phone's screen saver, why they chose it, how often they change it, etc.
• keep an inspiration box (or digital folder) of quotations, articles, and ideas to inspire future writing
 	
Connection
 	
Teachers may
• invite a writer, artist, or performer into the classroom to share ideas on the creative process
 	
Students may
• research a specific setting or time period, jotting down ideas that may be used to create a strong setting
• create a storyboard to plan the sequence of events (as a pre-writing strategy)
• listen to two or three different songs; complete a sketch as they listen to represent the mood of each song; share and discuss
• create characters for a story who reflect the diction (slang, colloquialisms) and cultural backgrounds of a particular region
	Authorized
	
	Appendices
	• Appendix I – Modes of Writing
	
	Supplementary
	
	Write Like This – Kelly Gallagher
	• Support for SCO 7.0 can be found on pages:
	  - 23-26, 63-64, 135-137, 175-177
	
	Write Traits Advanced: Level I
	• Support for SCO 7.0 can be found in units which begin on pages:
	  - 97, 317
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html
	• Link – Creative Writing Ideas
	
	Cultural Connections
	
	• *The Cuffer Anthology* – Pam Frampton (editor) (provided in 2012 and 2014)

<div align="right">cont'd</div>

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Outcomes

Students will be expected to

7.0 *create texts that demonstrate the attributes of the modes of writing [GCO 1]*

Focus for Learning

Modes	Expressive	Transactional	Poetic
Text Forms	biography	advertisement	description
	blog	argumentative essay	descriptive essay
	comic	business letter	dialogue
	personal essay	editorial	narrative essay
	graphic/short story	interview	poetic forms
	journal	menu/brochure	rap
	memoir	news article	rhyme
	painting	resumé	script
	tweet	web page	song

See p. 28, SCO 1, for sample essay types.

Students can become familiar with various modes of writing by reading samples of published material. When learning any new skill, students will learn from an expert, therefore, it is necessary that they be exposed to mentor texts on a regular basis. Reading and analyzing mentor texts will help them build the skills they need to produce quality texts. They will still need guidance to determine what to look for as they read. This may include specific characteristics related to the mode of writing or specific features related to form and style.

To help develop their writing abilities, teachers may also suggest that students:

- ask questions related to their own writing (or the writing of others)
- discuss their thoughts and writing regularly
- take risks and understand the importance of individual choices
- understand that creative writing is often influenced by many different factors (culture, demographics, interests, world knowledge, etc.)
- use a log or journal to connect things they read, view, and hear to their own lives

Sample Performance Indicator

Students who achieve this outcome should be able to:

- create three different texts, one from each writing mode. The topic for each will be similar. For example:
    - write a personal, an argumentative, and a descriptive essay on the topic of winter in NL
    - create a blog, a pamphlet, and a poem using food or a restaurant as inspiration

GCO 1: Students will be expected to create, both independently and collaboratively, a variety of texts to communicate ideas effectively, clearly and precisely, for a variety of audiences and purposes.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

- write an opinion piece presenting both sides of a controversial issue
- write a 'group' short story; within a group, each student is responsible for developing a different element: setting, conflict, characters, etc. (this could be done using lists, jot notes, etc.); once each student has completed his/her task, the group will use all information to collectively write a story
- write a short story in which the primary conflict is conveyed through flashback
- develop creative captions for visuals; compare with those completed by classmates; discuss
- create dialogue for a selected film scene after viewing the scene with the sound muted
- sketch their shoe; write two paragraphs to describe the shoe; paragraph one will be from an objective perspective and paragraph two will be from a subjective perspective (see sample video on PL site)

Consolidation

Students may

- write a letter to an author in response to a text created by that author
- create a text to present a point of view; use evidence to support opinions
- create an Interactive Notebook (similar to a scrapbook – a collection of items such as drawings, quotes, poems, sketches, journals, etc., the student has created) that represents one or more texts studied (video of sample activity on PL website)
- create a photo essay on a topic of choice
- write a poem inspired by an examination of a favourite work of art

Extension

Students may

- write and deliver a speech that mirrors the format of a famous speech

Resources and Notes

Authorized

PL Site: Teaching and Learning Strategies: https://www.k12pl. nl.ca/curr/10-12/ela/2203/strat. html

- Video – Interactive Notebook
- Video – Objective/Subjective Writing (using their shoe for inspiration)

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/10-12/ela/2203/ links.html

- Link – Famous Speeches

Overview

GCO 2: Students will use inquiry to integrate information using a variety of strategies, resources, and technologies, to create texts.

GCO 2 is designed to guide students as they develop skills and strategies necessary when using inquiry to generate ideas, interpret, organize, and integrate information from a variety of sources. They will create texts based on inquiry. The length and depth of texts created will largely depend on the interests, needs, and readiness of the class. While the end result is important, the process will help develop essential skills that are necessary to synthesize information in all curriculum areas.
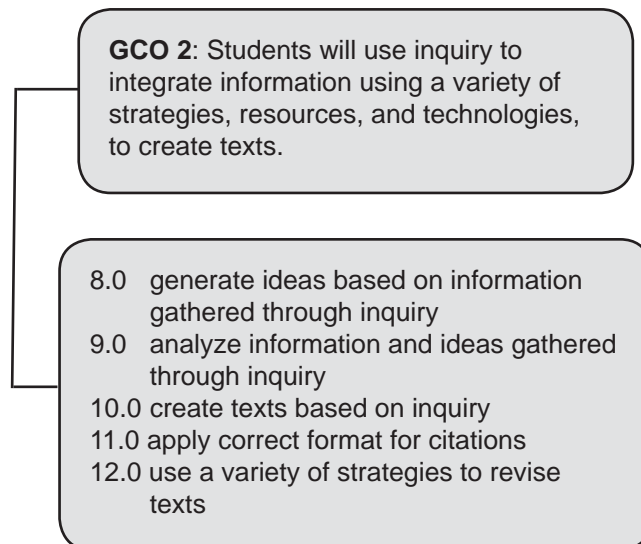
GCO 2: Students will use inquiry to integrate information using a variety of strategies, resources, and technologies, to create texts.

8.0   generate ideas based on information gathered through inquiry
9.0   analyze information and ideas gathered through inquiry
10.0 create texts based on inquiry
11.0 apply correct format for citations
12.0 use a variety of strategies to revise texts

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to 8.0 generate ideas based on information gathered through inquiry [GCO 2]	Students will generate information and ideas through questioning, inquiry, and critical thinking as they read, view, and listen to various texts. Inquiry focuses on student questions to guide the direction of their topic or problem, develop solutions, and investigate information and issues. Students will construct understanding from a variety of sources, and use that information to create a product. Depending on the nature of the individual classroom, students may use inquiry to work toward the completion of a major research project (more formal project which may be completed over one or more weeks and involve several pages, if written, or a more sophisticated creation) or focus on the completion of various minor tasks (informal which may be completed in one or two class periods or less and involve a short, informal report). When students use inquiry or research processes, they are not always expected to produce a traditional (major) research paper. They use inquiry and research informally as a part of their daily lives as well as formally when required. Inquiry is very broad and may include checking sports scores, gathering information to create an author profile, compiling a graph to present scientific results, or writing a comprehensive report. Stages of research may include: 1. planning 2. gathering information 3. interacting with information 4. synthesizing information 5. assessing and evaluating Inquiry and text creation processes are cyclical rather than step-by-step or linear, with movements back and forth among various stages and with revision of different stages as needed. Student inquiry and understanding can be guided through questions such as: • What do I already know? • What additional questions do I have? • How do I find answers? • What did I learn through this process? Questions for inquiry may be drawn from other curriculum areas, making texts more relevant, and allowing collaboration among teachers. Students will use what they learn to help with inquiry and research processes in other courses.

