

# English 3202

*Curriculum Guide 2015*



Education and Early Childhood Development



***Department of Education and  
Early Childhood Development  
Mission Statement***

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

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# Section One:

## Newfoundland and Labrador Curriculum

### Introduction

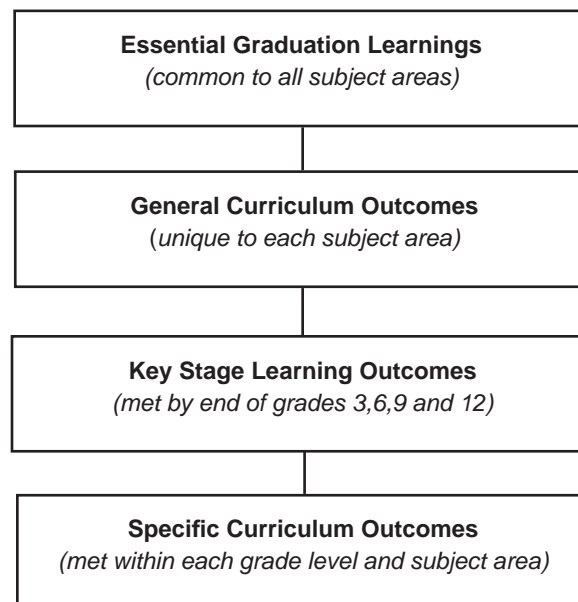
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

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

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

### Outcomes Based Education

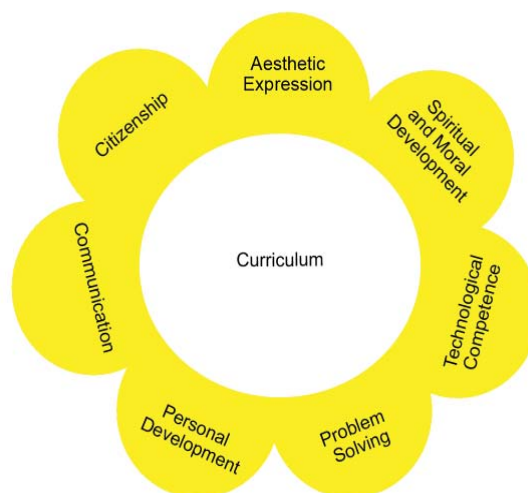
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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



### *Essential Graduation Learnings*

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

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



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

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

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

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

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

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

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

## Curriculum Outcomes

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

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

### **General Curriculum Outcomes (GCOs)**

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

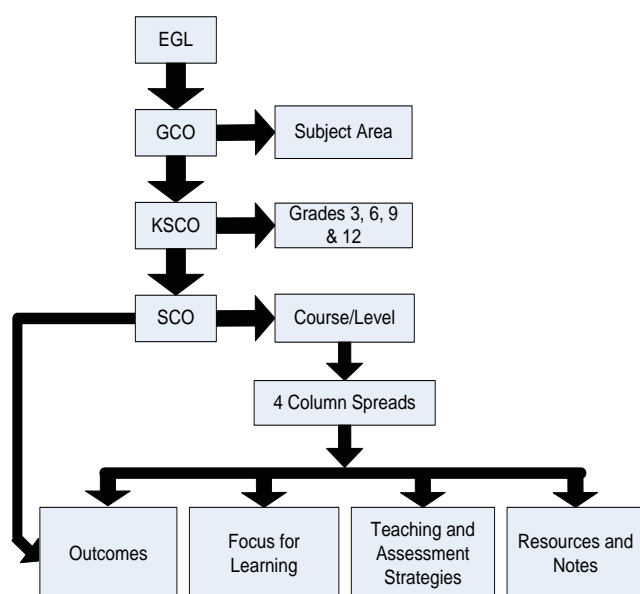
### **Key Stage Curriculum Outcomes (KSCOs)**

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

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

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.**

## EGLs to Curriculum Guides



## Context for Teaching and Learning

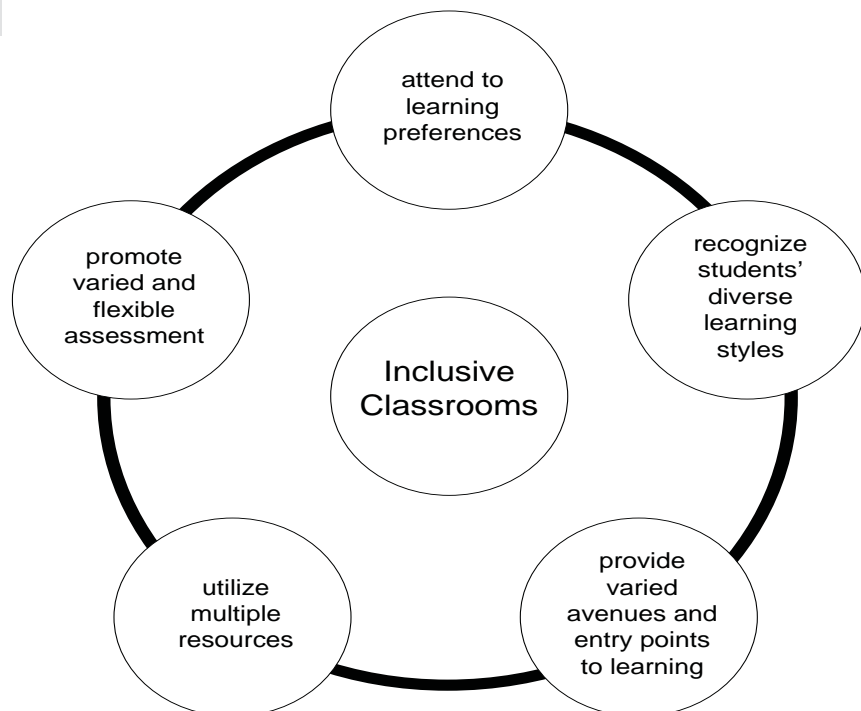
Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release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

### Inclusive Education

#### *Valuing Equity and Diversity*

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

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



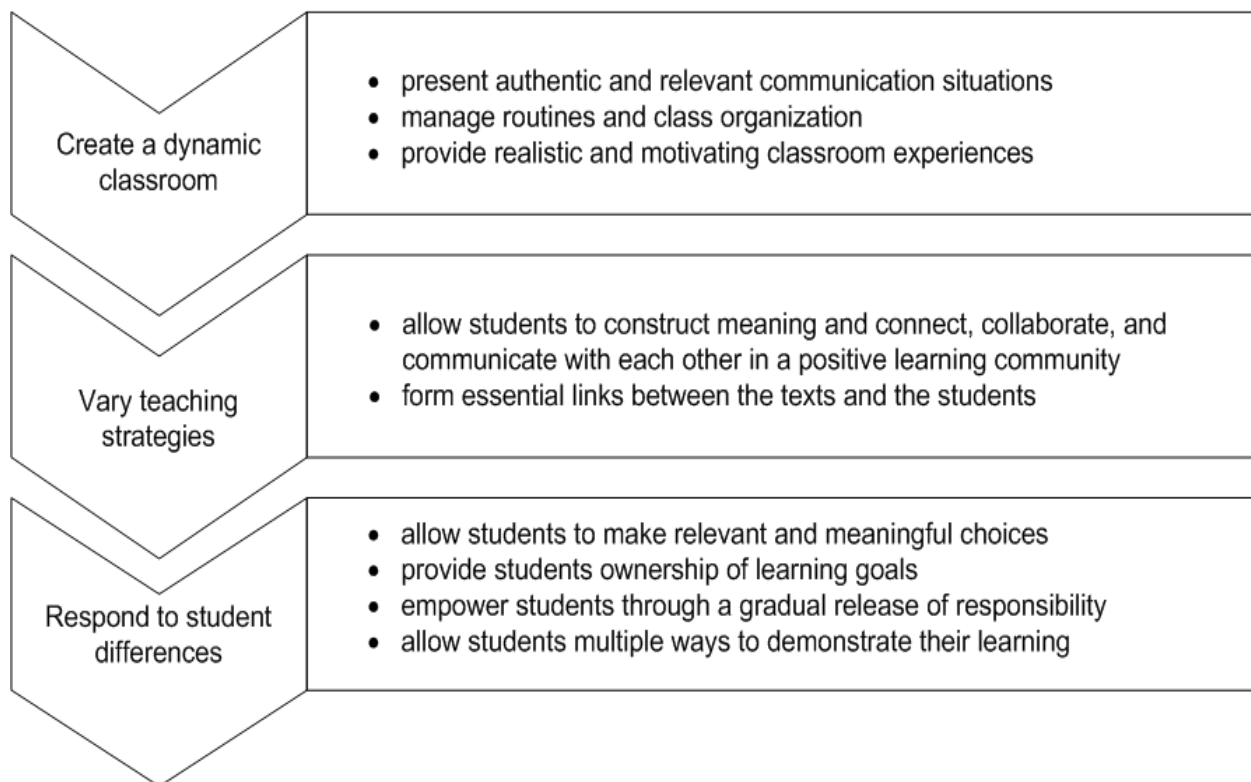
## Differentiated Instruction

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

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

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

Teachers should...



## Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for

enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

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

### *Differentiating the Process*

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

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

Teachers should consider the following examples of differentiating the process:

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

### *Differentiating the Product*

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

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

## *Differentiating the Learning Environment*

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

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

Teachers should consider the following examples of differentiating the learning environment:

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

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

## *Meeting the Needs of Students With Exceptionalities*

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

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

Supports for these students may include:

1. accommodations
2. modified prescribed courses
3. alternate courses
4. alternate programs
5. alternate curriculum

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

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

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

*\* includes gifted and talented*

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

Some strategies which are often effective include:

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

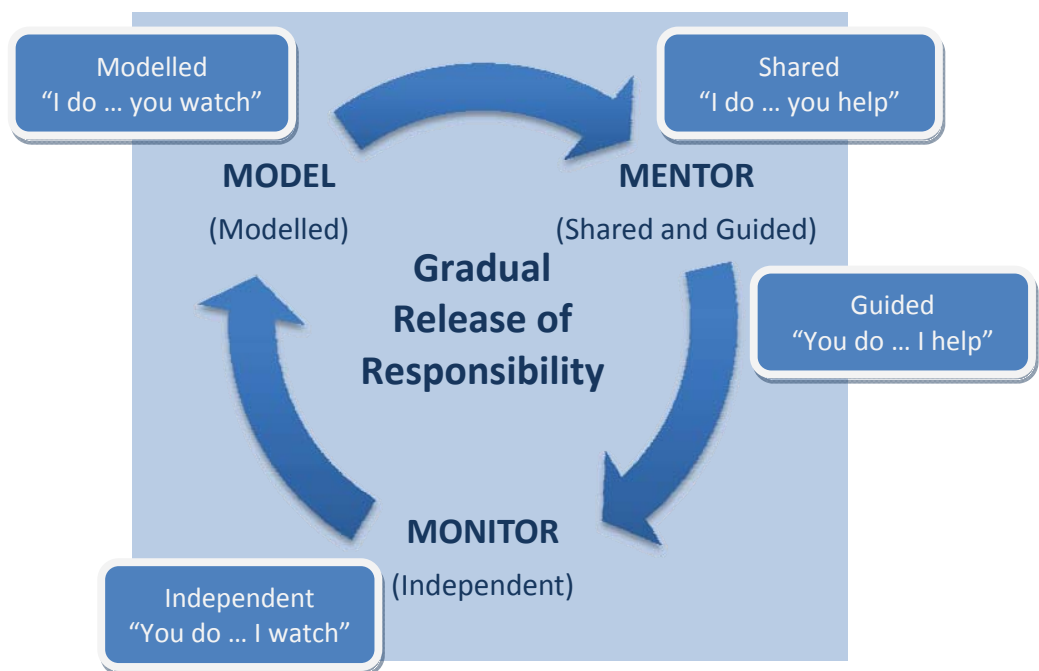
Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These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



## *Gradual Release of Responsibility*

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

### *Gradual Release of Responsibility Model*



# Literacy

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

## Reading in the Content Areas

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.

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	• Web pages
• 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 Skills**

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

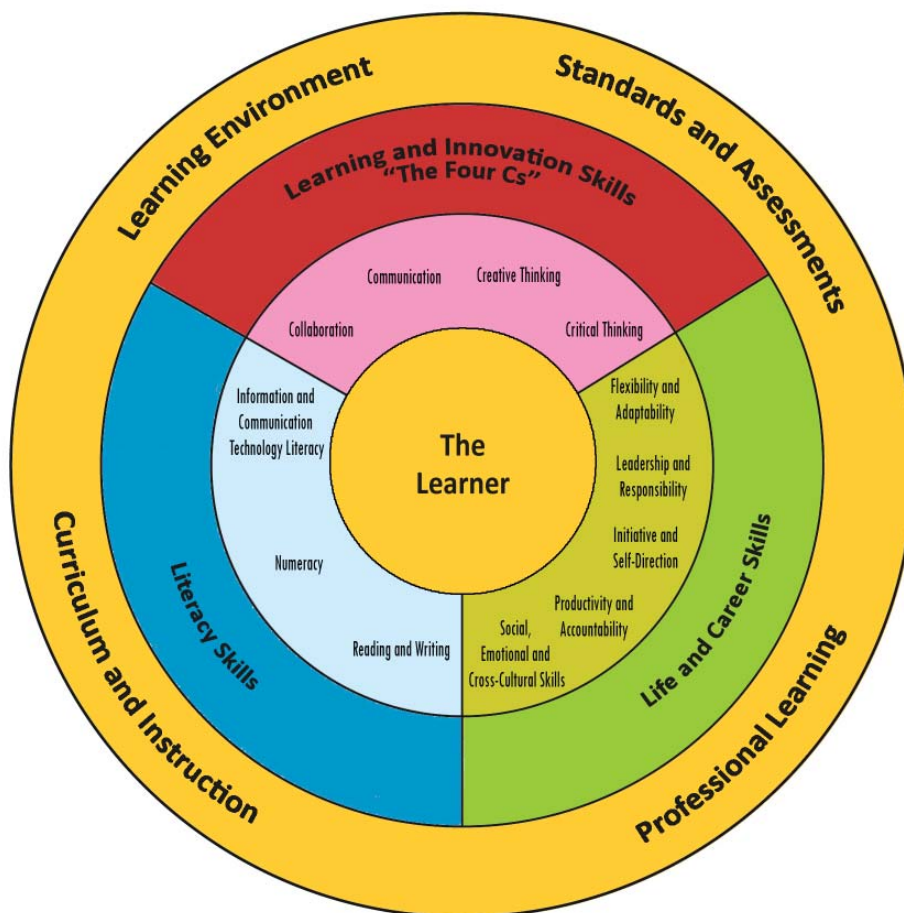
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

### **Life and Career Skills**

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

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

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



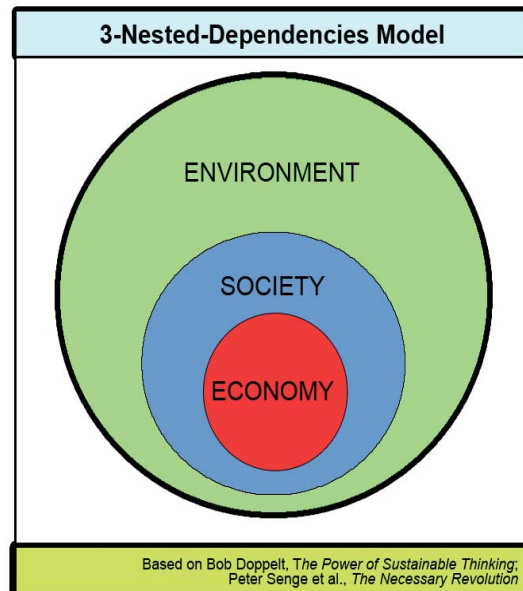
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support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

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

## Education for Sustainable Development

*Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Our Common Future, 43).*

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



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

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

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

# Assessment and Evaluation

## Assessment

Assessment is the process of gathering information on student learning.

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

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

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

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

### *1. Assessment for Learning*

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

Assessment for learning:

- includes pre-assessments that provide teachers with information of what students already know and can do
- involves students in self-assessment and setting goals for their own learning
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what a student knows and is able to do



## *2. Assessment as Learning*

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

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

## *3. Assessment of Learning*

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

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

Assessment of learning:

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

## *Involving Students in the Assessment Process*

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

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

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather



than asking teachers, “What do you want?”, students should be asking themselves questions such as:

- What have I learned?
- What can I do now that I couldn’t do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

## *Assessment Tools*

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

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

### *Types of Assessment Tools:*

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

## *Assessment Guidelines*

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

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

## *Evaluation*

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

During evaluation, the teacher:

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

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## Section Two: Curriculum Design

### English Language Arts

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

Experiences with texts are designed to enhance students':

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

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

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

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

## Curriculum Outcomes Framework

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

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

Strand	General Curriculum Outcomes	Key Stage Outcomes
Reading and Viewing	6. Students will be expected to respond personally to a range of texts.	<ul style="list-style-type: none"> <li>• make informed personal responses to increasingly challenging print and media texts and reflect on their responses</li> <li>• articulate and justify points of view about texts and text elements</li> </ul>
	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> <li>• critically evaluate the information they access</li> <li>• show the relationship among language, topic, purpose, context, and audience               <ul style="list-style-type: none"> <li>- note the relationship of specific elements of a particular text to elements of other texts</li> <li>- describe, discuss and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres</li> </ul> </li> <li>• respond critically to complex and sophisticated texts               <ul style="list-style-type: none"> <li>- examine how texts work to reveal and produce ideologies, identities, and positions</li> <li>- examine how media texts construct notions of roles, behaviour, culture, and reality</li> <li>- examine how textual features help a reader and viewer to create meaning of the texts</li> </ul> </li> </ul>
Writing and Representing	8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	<ul style="list-style-type: none"> <li>• use writing and other ways of representing to extend, explore, and reflect on               <ul style="list-style-type: none"> <li>- their experiences with and insights into challenging texts and issues</li> <li>- the processes and strategies they used</li> <li>- their achievements as language users and learners</li> <li>- the basis for their feelings, values, and attitudes</li> </ul> </li> <li>• use note-making to reconstruct increasingly complex knowledge</li> <li>• make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing</li> </ul>
	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	<ul style="list-style-type: none"> <li>• produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions</li> <li>• demonstrate understanding of the ways in which the construction of texts can create, enhance, or control meaning               <ul style="list-style-type: none"> <li>- make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences</li> </ul> </li> <li>• evaluate the responses of others to their writing and media productions</li> </ul>
	10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.	<ul style="list-style-type: none"> <li>• apply their knowledge of what strategies are effective for them as creators of various writing and media productions</li> <li>• use the conventions of written language accurately and consistently in final products</li> <li>• use technology to effectively serve their communication purposes</li> <li>• demonstrate a commitment to the skilful crafting of a range of writing and other representations</li> <li>• integrate information from many sources to construct and communicate meaning</li> </ul>

## Senior High English Language Arts

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

This program is designed to enhance students' ability to:

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

## English 3202

English 3202 is designed for students entering Level III who continue to require extra support to strengthen essential literacy skills. Students participate in practical and engaging learning experiences as they respond personally, critically, and creatively to a variety of texts of increasing complexity based on their interests, abilities, and learning needs.