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may

- discuss what makes a good research question; broaden or narrow student suggestions to consider all questions
- give a sample topic and brainstorm research questions with the class
- explain that research may be used to support a subjective (biased) viewpoint or when striving for a more balanced, objective (scholarly) approach; share samples of both types of research
- share their own research experiences regarding differences between what they expected and what they actually found

Students may

- prepare a list of key words, ideas, and possible sources that can be used to guide their inquiry and research
- make a list of topics from other subject areas or texts to help narrow topic ideas

Connection

Teachers may

- discuss the importance of using a range of sources (Internet, books, interviews, documentaries, etc.)
- collaborate with teachers in other subject areas to determine appropriate cross-curricular topics for inquiry
- share research topics and questions that may be applicable to the class

Students may

- create a plan which outlines the time frame and steps necessary to complete a project on a specific topic
- formulate a set of specific inquiry questions that they hope to address through research on a specific topic

Resources and Notes

Authorized

Expressions (iLit)

- Strategies to support SCO 8.0 are found in sections which begin on pages:
  - 12, 18, 104, 160, 178

Supplementary

Write Like This – Kelly Gallagher

- Support for SCO 8.0 can be found on pages:
  - 115-134

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html

- Link – Introduction to Research
- Link – Infographics
- Video – Data Visualization

Cultural Connections

Texts including Research:

- *God Guard Thee Newfoundland: Searching for Meaning* – Paul Johnson (Editor) (provided in 2013)
- *The Newfie Bullet* – Mont Lingard (provided in 2013)
- *The Tenth Frontier* – National Film Board of Canada Production Release (provided in 2012)

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to 8.0 *generate ideas based on information gathered through inquiry* *[GCO 2]*	They will also gather information by generating ideas based on their own thinking and the thinking of authors whose texts they read, view, or hear. All ideas and questions must be considered valid, however, teachers will guide students so that final questions will produce reliable evidence. Students must understand that research is fluid in its early stages. Areas of interest may evolve as the research progresses. Students may select generic topics that interest them, list key words or ideas about that topic, and use inquiry to find relevant information. As the research processes evolve for the student, he or she may decide to take a route other than the one originally planned. Students should be aware that choosing a different direction is not a negative reflection on them, rather, it indicates that they are thinking critically about their topic and using inquiry on a continuous basis. Students may begin with an essential question. These questions: • are open-ended and may have more than one answer • are potentially controversial • encourage responses based on experience and knowledge • initiate creative and critical thinking Samples of essential questions may include: • How do children's books teach us about life? • How does society benefit from the Olympics? • How has the digital world affected our society? • What impact do my food choices today have on tomorrow? During inquiry, students will first consider the questions they would like to explore. Planning must also include a focus on: • efficiency and time management • individual responsibility • information collection and organization • information sharing • necessary information and documentation of sources • purpose and audience • verification of sources **Sample Performance Indicator** Students who achieve this outcome should be able to: • create a web links page (bibliography) of resources that could be used to research a topic.

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Sample Teaching and Assessment Strategies	**Resources and Notes**

Consolidation

Teachers may

- encourage students to watch for 'accidental discoveries' that may be worthy of future research (e.g., the invention of Play-Doh, or Silly Putty)

Students may

- conduct an interview with an "expert" – a peer, teacher, family member, etc., on a topic they have some expertise with, using the following steps:
    - develop questions
    - plan
    - interview
    - follow-up
- create a radio announcement or poster indicating the effects of a choice (e.g., smoking); include statistics, research, and interviews
- reflect on and discuss how knowledge on a specific topic may or will change their outlook on life, as it relates to the topic

Extension

Students may

- conduct further inquiry on a topic that arose while brainstorming another research subject; present to the class

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to 9.0 analyze information and ideas gathered through inquiry [GCO 2]	Inquiry may include reading, viewing, and listening to gather information and ideas. This can be accomplished through interviewing, observing, examining, experimenting, questioning, etc. Students can gather information from various sources, including digital, print, and live interactions. These may include:

- advertisements
- books
- experiences
- experiments
- forums
- interviews
- meetings
- news items
- online news programs

- podcasts
- presentations
- radio and TV talk shows
- scientific journals
- social media
- speeches
- surveys
- video clips

Gathering information involves analysis by breaking information into parts to further examine what they read, view, and hear. Individually, in small groups, or through class discussions, students should have the opportunity to examine information from a variety of sources. To analyze, they will interact with the information in a number of ways. They will:

- compare information from different sources for validity
- determine the reliability of the source and identify bias
- interpret information to determine its usefulness in answering their questions
- make connections within and among texts
- read, view, and listen to information with an open mind

See Appendix J for information on bias.

They may also:

- interpret graphs, charts, etc.
- summarize relevant information, choose specific references and paraphrase passages
- use notes to generate questions and ideas

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• review criteria to assess the degree of reliability and bias in sources; review examples of reliable and unreliable sources (see Appendix J for more information on bias)
• model preliminary notetaking and citing of information
• review informational text features and their purposes (e.g., print features such as the index and glossary, illustrations, graphic aids such as diagrams, maps)
• model the use of online databases, primary sources, secondary sources, library resources, etc.; brainstorm and discuss a list of primary and secondary sources
 	
Students may
• read a text that required research (e.g., entertainment news stories), and discuss how the research may have been conducted (interview, reading an online bio, etc.)
• practice collating the same information into several different graphic organizers (e.g., t-chart, concept map, KWL chart, 5W chart; see Appendix D for sample graphic organizers)
• discuss issues arising from current verses dated information; compare what is known about a subject today versus ten to twenty years ago
• explore examples of unethical research (e.g., media outlet using phone tapping methods or published papers falsely linking specific medications with health conditions)
• identify the pros and cons of various search engines (e.g., Eric© vs Google©)
• use a newspaper article or letter to the editor; identify specific examples from the text which support whether the author is biased
 	
Connection
 	
Teachers may
• model and monitor the recording of detailed source information during the research process for the purposes of properly citing sources (using MLA, APA, Chicago, etc.)
• conference with students to discuss, guide, and revise proposals and outlines
	Authorized
	
	Appendices
	• Appendix J – Determining Bias
	• Appendix D – Sample Graphic Organizers
	
	Expressions (iLit)
	• Strategies to support SCO 9.0 are found in sections which begin on pages:
	  - 18, 48, 104, 134, 178, 234, 254
	
	Supplementary
	
	Write Like This – Kelly Gallagher
	• Support for SCO 9.0 can be found on pages:
	  - 91-115, 135-151

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to 9.0 *analyze information and ideas gathered through inquiry* *[GCO 2]*	Students should participate in teacher, self and peer-assessment of the inquiry processes as well as the research product, for the purpose of reflecting on their plan, the information gathered, the inquiry process, and their finished product. Students may: • submit plans or proposals prior to beginning a task • share outlines with peers • discuss sources and information, outlines, and content during the process • participate in conferences once a product is completed **Sample Performance Indicator** Students who achieve this outcome should be able to: • choose a topic of inquiry and compare the reliability of information taken from two different sources. This may include two Internet sources or an Internet and a book source. They will determine which source is more valid based on author, date, accuracy, etc. and present or share using a form of their choice.

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Sample Teaching and Assessment Strategies	Resources and Notes

Students may

- choose one topic; gather information from a variety of sources, such as: video clips, news items, ads, speeches, experiments, interviews, social media, surveys, etc. on that topic; discuss reasons why sources are reliable
- provide peer feedback on whether information gathered supports the inquiry question
- choose a source of information (e.g., magazine article); organize information into categories that may be helpful during research (e.g., categories may be determined specific to the topic, may be categorized according to statistics, facts, opinions, or may simply be based on useful or non-useful information)

Consolidation

Students may

- organize information gathered based on order of importance, order of relevance, order of interest; share how and why these organizational structures may be different
- over a specific time period, compare the reliability of information from a known reliable source to that of a less reliable source which the public can edit (e.g.,follow the information on a specific topic over a few weeks to determine how it changes and why)

Extension

Students may

- choose a journal article which includes several sources; compare the sources of information to determine the more reliable source based on a set of criteria (relevance, reliability, currency, etc); report to the class

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to	
10.0 create texts based on inquiry [GCO 2]	Texts that students create which are based on inquiry vary from minor to major. A text to a friend could use inquiry to find and send a photograph of a sporting event, while a research project could use inquiry over a period of several months with results shared through a variety of tables, graphs, and a written report. Text creation through inquiry and research will vary in Writing 2203, as needs, readiness, and interests of students must be considered.

Some students may face challenges with organizing their information as they prepare to create a text based on inquiry. They may find it helpful to:

- categorize information
- conference with teachers
- keep notes until the final draft is complete
- peer-edit
- record resources during the gathering stage
- use graphic organizers
- use jot notes

Mentors (older student, another teacher, etc.) may be helpful during the editing process. They should be encouraged to be positive and constructive with their feedback. Unity, organization, vocabulary, clarity, and research support are some areas for potential review when providing feedback.

During text creation, students must acknowledge and properly cite sources. They will need guidance to fully understand that there are various citation styles and preferences. Teachers should make clear to students that even paraphrased information needs to be properly acknowledged in the same fashion as direct quotations.

Once students have chosen useful information, they will synthesize it in a personal way to meet their inquiry questions/thesis statement. They will create an outline for their work which addresses their topic of inquiry and source information, such as subtopics/categories, quotations, appendices, and bibliography.

As students integrate information to create texts, they may need to summarize and/or paraphrase information. They should understand that while both involve taking notes, summarizing includes only the most relevant points while paraphrasing is a more detailed restatement of the text in their own words. See page 64 (SCO 11) for more information.

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- share exemplars of completed research products, and where possible, discuss evidence of stages used during inquiry

Students may
- create an outline for a specific topic using a graphic organizer; for example:

Steps	Notes
Broad Topic	cyber crime
Focused Topics	stolen identity, cyber bullying, bank fraud, hacking emails, etc.
Inquiry questions	How can cyber crimes be stopped? Who is an easy target? How should offenders be punished? etc.
Sources	journals, blogs, online articles, etc.
Time Frame	two weeks
Purpose	to inform
Audience	teenagers
Format	Powerpoint©

- check their organization by outlining the structure of the research

Connection

Teachers may
- review with students the writing of an effective thesis statement

Students may
- reflect on their understanding of the research topic through free writing, journal entries, paragraph drafting, or other informal means and compare their findings to their initial specific questions for inquiry; questions to consider may include:
  - Did my research confirm what I suspected?
  - How do specific pieces of information fit together?
  - How do my initial questions translate into outlining my project? Do some questions get added? Are some deleted?
  - How has my research topic evolved?
  - What information was surprising?
  - What new questions have been addressed?

Resources and Notes

Authorized

Expressions (iLit)
- Strategies to support SCO 10.0 are found in sections which begin on pages:
  - 48, 82, 92, 104, 178

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to
10.0 create texts based on
    inquiry
    [GCO 2]

Focus for Learning

Sample Performance Indicator

students who achieve this outcome should be able to:

- Produce a four-square spread on a topic of choice. They will follow specific guidelines such as:
    - a maximum of ten images will be used
    - a maximum of five quotations will be included
    - several sources will be documented
    - all squares will be categorized and/or labelled
    - a required amount of written text will be expected

For example:

The Great Depression and World War II

1929-1933	1934-1935
1936-1940	**1940-1945**

Squares may fit onto a regular sized page or a large piece of chart paper, depending on the requirements for the task.

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

- complete an outline of their selected topic, selecting those details which are most relevant, including quotations and facts
- edit their organizational plan and make adjustments where needed
- share drafts with class partners or peer editors and provide constructive feedback about content and organization

Consolidation

Teachers may
- provide consistent and timely feedback
- assist students in the selection of mentors

Students may
- use inquiry to determine the characteristics of writing a humorous story (poking fun at themselves, determining what makes characters funny, trying not to offend, avoiding overuse of jokes, using comedic timing, etc); create a short, humorous story or essay
- complete a research paper using the steps of the research process; find a unique way to share with the class (e.g, create a movie trailer to share main points)
- conduct an image investigation; choose a painting, picture, or video which includes a caption; use inquiry to determine more about the image (e.g., creator, setting, purpose, etc)
- follow one story on an online news site; trace information on one specific story as far back as possible; create a timeline of events

Extension

Students may
- create a game based on a topic of study from another course (e.g., a Jeopardy© style game on space travel)

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to 11.0 apply correct format for citations 　　　[GCO 2]	Teachers should emphasize the importance of properly crediting all sources. How students reference sources may depend on the preferred citation style (MLA, APA, Chicago, etc.), therefore, it will be helpful to provide samples for students to use and compare. Students often have difficulty knowing when they should and should not cite sources. They must be aware of the differences between summarized and paraphrased information and that any summarized or paraphrased information must be properly cited. Applying the correct format is not limited to formal, written, research papers. To summarize information, students will: • read, view, or listen to the text and take notes on important points • write a condensed version in their own words • include only the most relevant points • credit the source • understand that summarized material is significantly shorter than the original (approximately 1/10 of the original) To paraphrase information, students will: • read, view, or listen to the text and take notes on important points • write a detailed restatement of a text in their own words • make sure the paraphrase is very close in meaning to the original • credit the source • understand that paraphrased material is usually shorter than the original text To use direct quotations, students will: • choose to quote directly when paraphrasing or summarizing would change the author's message or effectiveness of language • credit the source • often use only part of a statement • rewrite information that is identical to the original • use direct quotations sparingly to avoid retyping a text rather than understanding it • use quotation marks or block formatting to indicate that information is taken directly from a source **Sample Performance Indicator** Students who achieve this outcome should be able to: • choose a text book they use on a regular basis. Summarize one paragraph, paraphrase another and provide a properly cited quotation. Write a complete citation (in-text and reference) for the source.