Students will:

- adapt language and delivery to suit the purpose and audience
- create a variety of texts for a range of purposes
- evaluate the effectiveness of and respond to texts they read, view, hear, and create
- formulate and justify their own responses to social, political, ethical, and economic issues
- use and analyze the conventions of written and spoken language

## Suggested Yearly Plan

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

Two variations of suggested yearly plans are included. One suggestion focuses on a Genre approach while the other focuses on a Thematic approach. A combination of both approaches may also be preferred.

The suggested yearly plans below are guides only. A greater focus is placed on the study of fiction in English 3202 (approximately 60%).

Suggested Yearly Plan by Genre				
Number of weeks listed are suggested totals for the entire year. Each genre may be revisited several times during the year (e.g., Short Prose and Poetry may be studied in the fall, winter, and spring for 3-4 weeks each; an independent Novel Study may take place in the fall and again in the winter, with research integrated, for 3-4 weeks each time).				
Genre	Short Prose and Poetry	Novel Study	Visual and Media Literacy	Drama
Form/Type	essays, short stories (fiction and nonfiction), poems, songs, spoken word	Literature Circle/Book Club or Whole Class	Visual - photos, paintings, sculptures, graphic novels, etc. Media - blogs, ads, web pages, posters, podcasts, videos, etc.	longer play, shorter play, script, etc.
	Inquiry and Research integrated throughout Independent novel study (studies) integrated throughout			
Time Frame	9-12 weeks	6-9 weeks	7-10 weeks	4-5 weeks

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



## How to Use the Four Column Curriculum Layout

### Outcomes

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

Outcomes are numbered in ascending order.

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

All outcomes are related to general curriculum outcomes.

### Focus for Learning

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

This may include:

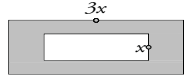
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

### Sample Performance Indicator(s)

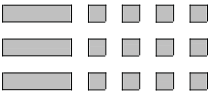
This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

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

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

SPECIFIC CURRICULUM OUTCOMES	
GCO 1: Represent algebraic expressions in multiple ways	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p>
	<p><b>Sample Performance Indicator</b></p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> <li>The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression <math>2x^2 + 4x</math> and the area of the large rectangle, including the walkway and the flower garden, is <math>3x^2 + 6x</math>.</li> </ul> 



SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, <math>\frac{3 \times 12}{3} = \frac{3x}{3} + \frac{12}{3}</math>. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, <math>x + 4</math> tiles will be a part of each group, so the quotient is <math>x + 4</math>.</p> <p><b>Activation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of a polynomial by a monomial by creating a rectangle using four <math>x^2</math>-tiles and eight <math>x</math>-tiles, where <math>4x</math> is one of the dimensions.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Ask students what the other dimension is and connect this to the symbolic representation.</li> </ul> <p><b>Connection</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of polynomials and determine the quotient</li> </ul> <p>(i) <math>(6x^2 + 12x - 3) \div 3</math></p> <p>(ii) <math>(4x^2 - 12x) \div 4x</math></p> <p><b>Consolidation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Draw a rectangle with an area of <math>36a^2 + 12a</math> and determine as many different dimensions as possible.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Discuss why there are so many different possible dimensions.</li> </ul> <p><b>Extension</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Determine the area of one face of a cube whose surface area is represented by the polynomial <math>24s^2</math>.</li> <li>Determine the length of an edge of the cube.</li> </ul>	<p><b>Authorized</b></p> <ul style="list-style-type: none"> <li><i>Math Makes Sense 9</i></li> <li>Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant</li> <li>Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial</li> <li>ProGuide: pp. 35-42, 43-51</li> <li>CD-ROM: Master 5.23, 5.24</li> <li>See It Videos and Animations:             <ul style="list-style-type: none"> <li>Multiplying and Dividing a Polynomial by a Constant, Dividing</li> <li>Multiplying and Dividing a Polynomial by a Monomial, Dividing</li> </ul> </li> <li>SB: pp. 241-248, 249-257</li> <li>PB: pp. 206-213, 214-219</li> </ul>

**Resources and Notes**

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

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

**Suggestions for Teaching and Assessment**

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

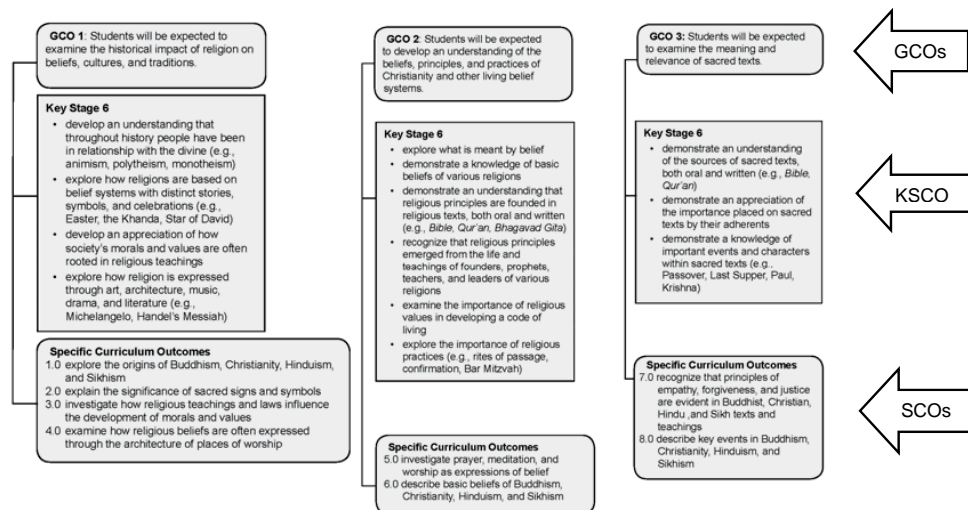
Suggestions for instruction and assessment are organized sequentially:

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

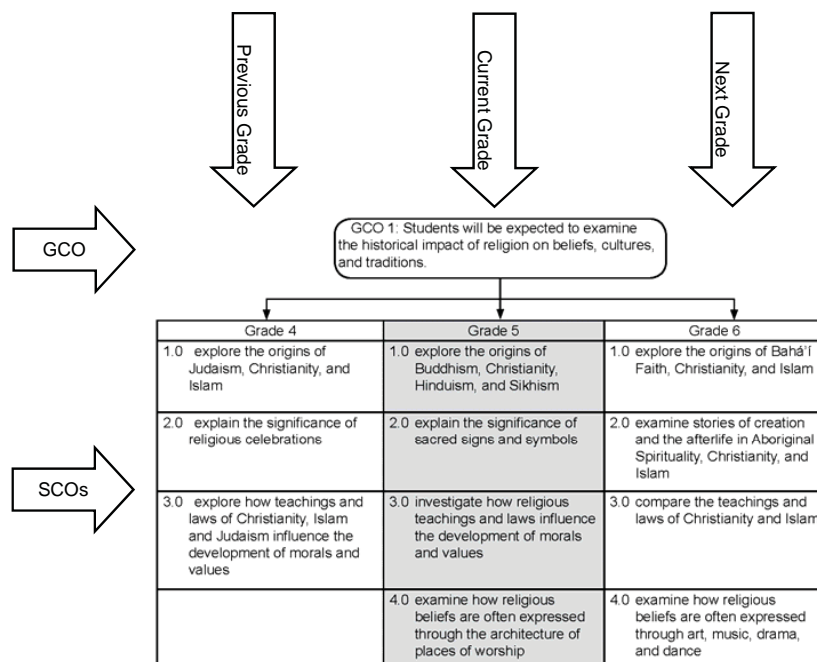
These suggestions provide opportunities for differentiated learning and assessment.

# How to Use a Strand Overview

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



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



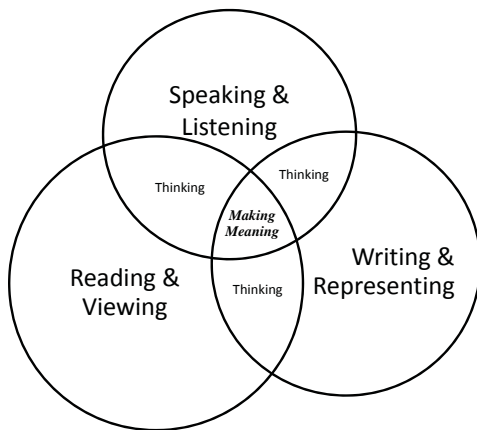
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## Section Three: Specific Curriculum Outcomes

### Speaking and Listening

# Speaking and Listening

## Focus

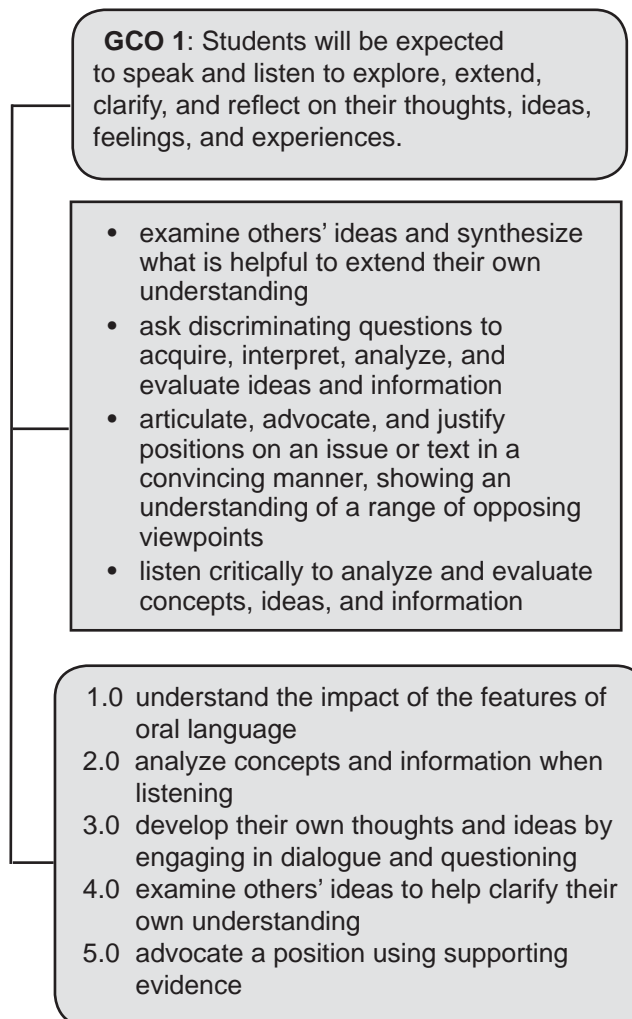


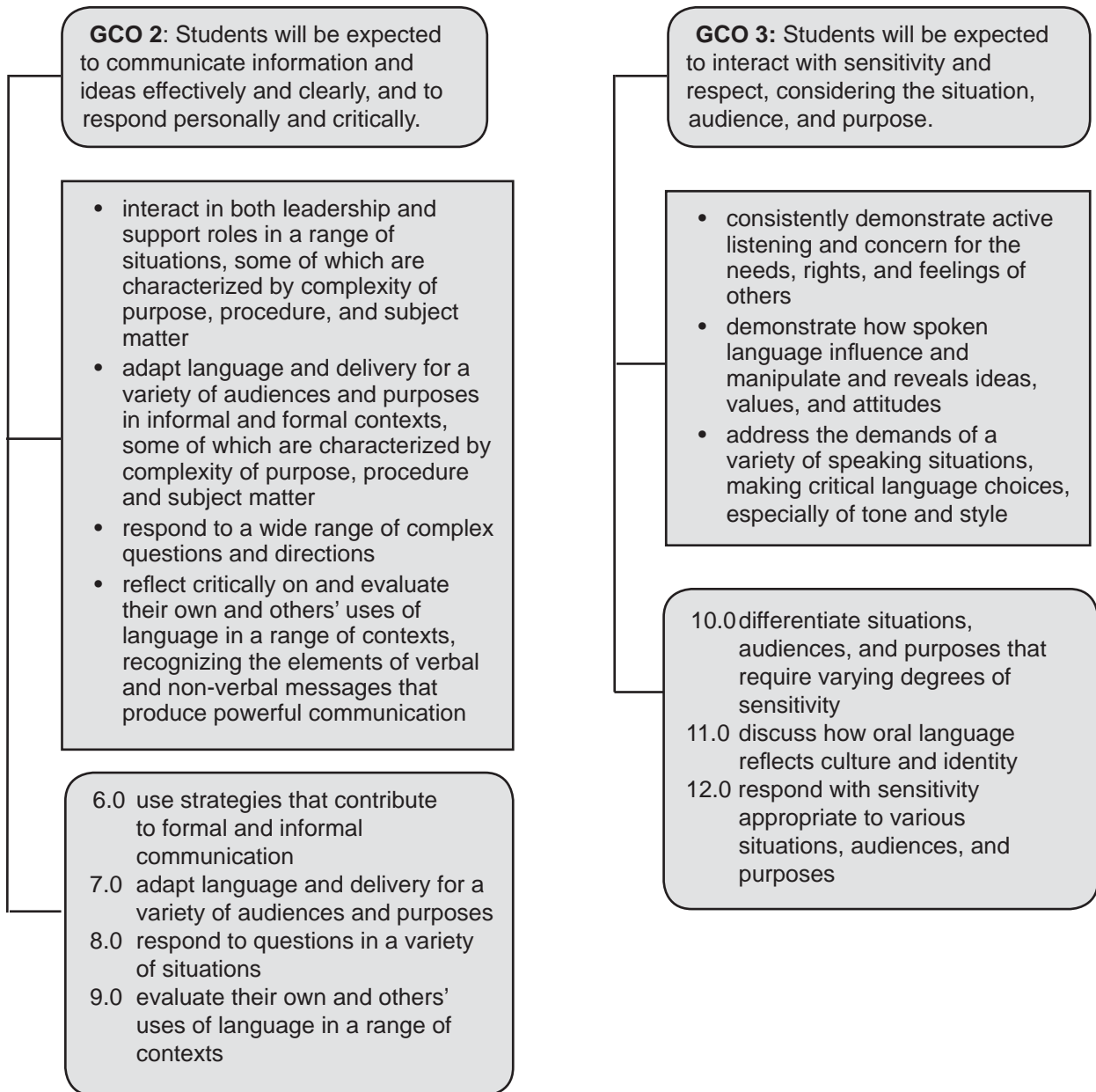
Students speak and listen to express themselves and communicate ideas through oral language. “Talk is the bridge that helps students make connections between what they know and what they are coming to know” (Booth, 1994). To make meaning through oral language students must:

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

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

## Outcomes Framework





## SCO Continuum

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

English 1202	English 2202	English 3202
1.1 identify ideas and information using active listening skills	1.0 compare points of view to revise their own opinion	1.0 understand the impact of the features of oral language
1.2 ask relevant questions to develop ideas about issues	2.0 use active listening skills to respond to oral language	2.0 analyze concepts and information when listening
1.3 respond to questions by providing reliable support for ideas	3.0 apply features of oral language	3.0 develop their own thoughts and ideas by engaging in dialogue and questioning
1.4 demonstrate a point of view using supporting evidence	4.0 evaluate how the features of oral language are used to influence listeners	4.0 examine others' ideas to help clarify their own understanding
1.5 interpret ideas and information from speaking and listening activities		5.0 advocate a position using supporting evidence

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

English 1202	English 2202	English 3202
2.1 use a range of strategies that contribute to effective informal talk	5.0 use strategies associated with formal and informal communication	6.0 use strategies that contribute to formal and informal communication
2.2 evaluate a range of strategies that contribute to purposeful informal talk	6.0 analyze strategies that contribute to effective communication	7.0 adapt language and delivery for a variety of audiences and purposes
2.3 examine how communication involves interaction between a speaker and a listener	7.0 respond to questions in a variety of situations	8.0 respond to questions in a variety of situations
2.4 use a range of strategies and behaviours associated with effective formal speaking	8.0 advocate a point of view using supporting evidence	9.0 evaluate their own and others' uses of language in a range of contexts
2.5 evaluate strategies and behaviours associated with effective formal speaking		

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

English 1202	English 2202	English 3202
3.1 explain how spoken language reveals ideas, values, and attitudes	9.0 use a variety of communication strategies	10.0 differentiate situations, audiences, and purposes that require varying degrees of sensitivity
3.2 analyze how spoken language influences others	10.0 analyze others' points of view	11.0 discuss how oral language reflects culture and identity
3.3 identify the positions of others	11.0 demonstrate that different situations, audiences, and purposes require different degrees of sensitivity	12.0 respond with sensitivity appropriate to various situations, audiences, and purposes
3.4 use a variety of language and communication styles appropriately	12.0 examine the implications of using different modes of communication	

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

## Outcomes

*Students will be expected to*

- 1.0 understand the impact of the features of oral language
- 2.0 analyze concepts and information when listening
- 3.0 develop their own thoughts and ideas by engaging in dialogue and questioning
- 4.0 examine others' ideas to help clarify their own understanding
- 5.0 advocate a position using supporting evidence

## Focus for Learning

Continued development of speaking and listening skills is essential. The teacher should create opportunities for students to engage in a variety of speaking and listening activities. A student may be reluctant to speak to the entire class, however, he or she may gain confidence in and understanding of the impact of oral language by speaking to peers and in small groups, or by using technology to assist with speaking and listening opportunities.

Speaking and listening activities should be varied and incorporated throughout the year. Authentic experiences will be more valuable to students as they develop skills as well as to teachers who are formatively assessing students. See Appendix A1 for suggested guidelines for selecting content.

The classroom experience will be richer if:

- all students are engaged in the discussion
- discussions become student driven
- students understand their ideas may be questioned, but not attacked
- teaching speaking and listening skills becomes a priority
- the knowledge of each student is acknowledged and celebrated
- the teacher monitors speaking and listening experiences to determine areas of need
- time is given to think before responding

In English 2202, students worked to develop active listening skills and applied features of oral language. In English 3202, they will continue to apply these features as well as show their understanding of their impact. These may include:

• language features such as	• voice techniques such as
- alliteration	- inflection
- diction	- intonation
- hyperbole	- pace
- imperative	- pause
- lists	- pitch
- repetition	- tone
- rhetorical questions	- volume

Students should recognize both direct and indirect messages to infer meaning as they listen, provide feedback to others, and receive constructive feedback about their own speaking content and form. They will also analyze concepts and information when listening by recognizing differences in opinion and understanding why these differences exist. This will further develop their ability to consider their own as well as others' points of view when making decisions, participating in discussions, and responding to text. Having the ability to analyze what they hear is very important in all areas of their lives, whether they are listening for entertainment purposes or because they must make important decisions.