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Sample Teaching and Assessment Strategies	Resources and Notes

Sample Teaching and Assessment Strategies

Activation

Teachers may
- share methods used to discover plagiarized work; discuss the prevalence of plagiarized work as a result of Internet access

Students may
- discuss the difference between 'copy and paste' and paraphrasing as well as the severity and consequences of plagiarism as a form of theft
- write a response (journal, blog, etc.) on why they feel 'academic integrity' is so important to what they create in high school (may also be a small group discussion activity)

Connection

Teachers may
- model the difference between summarizing and paraphrasing
- review the effective use of bibliographies and reference pages; provide students with a sample bibliography/works cited page from a variety of sources and source types

Students may
- complete a practice bibliography using given sources and the assigned format of documentation
- choose a text (or an excerpt), summarize and paraphrase information from that text, applying appropriate citation format
- choose direct quotations from a text which accurately portray its main message; properly cite them; peer-edit to check for appropriate format
- investigate and report on the rules and consequences of plagiarism at various post secondary institutions

Consolidation

Students may
- complete a journal entry on the importance of academic honesty and integrity
- choose five different types of sources; write the correct bibliographic citation format for each

Extension

Students may
- investigate why a variety of citation style guides exist and why various academic disciplines adhere to particular styles

Resources and Notes

Authorized

Expressions (iLit)
- Strategies to support SCO 11.0 are found in sections which begin on pages:
  - 18, 48, 56

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html
- Link – Citing Sources

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

Outcomes	Focus for Learning
Students will be expected to 12.0 use a variety of strategies to revise texts [GCO 2]	Students will use many strategies to revise the texts they have created through inquiry and research. They must understand that revising is key to creating effective products. Further inquiry may be necessary. Students should add or rearrange ideas to clarify meaning. They may also revise the tone or word choice to match their purpose and style. While peer and teacher conferencing is an important part of the editing process, students must also understand that this process generates suggestions only and it is their choice to integrate feedback they receive. Revision is comprised of editing and proofreading. Editing involves creativity as the student checks for accuracy of information they have acquired and makes corrections to structure and organization. Paragraph length, parallel structure, transitions, spelling, capitalization, punctuation, sentence variety, word choice, and verb tense are some of the things that students need to attend to during editing. Editing also ensures that a document has unity and coherence. Proofreading is a technical undertaking, completed before the final product is presented. The final stage focuses on reviewing written text to discover typographical errors, misspellings and grammatical errors. Writers need practice and guidance to learn to identify errors in their own or others' writing. While conferencing with students, general prompts may include: • What could be accomplished through this text? • What feedback did you give to a peer? • What is the best way to publish this text? • What would you like to improve in your next text? Teachers may use the following questions/prompts to guide students through content conferences: • Does this conclusion do what you want? • Tell me more about your topic. What other information is needed? • Were your sources biased? • What else do you know about your subject? Where else can you find information? • What is your favourite part? How can you build on it? **Sample Performance Indicator** Students who achieve this outcome should be able to: • develop (in pairs or a small group) a checklist they can use for revising texts. Once completed, they will join with another group (or two groups) to combine checklists. This exercise may continue until the whole class agrees on one checklist or until there are two or three strong checklists to choose from and use.

GCO 2: Students will use inquiry to integrate information, using a variety of strategies, resources, and technologies, to create texts.

| Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• share various revision checklists with students
 	
Students may
• create editing and proofreading checklists, specific to their own needs
 	
Connection
 	
Teachers may
• conference with students for editing and proofreading purposes
• model self-assessment strategies
 	
Students may
• apply their checklist(s) to their own projects and to those of their peers
 	
Consolidation
 	
Students may
• conduct read aloud exercises of their project, either with peers or alone, using voice recording software as an editing strategy
• use self-assessment strategies, checklists, graphic organizers, etc., and make notes on:
  - how they overcame challenges
  - their challenges during the research process
  - the most interesting thing discovered
  - strategies that worked well and why
• write a journal entry or exit card to reflect on the research process
 	
Extension
 	
Students may
• publish their research beyond the classroom
• use annotations to revise and edit a published text; share findings with the class
	Authorized
	
	Expressions (iLit)
	• Strategies to support SCO 12.0 are found in sections which begin on pages:
	  - 92, 98, 104, 178

Overview

GCO 3: Students will be expected to create a variety of media texts.

GCO 3 is designed to help students develop skills necessary to create a variety of media texts. Before creating, they must consider many elements that are necessary for the construction of any media text such as: purpose, audience, message, point of view, form, etc. Analyzing texts will help students be better prepared to create a variety of their own that demonstrate the influence of media as well as for their own creative enjoyment.

Students will bring a wide variety of experiences with media and media creation to Writing 2203. For this reason, some will automatically feel more comfortable than others with skills, level of understanding, and experiences with sharing. Differentiated instruction will ensure that students are comfortable within the classroom environment and develop the strategies and skills necessary to complete required tasks.

GCO 3 is closely related to GCO 1. Both outcomes directly involve writing, however, GCO 3 focuses on writing within media texts that are created. Because of the integrated nature of these outcomes, some SCOs in GCO 1 may be met through the completion of activities in GCO 3.
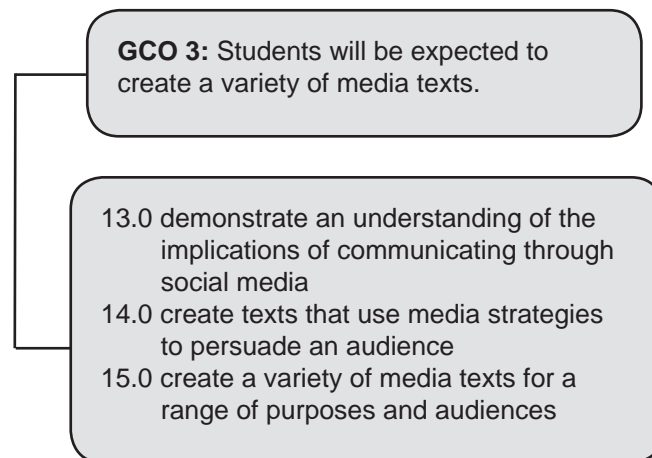
GCO 3: Students will be expected to create a variety of media texts.

13.0 demonstrate an understanding of the implications of communicating through social media
14.0 create texts that use media strategies to persuade an audience
15.0 create a variety of media texts for a range of purposes and audiences

GCO 3: Students will be expected to create a variety of media texts.

Outcomes	Focus for Learning
Students will be expected to 13.0 demonstrate an understanding of the implications of communicating through social media [GCO 3]	While the focus of GCO 3 is on the creation of media texts, students must understand that communicating through social media has both positive and negative consequences. Students can: • advocate their beliefs and feel like they have a voice • engage in meaningful dialogue and interact with a wide audience • have access to accurate and current information • receive authentic feedback on their ideas Many students feel a false sense of security when using social media; before sharing online they must consider what and how to write. Students must consider the purpose of the site as well as their own purpose for sharing information. Decisions that are made to post comments, send emails, publish blogs, speak to reporters, etc., should be given careful consideration. Students should use the processes of writing (editing, revising, etc.) for online sharing just as they do for print copies. This is very important since a text published online can be accessed by others immediately. How students write is equally important. Tone is often confused in digital communication. For example, one word or short phrase in an opening sentence can change the tone of an email from pleasant to abrupt. In short messages, emoticons are often used to reinforce the intended positive tone. Although acceptable during informal communication, formal comminication requires more careful language selection. Students understand that online communication can be dangerous, however, many feel that it can't happen to them. They must be aware that they too can be targets of cyber-bullying, identity theft, misleading links and online predators. Students also need to be aware that their communication cannot infringe on the rights of others. They can be held legally responsible for any content they publish. Material published on the Internet may become the property of the program they publish it to and may not be easily removed. Information can resurface years later and have a negative impact. Protecting their privacy and feeling secure with their own online presence is a student responsibility. They must understand that they are responsible for what they write and post online. **Sample Performance Indicator** Students who achieve this outcome should be able to: • create tips to publish and share with the school. Work with student council to develop online/interactive information sessions using a social media site (Twitter©, Facebook©, Vine©, etc.) or a pamphlet that can be shared.

GCO 3: Students will be expected to create a variety of media texts.

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- share public service announcements (PSAs) about social media; discuss possible consequences of sharing personal information online and of media coverage in general
- discuss how society, economics, culture and age can have an impact on the interpretation of media

Students may
- write a journal entry with a prompt that asks "Have you or someone you know posted anything online that you regret?"
- list types of personal information shared through social media
- discuss whether technologies outside social media push the limits of privacy (e.g., school security cameras, cell phone use permitted at semi-private events)
- discuss how media affects their lives on a given day

Connection

Students may
- make a list to predict how social media and its implications may change in the next few years; share and discuss with the class
- explain and provide examples of the impact of social media on political and social events in the world (e.g., outpouring of support for various causes once they are posted on social media sites)
- write an email or text message; ask a peer to analyze it for tone, context and message; discuss how these elements can become lost or misinterpreted in electronic communication

Consolidation

Students may
- create a "netiquette" chart for sharing personal information
- complete an exit/reflection card; Writing prompts may include:
  - How has what you have learned affected your opinions of the sharing of personal information on social media sites?
  - What changes, if any, will you make to your media habits?
- research and share a news article on the consequences of sharing too much information online; compose an email offering advice on how they can prevent this from happening again

Extension

Students may
- create an "advice" blog related to media privacy

Resources and Notes

Authorized

Expressions (iLit)
- Strategies to support SCO 13.0 are found in sections which begin on pages:
  - 4, 26, 72, 188

Supplementary

Project Media – Sylvia Webb, Jessica Pegis
- Support for SCO 13.0 can be found on pages:
  - 79-84

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html
- Link – Media Smarts
- Link – Understanding Online News

GCO 3: Students will be expected to create a variety of media texts.

Outcomes	Focus for Learning
Students will be expected to 14.0 create texts that use media strategies to persuade an audience [GCO 3]	Various organizations offer differing perspectives on media and media text, therefore, definitions have become very broad. Media is a powerful cultural force and commercial industry which involves big business, often with a direct focus on persuasion through mass media. Carefully created media messages present a particular point of view on the world. Our values and viewpoints influence the words, sounds, and images used to communicate. In SCO 14.0, students are expected to create texts that demonstrate their knowledge and understanding of persuasion in media. For the purpose of GCO 3, media has been categorized into one or more of the following (texts often fall into more than one category): • print media – (e.g., newspapers) • static media – does not change once created (e.g., photographs) • electronic/digital media – data is stored in digital format • interactive media – a program's outputs depend on the user's inputs (e.g., Webpage update) • multimedia – uses a combination of media forms (e.g., animation) • social media – virtual networks where people interact to create, share, and exchange information and ideas (e.g.,Instagram©) See GCO 15.0, page 78 for more examples. Students will develop an informed and critical understanding of the role of media in society. They will: • develop awareness of what influences content • question what is there, and what is missing • question what lies behind the media production (motives, money, values and ownership) • understand that multimedia texts often have a variety of other text forms embedded within them • use critical thinking skills to consider all media Media texts are all media products, presented in various forms, however, a media text whose purpose is to persuade an audience may include: • billboards • commercials • editorial cartoons • editorials/ letters to the editor • print advertisements • radio announcements • social media • webpages To create texts for the purpose of changing audience perception and behaviour, students must first understand that specific persuasive techniques are used. They will use critical thinking skills to assess and analyze explicit and implicit messages in media texts.

GCO 3: Students will be expected to create a variety of media texts.

Sample Teaching and Assessment Strategies	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- discuss how the components of society such as family life, friendship, age, gender, etc. are portrayed in society
- discuss the devices and strategies used in a media text and how they create meaning

Students may
- list and discuss examples of media texts that have been created for the purpose of persuasion (e.g., magazine ads, debates, etc.)
- view an advertisement (print or digital) and respond to the following questions: What's in it for me? Am I convinced? What's in it for the advertiser? (see Appendix K for sample questions to use when deconstructing media)
- view a variety of photographs; discuss how images may be manipulated through media (e.g., weight loss: before and after; air brushed models, staged food that is used in ads)
- discuss examples of TV programs that target different demographics (e.g.,why ads are aired during specific shows)
- create their own My Media Consumption Chart which outlines the time spent during a full week watching TV, online, reading magazines and newspapers, etc.; make comments each day on the types of persuasive texts and strategies they encounter; indicate whether they are effective

Connection

Teachers may
- discuss the importance of understanding that there is more than one perspective on a current event

Students may
- create a visual that demonstrates the positive and negative stereotypes towards a particular cultural group; identify and include examples of media that may have influenced their choice (e.g., family sitcoms on TV influence beliefs of what makes an ideal family, video games influence attitudes toward violence)
- respond to media texts using group discussions; as a group, determine and discuss strategies used to create texts; a variety of texts may be used (sample video is available on PL site)
- investigate and explain the rationale behind the product placement of luxury items or popular products in certain feature films and TV programs

cont'd

Resources and Notes

Authorized

Appendices
- Appendix K – Media Deconstruction Questions

Expressions (iLit)
- Strategies to support SCO 14.0 are found in sections which begin on pages:
  - 4, 26, 62, 72, 82, 118, 178, 248

PL Site: Teaching and Learning Strategies: https://www.k12pl.nl.ca/curr/10-12/ela/2203/strat.html
- Responding to a Media Text (sarcasm, satire, and parody)

Supplementary

Project Media – Sylvia Webb, Jessica Pegis
- Support for SCO 1.0 can be found on pages:
  - 2-7, 22-27, 28-33, 34-39, 48-53, 54-61, 68-74

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/10-12/ela/2203/links.html
- Link – Media Activities
- Link – Placing Questions into Videos

GCO 3: Students will be expected to create a variety of media texts.

Outcomes

Students will be expected to

14.0 create texts that use media strategies to persuade an audience
[GCO 3]

Focus for Learning

Students may consider some of the following media strategies to persuade an audience:

- audience/ demographic
- bandwagon
- bias
- cute characters
- emotional appeal
- endorsement
- fact vs. opinion
- form

- gender/sex appeal
- humour
- implied message
- language
- lighting/colour
- logo
- medium
- name calling

- plain folks or ideal image
- placement
- propaganda
- purpose
- shock appeal
- subliminal
- subtext
- testimonial

To think critically about a text, students may ask themselves:

- What is my message? What is my purpose?
- Who is my audience? What type of responses might I anticipate?
- What is the most effective form to use based on my audience and purpose?
- What persuasive strategies should I use based on my audience and purpose?
- How might the text impact the audience's family beliefs? What impact do I want the text to have?
- How is the message positive? How is it negative?
- How will this text influence different audiences in different ways?
- How would the message have been presented twenty years ago?
- Who benefits from the message?

Media may influence, and be influenced by, some of the following:

- age
- beauty/appearance
- economic backgrounds
- ethnicity
- family life

- friendships
- gender
- health and fitness
- religious influences
- sexual orientation

Sample Performance Indicator

Students who achieve this outcome should be able to:

- develop a multimedia campaign for a group they support (or one they would like to support or create). It will include live, digital and print forms. A reflection of the effectiveness of the project may be required at the end.
  - For example, students may extend on a SWAT (students working against tobacco) campaign, creating posters, PSAs, blog, collage, news article, tweets, etc. or they may wish to begin a campaign on a topic they feel needs attention.

GCO 3: Students will be expected to create a variety of media texts.