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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Model a think-aloud in which they give a personal opinion on a current event or issue of public interest.
- Brainstorm situations that may require a change in language features or voice techniques. Record collective thoughts in a graphic organizer.
- Share an anecdote about a negative speaking experience (e.g., first job interview, presentation).

Students may

- Complete a self-assessment checklist to determine their own strengths and needs as speakers and listeners (see Appendix B for a sample checklist).
- Summarize a news article. In a group, one student will read the article aloud after which each student will have an opportunity to summarize the main points he or she feels are most important.
- Recall a time when they were speaking to someone who was not actively listening to them and share what they would change about their own communication to help engage the listener.
- Listen to a popular talk show. Discuss types of listening strategies that are used and how they affect the understanding and engagement of the audience.
- Name a character or personality from a book, movie, or television show that they identify with. Describe that personality with a partner or small group, or one-on-one with the teacher, and explain reason(s) for their choice.
- Watch a video of a job interview. Discuss an interview they have participated in and highlight positive and negative reactions to the experience. Note any changes they may consider in preparation for their next interview.

### Connection

Teachers may

- Make a list (with students) and discuss types of non-verbal communication (e.g., biting nails) and possible meanings of each (e.g., nervous). The list may be divided into categories which include facial expressions, posture, and gestures.
- Share a video which demonstrates speaking strategies that students may find helpful.
- Share samples of rants and discuss characteristics which make them engaging for different audiences.

*Continued*

## Resources and Notes

### Authorized

Appendices

- Appendix A1 – Suggested Guidelines for Selecting Content
- Appendix B – Speaking and Listening Self-Assessment Checklist

Vistas (iLit)

- Strategies to support GCO 1 are found in the After and Beyond sections following each selection, i.e.:
  - 18, 33, 99, 130, 181, 195, 228, 298
- Selections related to GCO 1:
  - 173, 179, 182, 190, 286

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Links – Helping Students with Speaking and Listening
- Links – Voice Recording and Dictation
- Links – Speaking and Listening Apps
- Links – Making Speaking Easy
- Links – Video Creation

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

## Outcomes

*Students will be expected to*

- 1.0 *understand the impact of the features of oral language*
- 2.0 *analyze concepts and information when listening*
- 3.0 *develop their own thoughts and ideas by engaging in dialogue and questioning*
- 4.0 *examine others' ideas to help clarify their own understanding*
- 5.0 *advocate a position using supporting evidence*

## Focus for Learning

The active listener:

- asks questions at appropriate times to clarify meaning
- pays close attention to the speaker to improve comprehension
- recognizes the diversity of the purpose and audience
- restates what is heard to confirm understanding
- shows empathy for the speaker by using positive non-verbal cues such as: physical position, eye contact, gestures, and facial expressions

Students will often use the above strategies during conversation and for the purpose of clarifying information. Students should also practice constructing appropriate questions for:

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

Students should also continuously assess the validity of ideas they encounter as a way to help clarify their own understanding. They may question their initial responses and approaches to specific issues. For example, a student may immediately have a negative attitude about politicians, and react emotionally or illogically when initially presented with political messages. However, they may reconsider this as they further develop active listening and interpretation skills.

When speaking, students must feel comfortable that they are able to advocate their point of view. They must stay on topic and maintain a respectful voice as they clarify feelings, provide examples, or use other supporting evidence to strengthen their position.

They may:

- ask questions to gather more information
- cite research, stating facts or statistics
- refer to personal experiences
- use analogies

For more information and criteria on assessing and supporting the speaking and listening strand, see Appendix C. See Appendix D1 for suggested prompts to scaffold student learning when speaking and listening.

## Sample Performance Indicator

Work in small groups to sell an item that is real or imaginary (e.g., cell phone, skidoo, unicorn that writes tests). Create a pitch for your item, and, using an informal presentation style, introduce the item and explain why it would be a good purchase. As a class, discuss features of each pitch and vote for the item/pitch that you feel is the most convincing.

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

### Sample Teaching and Assessment Strategies

Students may

- Listen to four or five news broadcasts and share their views about selected stories with the class, a partner, or in a small group. This may be in response to local, national, or international topics that teachers or students propose.
- Read song lyrics and listen to a recording of the same. Discuss how and why a text which is spoken may have a different effect on them than a written text. List specific components (e.g., tone of voice, pause, pacing, background music) which caused that reaction.
- Participate in a Say Something activity. Read an excerpt or view an image, pausing at a given point where a student will say something (to a partner) related to the text. The partner will respond and engage in a 30-60 second conversation about the text.
- Participate in a role-play with a partner in which they are given a scenario and must adapt their language to fit the situation (e.g., interview, party, crowded bus) and audience (e.g., stranger, friend, police officer, small child, senior citizen, teacher).

### Consolidation

Students may

- Prepare and perform a short rant on a topic they feel strongly about. This may be completed in small groups and recorded to present to the class.
- Participate in a play as one character. Before beginning, choose the character they wish to portray and provide reasons for their choice.
- Participate in a gallery walk where the teacher has posted images around the room (e.g., photographs, posters) with one corresponding question per image. Respond to one question and, in small groups, share these orally (questions may ask for predictions about the image or person in the visual).
- Perform a rap as a response to a text used in class. This may be performed live or in the form of a video.

### Extension

Students may

- Express their views on current events or issues of public interest through call-in radio shows, assemblies, and school or community council meetings.

### Resources and Notes

#### Authorized

#### Appendices

- Appendix C – Assessing and Supporting Speaking and Listening
- Appendix D1 – Suggested Questions and Prompts to Scaffold Student Learning (S/L)

#### Cultural Connections

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

Texts to practice listening include:

- Comfort and Joy, Christmas Songs of Newfoundland and Labrador (provided 2014)
- Songs of Ron Hynes, Volume 1 (provided 2014)

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

## Outcomes

*Students will be expected to*

- 6.0 use strategies that contribute to formal and informal communication
- 7.0 adapt language and delivery for a variety of audiences and purposes
- 8.0 respond to questions in a variety of situations
- 9.0 evaluate their own and others' uses of language in a range of contexts

## Focus for Learning

As they finish high school, one of the most important skills students should possess is the ability to communicate clearly and precisely in authentic situations. They must be able to ask for clarification, answer a question, elaborate on a topic, as well as know when to use colloquialisms and slang. They must also be able to communicate formally and informally, depending on the audience and purpose.

To be able to think critically and contribute to quality classroom discussions, students must have time to prepare. Introducing a topic during a previous class will allow them time for outside discussions to take place and time for students to form opinions and arguments before classroom discussing as a class. This may include playing a short video or news clip at the end of a class, following a Twitter™ hashtag, displaying photographs of an event, playing music, etc.

Students will learn to determine strategies that are most helpful to them as they express their own opinions, ideas, and feelings. They need opportunities to practice responding to questions and use verbal and non-verbal cues, conventions, diction, and other strategies associated with formal and informal communication. They should be able to recognize that while there are differences between the two, there are also strategies that are common to both.

Formal communication is often more structured than informal communication, including features such as an introduction of the speaker, use of formal diction, more preparation, and use of specific protocols. However, both formal and informal communication require:

- a greeting before beginning
- allowing opportunities for others to speak
- appropriate gestures and body language
- appropriate use of diction and grammar
- coherence throughout
- supporting evidence
- use of language features and voice techniques (see GCO 1)

Speaking conveys information for a specific purpose. Many factors must be considered in any speaking situation since audiences vary in their values, language, knowledge, age, work and life experiences, gender, and educational backgrounds. As well, a speaker must adjust to the purpose of the communication. Students will often have to adapt language and delivery quickly as they adjust to different situations. Before speaking, they should stop and think about the situation, purpose, and audience. During speaking, they should use appropriate body language and adjust language and delivery as necessary based on knowledge of the audience as well as listener response and reaction.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Review and model strategies associated with formal and informal communication.
- Choose a topic from TED™ talks and discuss the parts that appeal to a particular audience. Discuss the features of oral language that work best to influence an audience.
- Generate a list of potentially inappropriate speaking and listening characteristics (e.g., wearing headphones, sending text messages, one word responses, aggressive responses, negative body language). Discuss implications in various situations.
- Read classic fairy tales out loud and discuss diction, phrases, and other elements that are no longer relevant in today's society.

Students may

- Brainstorm reasons why speaking and listening may sometimes be a challenge (e.g., strong emotion, lack of knowledge, detail, or understanding of the appropriate requirements of the setting).
- Make a list of and share what they feel are the top speaking and listening skills they need for school or work (e.g., ask or respond to questions, follow instructions, talk to customers, give presentations, contribute to discussions).
- List the words or phrases they use orally that would not be found in the dictionary. Explain what the words or phrases mean and why they should or should not be used.
- Review a recent thread of text messages and tell how they would change the wording to orally communicate the same message to an unfamiliar audience.
- Generate a list of speaking and listening scenarios that occur outside the school environment (e.g., customer service, job interview, refund request, wedding speech, police statement). Discuss the level of formality of language with the class.

### Connection

Teachers may

- Share a video clip of a politician delivering a persuasive speech. Lead a think aloud summarizing his or her main points.
- Show a muted video (e.g., commercial, movie trailer, speech) and discuss the message received. Show the same video with the original sound and ask students to use a graphic organizer to compare and contrast the message received.