Sample Teaching and Assessment Strategies	**Resources and Notes**
- watch infomercials and a home shopping network to identify how persuasive techniques are used; make a list and share - view ads for the same product from different time periods (e.g., soft drinks) to determine how advertisers have targeted and affected teenage audiences over time - explain how the elements of a movie trailer for an action/adventure film create audience expectations - complete a journal entry or blog to provide feedback on what they learned and their impressions of one specific type of media production **Consolidation** Teachers may - discuss the role of media in different cultures around the world Students may - create a storyboard or photo essay to show the influence of media on their daily lives; focus on highlighting examples of texts and strategies they were persuaded by in some way - find an example of a media announcement that can persuade a person or group of people to act (e.g., news announcement during a storm to say that grocery stores are emptying, advertisements asking for support of animal shelters); share the media announcement, along with an oral or written report, outlining media strategies used and whether they are effective - create a PSA on an issue of importance that warns/informs against dangers of a particular product - choose a visual or media text; explain how the language, tone, and point of view used (e.g., a PSA or a music video) work to influence the message - create a persuasive text using one or more media strategies; share the text with the class and invite feedback (e.g., a billboard for a product that is not popular with many students) - research advertisements for the same product from different regions of the country (e.g., ad for fast food restaurant in Atlantic Canada vs Western Canada); summarize and share differences **Extension** - create an infomercial using specific persuasive techniques - create an ad parody (as seen on This Hour has 22 Minutes, etc.)	

GCO 3: Students will be expected to create a variety of media texts.

Outcomes	Focus for Learning
Students will be expected to 15.0 create a variety of media texts for a range of purposes and audiences [GCO 3]	Students will create a variety of texts for a range of purposes and audiences. In SCO 14.0, they are expected to create texts that demonstrate their knowledge and understanding of persuasion in media. In SCO 15.0 students are expected to create a variety of media texts for other purposes and to show their understanding of the creative processes involved in what they read, view, and hear. Because both SCOs are connected, students may use strategies in an integrated manner. Texts will be created for a range of audiences and purposes and may be intended to:

* compare
* dramatize
* entertain
* explain
* inform
* instruct
* persuade
* question

Because mediums vary, processes and techniques involved in creating specific forms vary, however, several key concepts may be considered to be common to most. Students must be aware that media texts:

* are created for a specific purpose and may not represent the real world
* are interpreted differently depending on the audience
* are often biased
* have social and political implications
* involve financial and time commitments
* often involve research

Artistic elements are also a factor when considering the purpose and audience of media products. When creating visual aspects, 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, poster, collage, caricature, photo essay, print, storyboard, etc.

Students should be encouraged to step out of their comfort zones to create texts that they have no previous knowledge of. In many cases, teachers will also have little expertise with the creation of these texts. While familiar media texts may be created, students should also be encouraged to create texts that may require more planning and organization.

GCO 3: Students will be expected to create a variety of media texts.

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**

Activation

Teachers may
- review strategies and elements involved in media production
- discuss how media has changed over time; consider subject matter, word choice, media types (TV vs print), taboos, new production types (homemade videos, Pinterest©, Internet ads); compare sitcoms from 50s-60s to popular sitcoms today

Students may
- respond to print advertisements in a gallery walk; write on or near each ad, noting thoughts on message, form, purpose, audience, strategies, etc.
- make a list of techniques and their effects that may be used in the creation of a video (e.g., camera angle to show perspective, music and lighting to create suspense)
- find examples of print media that appeal to them and share their choices and thoughts using a "Placemat" activity (students work in groups of 4; each student writes on one of the quadrants to answer a question such as: "Why is this form appropriate? What is creative? What do I like? What media strategies are used?"); share findings with the class

Connection

Teachers may
- co-create with students a checklist for analyzing multimedia and model its use
- share and discuss two interpretations of the same song; discuss purpose and audience (e.g., *Hurt* by Johnny Cash and by Nine Inch Nails)

Students may
- listen to and view song lyrics; determine elements they may use in the creation of their own song; with a partner, create a song
- create a flag (choose a country) on chart paper, follow news events of that country over a specified period; record events on the flag
- create a timeline of popular TV shows from the 1960s to present day; briefly describe each; write a journal or short report highlighting major differences (focus on plot, acting, dress, etc.)
- develop a sixty second reenactment of a television advertisement (add sound, costumes, sets, etc.)

Authorized

Expressions (iLit)
- Strategies to support SCO 15.0 are found in sections which begin on pages:
  - 4, 26, 62, 72, 82, 118, 242, 248

Supplementary

Project Media – Sylvia Webb, Jessica Pegis
- Support for SCO 15.0 can be found on pages:
  - 8-15, 16-21, 28-3, 40-47, 62-67, 68-73

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/10-12/ela/2203/ links.html
- Link – Mentor Texts: Photo Galleries

GCO 3: Students will be expected to create a variety of media texts.

Outcomes

Students will be expected to

15.0 create a variety of media
texts for a range of
purposes and audiences
[GCO 3]

Focus for Learning

Media texts that students create may include those in the list below with the understanding that examples may fit into more than one category and that categories may vary depending on the source:

Media Categories	Examples
Print Media	• newspapers magazine, book, cartoon, comic strip, collage, poster, text book design
Static Media	• QR code, photograph, video, pamphlet, photostory, travel itinerary
Electronic/Digital Media	• book trailer, movie trailer, music video, graphic resumé, radio play
Interactive Media	• webpage, blog, travel diary, video game
Multimedia	• text, image, audio, animation, reality show proposal, smartphone app
Social Media	• Instagram©,Twitter©, Facebook©, Tumblr©

Students must be able to participate in and create a wide range of texts. Even though they are very familiar with media texts, students have little experience in creating them. Creating a range of text forms will allow students to build skills, introduce new strategies, provide support for future courses, and offer opportunities for future plans.

Sample Performance Indicator

Students who achieve this outcome should be able to:

• use inquiry to determine why certain types of tattoos are popular with teenagers and young adults. Choose one or two tattoo designs. Analyze for conventions and techniques used in their design and communicative purpose. Create a fact sheet that describes considerations which must be made when getting a tattoo (e.g., message, placement, colour, size/scale, image, pain factor, longevity, parental approval, cost, safety, etc). Design their own tattoo and explain its significance in their lives.

GCO 3: Students will be expected to create a variety of media texts.

Sample Teaching and Assessment Strategies	Resources and Notes

• create a business card they could use when searching for a part-time job
• collect a variety of well known comic strips; read through each and annotate based on impressions of style, language, purpose, audience, etc. (e.g., intended audience may be obvious, types of comedy may vary, conciseness may be more evident, graphics may have a specific effect); tell why they were popular at the time and describe the audiece
 	
Consolidation
 	
Students may
• create a fact sheet to represent an important event or discovery
• create a comic strip (or book); explain the information and ideas they wish to convey
• choose a topic from another course (e.g., science or social studies); create a photo essay to represent the topic of choice
• find an original picture before it is altered for media presentation and then after alteration; compare the images and determine how and why the changes were made (e.g., airbrushing in magazines); choose a photo of their own to alter
• make a list of ten reality shows; research and discuss (or present) characteristics that make the shows popular (may also choose one reality show to create a more in-depth report); create a fact sheet to advise show creators of possible improvements
• research careers in a specific field (e.g., oil, media); create a multimedia presentation to share information
• reflect on and describe a variety of strategies they used in interpreting and creating their own media products (e.g, explain which were most helpful, explain how a checklist helped them focus, use a checklist to assess their strengths as creators, identify areas for improvement, identify alternative production strategies they might find useful)
• create a product to show the impact of media on a specific country, event or culture. For example, students may:
   - create a Prezi© which shows how social media sites influence large sporting events
   - create a video (concert clips) which shows the influence a North American musical group has on foreign countries
 	
Extension
 	
Students may
• design a contest that could be used to promote a specific product (include prizes, regulations, etc.)	

Appendices

Appendix A: Conferencing

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

Conferring with Students

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

Content Conferences

Teachers may use the following questions/prompts to guide students through content conferences:
- Does this conclusion do what you want?
- I don't understand. Please tell me more about your topic.
- What do you think you will do next?
- What else do you know about your subject?
- What is your favourite part? How can you build on it?
- Where does your piece really begin? Can information be deleted prior to this start?

Editing Conferences

Editing conferences help writers polish their texts. Students should be encouraged to use dictionaries, writing style manuals, thesauri and other style guides. Students must develop a strong understanding of why it is important to edit work. Teachers can model how to:
- conference with readers while they edit another writer's text so they can learn editing techniques
- help writers learn about themselves as writers by studying and understanding feedback they receive
- listen and ask probing questions rather than telling writers what they should or should not do to fix their writing
- look for transitional statements or ideas
- read a paragraph one sentence at a time to see if the information presented flows in a logical order
- separate the ideas in a paragraph and check for connections
- use brackets to signal that something might be wrong

Appendix B: Writing Prompts

In Class Writing Prompts

- A difficult day...
- A job I would never want...
- A perfect day...
- Cellphones...
- Do you know what the perfect…
- Everyone has dreamed of having one special wish come true.
- Everyone has one item that is important...
- Have you ever felt…
- I always work hard when...
- I am nervous when...
- I deal with negative thinking and negative comments by...
- I do my best thinking when...
- If I could go anywhere in the world, I would...
- If I had to choose to be one animal for a day...
- If I were an ice cube...
- I had to make a difficult decision when...
- I have no will power when...
- I lose my temper when...
- I love ...
- It is time that I...
- I wish I could ...
- Many people today...
- My biggest fault...
- On Christmas day...
- Someone who I feel deserves my gratitude is...
- Something I have always wanted to do...
- Something that boosts my self confidence...
- The kindest thing anyone ever did for me...
- The last thing I want to do this week is...
- The nicest thing I have ever done for another person is...
- When I first wake up, I think about...
- When you were younger...

Appendix C: Literary Genres

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

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

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

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

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

Literary Genres	
Genre	**Description**
Adventure	Adventure provides the reader with the opportunity to explore circumstances in which the characters experience new situations, overcome adversity, and grow as individuals.
Autobiography	A story of one's life as written by oneself.
Biography	A written account of the series of events that make up a person's life.
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story).
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or book-length plays.
Essay	A short literary composition that reflects the author's outlook or point of view.
Expository Text	Expository text explains or provides direction.
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale.
Fairy Tale	Story about fairies or other magical creatures, usually for children.

Fantasy	Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality (fantasy animal stories, ghost stories, supernatural fiction, time fantasy, space fiction).
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact.
Fiction in Verse	Full-length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form.
Folklore	The songs, stories, myths, and proverbs of a people or "folk" as handed down by word of mouth.
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction).
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader.
Humour	Fiction full of fun, fancy, and excitement, meant to entertain, but can be contained in all genres.
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas.
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material.
Memoir	An account or reflection of a particular event, time, or period in a person's life.
Messaging Text	Computer-mediated language presented in a range of text messaging formats and resembles typed speech.
Mystery	Fiction dealing with the solution of a crime or the unravelling of secrets.
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Non-fiction	Factual information presented in a format which tells a story.
Non-fiction	Informational text dealing with an actual, real-life subject.
Poetry	Verse and rhythmic writing with imagery that creates emotional responses.
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer's imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters.
Speech	Public address or discourse.
Tall Tale	Humourous story with exaggerations and heroes who do the impossible.

Appendix D: Graphic Organizers

Predict What will be the purpose, message, etc. of the text?	Support Give evidence from the text or personal experience.	Reflect How does the text compare to your predictions?

Predict, Support, and Reflect

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

| How are   and   alike? |
|---|
| |

How are   and   different?

Compare and Contrast Chart

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

Question	Possible Answers
Source(s)	Findings

Question Quadrants

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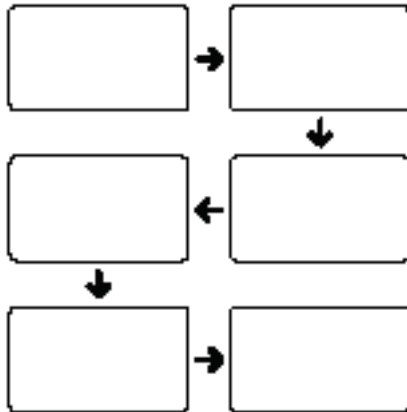
Flow Chart

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

F Facts	Q Questions	R Response/ Reactions

FQR Chart

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

Important Ideas   **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.

What I Read	What I Think

What I Read/What I Think

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

1		2
	Topic/ Concept	
3		4

Four Corners

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

Important Ideas	Big Ideas	Questions

Note Making

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

Appendix E: 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.

Print Features
Guide readers through the organizational structure

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

Organizational Aids
Help readers find key information

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

Graphic Aids
Represent information in a distinct way

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

Illustrations
Extend the meaning of the text

Feature	Helps the Reader...
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small

Document created by Laurie Larsen

Revised 2012

Appendix F: Traits of Writing

Traits	Sample Characteristics
Ideas	• A strong thesis statement included • Elaboration, details, images, and other support are included • Research (if necessary) is authentic • Writing is clear, concise, and focused • Writing is engaging and relevant
Organization	• Complexity of the writing suits the audience • Introduction and conclusion are creative and effective • Introduction is linked to the purpose • Organization is logical and creative • Transitions are present and effective
Voice	• Emotion is evident • Expression matches audience and purpose • Reader's interest is held throughout • Writing is engaging, enthusiastic, and sincere
Word Choice	• Choice of words match audience and purpose • Language is precise and carefully chosen • Strong verbs are used to create imagery • Words are used in appropriate contexts
Sentence Fluency	• Parallel structure and other sentence patterns are used • Sentence structure and length are varied • Sentence openings are varied and connected to the previous one • Transitions are clear and effective
Conventions	• Punctuation and capitalization are used appropriately and effectively • Spelling and grammar are used correctly

Appendix G: Sample Questions for Revising

Questions to Consider when Revising:

Title and Organization
- Can a reader easily follow my piece from beginning to end? Is the focus clear?
- Does my piece have a definite beginning, middle, and end?
- Does my title catch a reader's interest? Does it give too much information?
- Does my title focus on the main idea of my writing?

Content
- Does my writing have the impact I intended it to have?
- Have I clearly explained what I mean? Is there any part that might be confusing for a reader?
- Have I given enough details/evidence to help explain my point?
- Have I used examples and details that show what I mean instead of just telling?
- Is my writing original? Is the form effective?
- What is the most interesting or important part of the piece? Have I given enough detail in this part to make it really stand out?

Purpose and Audience
- Does my writing show rather than tell?
- Have I used active voice whenever possible?
- In non-fiction, does my ending summarize or restate the main idea in an interesting way?
- Is the language appropriate for the purpose and audience?
- What do I want a reader to feel and know at the end? Does my ending do this?

Proofreading
- Are capital letters used clearly and consistently?
- Are contractions kept to a minimum?
- Are periods and commas inside the quotation marks?
- Do apostrophes appear in the right places?
- Do the subjects agree with the verbs?
- Is punctuation correct? Is spelling correct?