*Continued*

## Resources and Notes

### Authorized

Vistas (iLit)

- Strategies to support GCO 2 are found in the After and Beyond sections following each selection, i.e.:
  - 28, 71, 126, 175, 178, 192, 207, 251, 343
- Selections related to GCO 2:
  - 25, 34, 168, 190, 193

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Link – Preparing Students to Present
- Link – Graphic Organizers

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

## Outcomes

*Students will be expected to*

- 6.0 *use strategies that contribute to formal and informal communication*
- 7.0 *adapt language and delivery for a variety of audiences and purposes*
- 8.0 *respond to questions in a variety of situations*
- 9.0 *evaluate their own and others' uses of language in a range of contexts*

## Focus for Learning

Students more easily adapt their language and delivery as well as respond well to a variety of questions when they are comfortable with the topic and audience. Impromptu responses can be challenging. To become more comfortable when responding to questions, students will benefit from having knowledge of and an interest in the topic.

Students will be at various levels of comfort with their ability to respond to questions, it is important that teachers lay groundwork by assessing the level of speaking comfort within a class and adjusting activities accordingly. In some cases, classes may welcome the opportunity to practice or role play situations (e.g., answering questions as a sales representative). In other classes, the teacher may decide that situations should be primarily authentic (e.g., asking about a topic in the news or asking about a movie they watched). See Appendix D1 for suggested prompts to scaffold student learning.

Students will continue to develop their ability to evaluate language use. Peer feedback must be immediate and appropriate. Students may feel more comfortable giving or receiving feedback if they are in pairs or very small groups, or if they are provided with an opportunity to provide anonymous feedback. Quite often, when working in larger groups, students will wait for someone else in their group to speak up.

Self-evaluation checklists are helpful for students who are not always certain of the characteristics they should look for during their own speaking experiences. Over time, students will instinctively evaluate whether a conversation, phrase, or interview achieved its purpose, however, in English 3202, they will continue to require prompting to ensure that many appropriate language characteristics are considered.

## Sample Performance Indicator

Work with your teacher and your class to create a checklist for appropriate speaking and listening characteristics. Locate a news clip from a speech by a public figure or a video clip from a popular film or television show. Follow the steps below:

1. Tell why your checklist is appropriate for the text you chose.
2. Use the checklist to note characteristics of the speaker.
3. Offer suggestions for improvement.
4. Share responses.



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

### Sample Teaching and Assessment Strategies

Students may

- Discuss features (e.g., body language, appropriate diction) found in audition videos from shows such as Big Brother, Survivor, or The Bachelor.
- Role-play situations that are uncommon (e.g., a news reporter and a public figure engaged in a media scrum after a significant event) and discuss the importance of appropriate communication.
- Simulate an authentic conversation using their own cell phones. Sit at opposite ends of the classroom (or one student can move to the hallway) and hold a conversation on a familiar topic. Each pair of students can share communication strengths and challenges.
- Read song lyrics to a small group and discuss the meaning of the lyrics from their own perspective.
- Discuss the expectations of speaking and listening situations, considering how different emotions are appropriate for some situations but inappropriate for others and how different audiences and situations require different levels of formality.
- Compile a set of strategies or tools (e.g., PowerPoint™, cue cards, charts, jot notes, paraphrasing) that might help overcome their personal speaking and listening challenges.

### Consolidation

Students may

- Watch a video of a situation where conflict is evident and role-play a more positive version of the same scenario.
- Create their own reality show audition videos to share information about themselves and why they should be a participant.
- Reflect on their strengths and challenges as speakers and listeners. Outline these in an inventory or journal entry.
- Work in small groups to create a game such as charades, Pictionary™, or Guesstures™ (e.g., create two decks of cards, one with a variety of speaking and listening scenarios, and one with various audiences, choose a card from each deck and communicate for the chosen scenario and audience). Group members must try to guess both the scenario and audience.
- Adopt a persona, plan a response to a situation based on that persona, and present to the class (e.g., teenager auditioning for the movie role of a spoiled teenager who is having a tantrum, soldier returning home from combat).

### Extension

Students may

- Adapt a fairy tale to a modern day script (or adapt so that it is told from a different point of view) and read to the class.

### Resources and Notes

#### Authorized

#### Appendices

- Appendix D1 – Questions and Prompts to Scaffold Student Learning (S/L)

#### Cultural Connections

Texts to practice listening include:

- Bellows and Bows: Historic recordings of Traditional Fiddle & Accordion Music From Across Canada (provided 2014)
- Tanglecove: 30 New Canadian Fiddle Tunes (provided 2014)

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

## Outcomes

*Students will be expected to*

10.0 differentiate situations, audiences, and purposes that require varying degrees of sensitivity

11.0 discuss how oral language reflects culture and identity

12.0 respond with sensitivity appropriate to various situations, audiences, and purposes

## Focus for Learning

In English 3202, students will strengthen their understanding of the differences in ways that people communicate through speaking and listening. They will use appropriate speaking and listening strategies to enhance their communication in respectful and meaningful ways.

In any setting,

- A good speaker will:
  - appear calm and confident
  - be approachable and invite participation
  - be clear, fluent, and use appropriate vocabulary
  - encourage listeners to take their time when thinking of responses or questions
  - relate to the audience, demonstrating empathy
- A good listener will:
  - be attentive and participate appropriately
  - demonstrate appropriate body language
  - infer, summarize main points, and ask questions

Students must understand the importance of adjusting their speech so that it is appropriate for the purpose and audience. Regular class discussions will help them understand that open-mindedness and respect for the viewpoints of others is the norm. Students will continue to develop skills they focused on in English 2202 as they interact with sensitivity and respect. These include:

- demonstrating positive body language
- discussing the issue and not the person
- explaining why different types of humour may not be acceptable in certain situations
- focusing on positive aspects of others' ideas
- listening to others' points of view with an open mind
- politely asking for clarification
- remaining calm and in control of their actions
- understanding that agreeing to disagree is acceptable
- understanding why bias may be present in their own or others' views
- using eye contact as a means of clear communication
- using "I" rather than "you"

Oral language, particularly regional dialects, local expressions, idioms and slang, is an important part of cultural identity. Students must be able to discuss differences in oral language within and outside their own province. It is important that they understand that oral language which is acceptable in one region or within one cultural group may not be acceptable within another.



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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Discuss the difference between empathy, sympathy, and apathy. Ask students to respond to specific scenarios using one of the three.
- Share experiences where individuals were not respectful to others and discuss how it affected the situation.

Students may

- Generate and discuss a list of examples (occasions) when empathy should be shown. Make a list of possible consequences that may occur if empathy is not shown (e.g., if a friend tells you he/she has been fired from a job) and how both parties may feel.
- Generate examples of various cultural identities (e.g., age, sexuality, group, gender, nationality, place of origin). Discuss the importance of being respectful towards others.
- Create a list of situations where they or someone they know have felt valued or undervalued (e.g., making a suggestion to a group of friends that is ignored).
- Listen to a call-in radio program and discuss the level to which respect and consideration are shown by callers and the host.
- Discuss examples of assertive vs aggressive behaviour in specific situations. Reflect on whether they see themselves as assertive or aggressive.
- Brainstorm examples of situations which require a high level of sensitivity compared to others and discuss reasons for each.
- Share examples of experiences when they have felt they were spoken to or treated with disrespect. Provide suggestions as to how the situation could have been handled differently.

### Connection

Teachers may

- Model ways to respectfully disagree with others.
- Lead a discussion about sports team logos or mascots that may be deemed offensive and ask students to suggest alternatives.

*Continued*

## Resources and Notes

### Authorized

*Vistas* (iLit)

- Strategies to support GCO 3 are found in the After and Beyond sections following each selection, i.e.:
  - 24, 87, 126, 141, 178, 224, 261
- Selections related to GCO 3:
  - 139, 173, 176, 196, 221

### Suggested

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

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Link – Teaching Tolerance
- Link – Understanding Empathy

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

## Outcomes

*Students will be expected to*

*10.0 differentiate situations, audiences, and purposes that require varying degrees of sensitivity*

*11.0 discuss how oral language reflects culture and identity*

*12.0 respond with sensitivity appropriate to various situations, audiences, and purposes*

## Focus for Learning

Non-verbal cues also have different roles from a communication perspective. In some cultures, facial expressions are used to respond to questions rather than a verbal answer. Expectations also vary regarding when or how children speak while in the company of adults. It is impossible for students to be aware of all cultural beliefs around communication, however, they must be aware of the need to remain sensitive to the possibility.

Students must select an appropriate form of communication to best suit the message, situation, audience, and purpose. Appropriate choices will better reflect the intent of the speaker and increase the accuracy of the message received by the listener. This shows sensitivity to the issue as well as to the audience and situation. Understanding the meanings of empathy, apathy, and sympathy will guide students as they respond to different situations.

This may include:

- consulting with others before taking action on an issue
- inferring from a person's actions that there is a problem
- listening rather than speaking when a topic is not understood
- reacting appropriately with empathy or sympathy
- recognizing and avoiding offensive words and phrases
- using preferred titles when addressing others

Students should regularly reflect on their communication styles to ensure they continue to be respectful in all situations. When unsure, it is more appropriate to ask indirect rather than very direct questions.

Students should always consider potential implications and the resulting consequences of a specific form of communication (e.g., discussing a local person who was recently in the news without knowing if anyone in the room has connections to that person). They should also understand that there is no time limit on developing speaking and listening skills; these are skills that continue to be refined throughout every person's life as they encounter new situations.