Appendix H: Writer's Workshop

Workshop Approach: A Framework for Instruction

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

The Workshop Model

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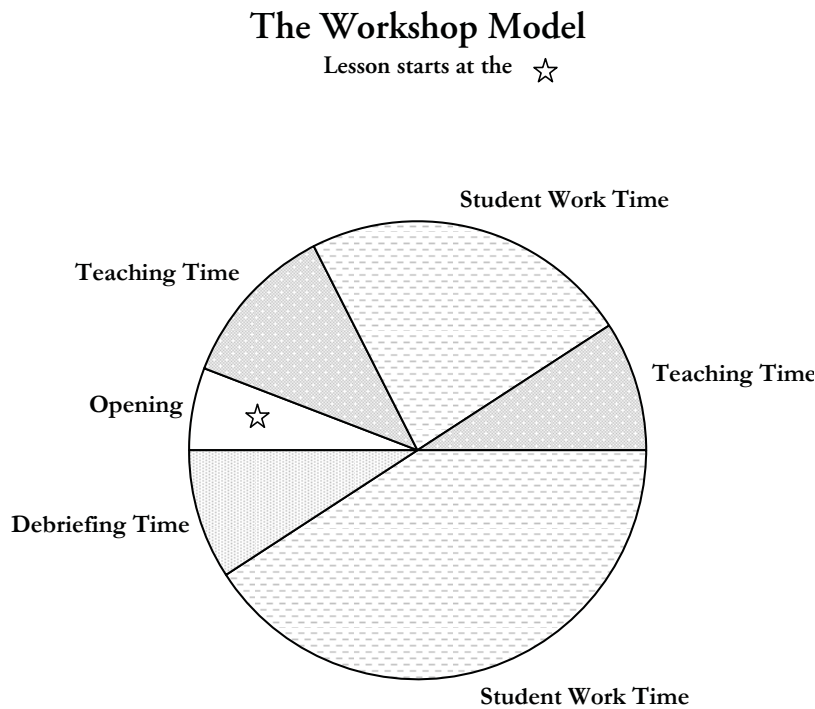
Opening comments are used to review previous lessons, set a goal for the class and activate student's knowledge for the current lesson.

Teaching Time is usually dedicated to teacher-led, whole class instruction. Examples of whole-class instruction include:

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

During *Student Work Time* learning usually occurs in an independent learning setting. Students practice strategies and concepts focused on during explicit instruction and apply them to specific tasks. Student choice is essential, and student work time must be of sufficient length to allow for student engagement.

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

Debriefing Time is student or teacher led and occupies a proportionally shorter period of time than the *Student Work Time* phase. Students reflect and focus on their learning and set goals for next steps. Debriefing time may vary. This may include:
- directing personal responses, discussion and sharing ideas or feedback
- gathering assessment information to inform instruction
- providing opportunities for students to extend and build upon their learning, and celebrate successes
- reflecting upon learning that may not have been the focus of instruction, but marks student growth
- using prompts or questions, self assessment surveys, or exit cards

Whole-class learning settings can provide a forum for critical thinking and challenge students to explore and extend their knowledge base. Examples of whole-class settings include:
- author share – students read aloud from a text
- fishbowl – students sit in a circle to observe interactions within a smaller group (can be used to model an activity)
- Socratic circles – students lead discussions on a controversial topic (often using notes)
- talking sticks – students pass an object to take turns speaking
- text talk – students share opinions about a text

Small-group settings help students learn to interact effectively and productively as members of a team. Students are required to:
- assess their own contributions to the group
- build on and share their own ideas and the ideas of others
- consider different ways of completing an activity
- identify and solve problems
- manage tasks and make decisions
- participate, collaborate, and negotiate
- examples of small-group settings where time for reflection should be considered include:
- book or magazine clubs
- community project groups
- inquiry and literature circles
- media production groups
- peer writers' conference groups
- reading partners

Appendix I: 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
Expressive	• Often colloquial and spontaneous • Often used to express personal feelings, describe personal experiences and articulate personal opinions • Often written in the first person point of view • Audience may be less important than what the student has to say	• Memoir/autobiography • Journal response • Learning log • Reflective paragraph • Some friendly or personal letters, emails or messages • Blog • Thank-you note
Transactional	• Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) • Primarily used to record and convey information • Sometimes used to provide directions or instructions • Sometimes used to organize or summarize factual information • Sometimes used to report or explain information • Sometimes uses standard formats (e.g., spacing, headers, font sizes)	• Report (e.g., financial, scientific, research) • Business letter • Directions or instructions • Biography • Public service announcement or advertisement • Formal paragraph (e.g., paraphrase, summary) • Feature or news article • Brochure • Meeting minutes • Newsletter • Questionnaire or survey • Resumé or CV • Recipe
Poetic	• Often planned using recognized processes (e.g., creating more than one draft of the text) • Primarily used to express creativity • Sometimes presented from an identifiable point of view • Sometimes uses standard formats (e.g., spacing, headers font sizes)	• Graphic story • Poetry • Script or screenplay • Short story • Song
Sample print, non-print and digital text formats		
	• Art • Cartoon • Collage • Costume • Game • Map • Mobile • Model • Movie or video	• Music • Photo essay • Podcast • Scrapbook • Slide-show presentation • Storyboard • Timeline • Video report • Webpage or website

Appendix J: Checking Texts for Bias

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

Text	Yes	Unsure	No
Illustrations • Are illustrations free of stereotypes? • Are aboriginal or minority or cultural groups/characters depicted realistically?			
Lifestyle • Are all cultures and settings depicted as being equal? • Do views about where people live remain neutral?			
Language • Does the author stay away from offensive overtones? • Does the author stay away from sexist language that demeans females or males? • Does the author stay away from inappropriate language?			
Author(s) or Text Creator(s) • Does the author use a balance of diverse cultures and heritage? • Do their experiences qualify them to write about this topic?			
Relationships • Are roles portrayed equally? • Are certain cultures or genders shown to be heroes, problem solvers, successful?			
Information • Does information cover a wide range of topics? • Is the information neutral rather than attempting to sway the audience?			
Overall the text can be considered unbiased.			
Notes			

Appendix K: Media Deconstruction

Deconstruct That Ad!

Sample guiding questions to help with the deconstruction of media texts:

Purpose and Audience
- What is the purpose of the text?
- Who is the intended audience? How do you know?
- Can it be easily adapted for a different audience?
- Who has the power? How do you know?

Message
- What is the message? Is the message effective? Explain.
- Is there an overt message? An implied message? Both?
- Does the text convey a positive or negative message? Explain.
- Does the ad convey a negative message? Explain below.
- What is the sub-text of the visual?
- What values are expressed? (e.g., friendship, youthfulness, importance of sport)
- What information is missing?
- What emotions do you associate with the text?
- What ideas or information should be challenged?
- What is being stereotyped?
- What assumptions are being made?(e.g., about gender, race, culture, class, etc.)

Form
- Is the text visually appealing? Why or why not?
- What media strategies are used?
- What specific details can you add about text features such as: captions, logo, headlines, graphs, colours, symbols, background, angle, sound effects, etc.
- What specific text features are most evident? Are they effective? Explain.
- Are there any literary devices present? (e.g., parallel structure, emphatic devices, hyperbole, pun)
- How can the form of this text be more effective? How should it change?

Appendix L: Resources

Writing 2203

Component	Student	Teacher
Expressions Anchor Text (hardcover)	•	•
Expressions Teacher's Resource		•
Digital eBook and Teacher's Resource Newfoundland and Labrador iLiteracy Resource Site (www.nlilit.ca)		•
Write Like This – Kelly Gallagher		•
Project Media – Emond Montgomery Publications		•
Project Media – Teacher's Resource – Emond Montgomery Publications		•
Write Traits Advanced: Level I		•

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