## Sample Performance Indicator

Interview an older person to determine how their experiences were the same as or different from yours as a young adult. Questions may include topics on:

- clothing, decorating, leisure, food preferences
- popular celebrities, politicians, sports figures
- relationships with peers, colleagues, and family members
- songs, artists, films, television shows
- technology, school, language

Share your findings in a multimedia format.

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

### Sample Teaching and Assessment Strategies

### Resources and Notes

Students may

- Discuss how various cultural identities are expressed through language choices, trends, and activities.
- Examine a variety of photos with a person as the focal point and suggest names, ages, hobbies, personality traits, education, and jobs for each person. Share reasons for their choices and discuss biases that are present.
- Discuss and role-play situations where they may need to have strong speaking and listening skills (e.g., going through customs, meeting an employer, talking to a customer, deflating a potentially difficult situation).
- Explain, in a respectful way, why they agree or disagree with another student's views (complete in a small group setting or as a full class discussion).
- Choose a picture that is appropriate as a profile picture for a social media site. Explain why it is appropriate and how it communicates a value or belief they hold.

### Consolidation

Students may

- Present examples of how language reflects various identities in their own communities (e.g., teenagers use language in a different way than senior citizens) and around the world.
- Work in pairs or small groups to create and share comparisons of various media such as talent shows, soap operas, national sports by country, newscast, or TV coverage of international events.
- Select a news article or broadcast involving a crime, tragedy, or disaster and create a set of questions that they would ask as a reporter if they were interviewing a person involved in the event. Share with the class in a question and answer format.
- Reflect on their own thoughts on a specific topic and share a personal bias.

### Extension

Students may

- Attend a town council meeting and report to the class on specific interactions that did or did not show sensitivity and respect.
- Create and share a report on the different assemblies and other activities which occur in school. Outline the different levels of respect shown and provide reasons for their choices.



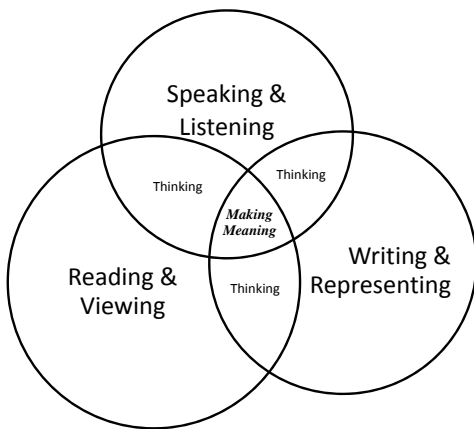
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## Section Three: Specific Curriculum Outcomes

### Reading and Viewing

# Reading and Viewing

## Focus



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

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

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

## Outcomes Framework

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

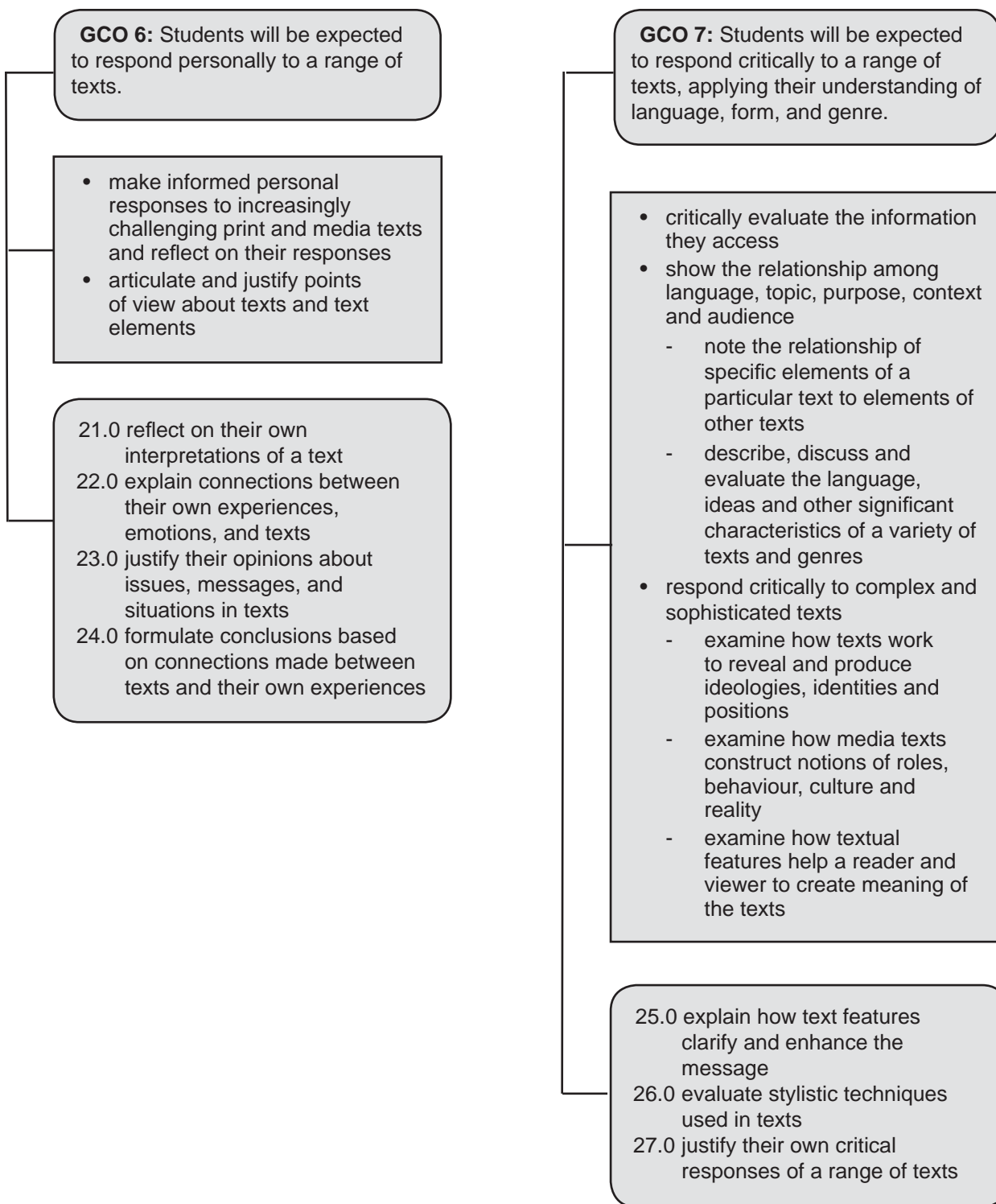
- select texts to support their learning needs and range of special interests
- read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
- articulate their understanding of ways in which information texts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

- 13.0 read and view a range of texts that meet specific criteria
- 14.0 use a variety of strategies to enhance understanding of texts
- 15.0 demonstrate their understanding of a variety of texts
- 16.0 evaluate how text features are used to create meaning and achieve different purposes

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

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

- 17.0 investigate topics for inquiry
- 18.0 select information from a variety of sources
- 19.0 analyze how information from a variety of sources relates to a topic
- 20.0 integrate information to meet the requirements of a learning task



# SCO Continuum

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

English 1202	English 2202	English 3202
4.1 identify and select texts that meet their needs and interests	13.0 read and view a variety of texts for different purposes	13.0 read and view a range of texts that meet specific criteria
4.2 assess features of written and visual texts that create meaning and achieve different purposes	14.0 use specific strategies to enhance understanding of a text	14.0 use a variety of strategies to enhance understanding of texts
4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	15.0 summarize details of a variety of texts	15.0 demonstrate their understanding of a variety of texts
4.4 use specific strategies to clarify confusing parts of a text	16.0 analyze how text features are used to create meaning and achieve different purposes	16.0 evaluate how text features are used to create meaning and achieve different purposes
	17.0 understand how texts can influence behaviours and opinions	

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

English 1202	English 2202	English 3202
5.1 select relevant topics and questions for inquiry	18.0 investigate topics for inquiry	17.0 investigate topics for inquiry
5.2 analyze appropriate information from a variety of reliable sources	19.0 select information from a variety of sources	18.0 select information from a variety of sources
5.3 organize information from selected sources	20.0 analyze how information from a variety of sources relates to a topic	19.0 analyze how information from a variety of sources relates to a topic
5.4 integrate information to effectively meet the requirements of a learning task	21.0 integrate information to meet the requirements of a learning task	20.0 integrate information to meet the requirements of a learning task
5.5 share relevant information		



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

English 1202	English 2202	English 3202
6.1 explain a personal point of view about issues, messages and situations within texts	22.0 explain connections between their own experiences, emotions, and texts	21.0 reflect on their own interpretations of a text
6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)	23.0 analyze more than one interpretation of a text	22.0 explain connections between their own experiences, emotions, and texts
6.3 recognize more than one interpretation of a text	24.0 justify their opinions about issues, messages and situations in texts	23.0 justify their opinions about issues, messages, and situations in texts
		24.0 formulate conclusions based on connections made between texts and their own experiences

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

English 1202	English 2202	English 3202
7.1 examine the different stylistic techniques of texts that contribute to meaning and effect	25.0 examine the effects of stylistic techniques used in various texts	25.0 explain how text features clarify and enhance the message
7.2 respond critically with support to content, form and structure of texts	26.0 explain how different texts influence an audience	26.0 evaluate stylistic techniques used in texts
7.3 explain of the impact of literary and media devices on the understanding of a text	27.0 interpret social issues and cultural perspectives in a variety of texts	27.0 justify their own critical responses of a range of texts
7.4 explain how texts reveal ideologies and identities	28.0 identify multiple viewpoints within a text	
7.5 analyze the portrayal of cultural identities in texts	29.0 justify their own critical responses of a range of texts	

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

## Outcomes

*Students will be expected to*

- 13.0 read and view a range of texts that meet specific criteria
- 14.0 use a variety of strategies to enhance understanding of texts
- 15.0 demonstrate their understanding of a variety of texts
- 16.0 evaluate how text features are used to create meaning and achieve different purposes

## Focus for Learning

In English 2202, students were expected to understand why they chose a text and to be able to justify their choice. Students must continue to do this as well as to choose texts based on specific criteria. It is important that they have opportunities to read and view texts from a variety of genres.

Teachers must provide students with opportunities to select their own texts based upon their preferences and the criteria they must meet. These may include a text or selection to be studied as a class, as a small group, or on an individual basis. A Book Club approach will offer more opportunities for students to choose their own texts. See Appendix E for more information on Book Clubs. Students will feel more confident, and therefore more comfortable, when discussing or writing about texts they have chosen themselves.

Texts they choose may be based on specific criteria such as: interest, entertainment, information, specific genres, authors, or topics. See Appendix F for more information on Literary Genres.

Students are expected to continue to use a variety of strategies when reading and viewing a text. These have been introduced in previous courses and should now be automatic responses when responding to texts. They should also be able to recognize that a specific strategy is not working and decide on another strategy. Teachers will need to model this process and many reading strategies as a review. These may include:

- activating prior knowledge through discussion or reflection and then making predictions
- asking questions to clarify information
- becoming familiar with the creator, setting, and historical context
- considering language, tone, and style
- examining title, opening statements, structure, and text features
- highlighting or annotating parts of a text
- identifying and understanding key words, points, and images
- inferring or interpreting clues left by the author
- making connections to texts, people, or situations familiar to them
- reading slowly or rereading parts to improve comprehension or fluency
- visualizing ideas based on language and description

See Appendix D2 for suggested questions and prompts to scaffold student learning when reading and viewing.

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

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Share and discuss texts from a variety of genres. Discuss characteristics of different genres.
- Model reading and viewing strategies as well as ways of responding to texts.
- Develop a class library that includes a variety of texts (e.g., graphic novels, magazines, novels).
- Discuss how different kinds of texts require different kinds of reading and adjusting of reading strategies (e.g., highlight important notes in a textbook, peruse a pamphlet).

Students may

- Complete activities (e.g., paraphrase, illustrate a scene, write an alternate chapter ending) which are set up at various stations around the classroom for the purpose of targeting a range of reading strategies.
- Create character/reader journals in either written or online format (e.g., blog) as they read or listen to a text.
- Compile a cast list for novel or story characters based on shared traits between the chosen actors and their character counterparts.

### Connection

Teachers may

- Read a selection to the class. As they listen, students may doodle to represent the meaning of the text.
- Introduce students to various current events that may link thematically to their text(s). Discuss connections.

Students may

- Select a commercial or advertisement and illustrate their understanding by listing text features and their purposes.
- Choose two texts and compare their form and genre. Note similarities and differences between the two. For example:

	Text 1: Title_____	Text 2: Title_____	Similarities	Differences
Form	<ul style="list-style-type: none"> <li>• Biography</li> <li>• News article</li> <li>• Advertisement</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Visual</li> <li>• Essay</li> <li>• Poem</li> <li>• Other:</li> </ul>		
Genre	<ul style="list-style-type: none"> <li>• Comedy</li> <li>• Horror</li> <li>• Thriller</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Tragedy</li> <li>• Mystery</li> <li>• Drama</li> <li>• Other:</li> </ul>		

## Resources and Notes

### Authorized

Appendices

- Appendix E – Book Clubs
- Appendix F – Literary Genres
- Appendix D2 – Suggested Questions and Prompts to Scaffold Student Learning (R/V)

Vistas (iLit)

- Strategies to support GCO 4 are found in the After and Beyond sections following each selection, i.e.:
  - 38, 64, 81, 118, 151, 156, 160, 189, 233, 271
- Selections related to GCO 4:
  - 4, 29, 58, 90, 157, 210

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/strat.html>

- Video Clips – Book Clubs with Rachel Cooke
- Video Clip – Student Book Club

### Suggested

Assessment: Ontario Comprehensive Assessment Kit (OCA)

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Link – Graphic Organizers

*Continued*

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

## Outcomes

*Students will be expected to*

*13.0 read and view a range of texts that meet specific criteria*

*14.0 use a variety of strategies to enhance understanding of texts*

*15.0 demonstrate their understanding of a variety of texts*

*16.0 evaluate how text features are used to create meaning and achieve different purposes*

## Focus for Learning

Students may demonstrate their understanding of a text in many different ways. Some of these include:

- annotating a text during reading or viewing
- contributing to class or small group discussion
- making a list of important points
- making connections through personal response writing
- responding to questions
- participating in student-teacher conferences
- summarizing what is read
- visually representing a text

Students should be able to evaluate whether the text features they read and view achieve their intended purpose. Teachers should model how specific features, both individually and collectively, communicate meaning. Texts they read and view will use some of the following features for different purposes and audiences:

- font (e.g., type, size, style)
- organizational aids (e.g., index, table of contents, appendix, pull down menu, glossary)
- text features (e.g., title, heading, caption, label, sidebar, bulleted points, text box)
- visuals (e.g., graph, chart, table, map, photograph, timeline)
- vocabulary (e.g., keywords, guide words, key word search)

Students must think critically about the purposes of different texts and use all evidence available to them to determine their influence. They should be aware that they are unconsciously influenced by advertisements, movies, social media, and other media and multimedia forms as well as by different features within each of these. They must also decide on the purpose of specific texts. Commercials, public service announcements, anti-bullying campaigns, magazine ads, and social media sites are helpful for teachers to use when evaluating text features since these are part of students' daily lives.

## Sample Performance Indicator

Complete a report on text features and their purposes. This report can be based upon one or more of the following text forms: novel, magazine, film, advertisement, YouTube™ clip, or poem. Present in a form that you feel will be appropriate and engaging.

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

### Sample Teaching and Assessment Strategies

- Use a copied page from a novel or textbook. Annotate the text with questions about characters or content, point form summaries of a longer phrase or paragraph, interesting facts, revelations, and/or literary devices.
- Develop a list of text forms and topics and explore the class library or online articles to select an item of interest. Read or view and use a graphic organizer to summarize main points.
- View a number of commercials and identify the target audience, the advertising technique(s) used, and other features of text.
- Make a list of inferences as they read or view a text. Complete in small groups and compare ideas with other groups.
- Create a paper bag character sketch by illustrating a paper bag with their interpretation of a character's appearance. Inside, place five items that represent some aspect of the character and explain, either orally or in a report, why each item was chosen.

### Consolidation

Students may

- Complete a Body Biography project. Create a life-sized representation of a character by tracing themselves onto chart paper and filling in the outline with pictures, objects, and written text that represent aspects of the character.
- Choose a short selection (e.g., poem, story, essay, commercial) that caused an emotional response and explain techniques the creator used to elicit that response.
- Reconstruct an existing advertisement so that it appeals to a different audience. Explain, in a written or oral format, why they changed specific features.
- Design a poster (or other visual) that represents an important scene from their selected text. Add a written or oral component to justify the student's selection.
- Choose a song(s) where the tone, lyrics, and/or mood reflect their own emotional reaction to the text. Justify their song choice.
- Use various text features to create a poster, brochure, or video which creates public awareness of a community challenge such as snow clearing or active living.

### Extension

Students may

- Use Twitter™ hashtags to track thematic topics over time as they link to current events (e.g., celebrity breakups, sports team trades, new technologies).

### Resources and Notes

#### Supplementary

Texts for Independent Reading - Senior High School Annotated Bibliography (2015) can be found at [http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/2015-02-17\\_Sr\\_High\\_Annotated\\_Bib\\_2015.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/2015-02-17_Sr_High_Annotated_Bib_2015.pdf)

#### Cultural Connections

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

Texts with a variety of text features include:

- *Almost Home, The Sinking of the S.S. Caribou* (provided 2014)
- *Fluctuat Nec Mergitur: J.C. Roy's Newfoundland* (provided 2014)
- *More than Just a Name* (provided 2014)
- *Newfoundland Quarterly: Vol. 106 (1-3), Vol. 105 (4)* (provided 2014)
- *Southern Labrador Roadshow* (provided 2014)

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>17.0 investigate topics for inquiry</p> <p>18.0 select information from a variety of sources</p> <p>19.0 analyze how information from a variety of sources relates to a topic</p> <p>20.0 integrate information to meet the requirements of a learning task</p>	<p>For students to be successful in gathering and combining information, they will be required to use a variety of strategies, resources, and technologies. Teachers may generate a list of practical topics as a springboard for student inquiry or students may brainstorm their own topics of interest. Students can use the following questions to help them identify potential topics:</p> <ul style="list-style-type: none"> <li>• What do I like to do in my free time? What am I good at?</li> <li>• What are some choices I have made recently that required me to find information before making a final decision?</li> <li>• What are some choices I will need to make in the next year that will require more information before making a decision?</li> <li>• Which of my interests or skills can I find the best information on?</li> <li>• Where will I find this information?</li> <li>• How will I organize and record this information?</li> <li>• Why am I investigating this topic? What do I want to learn? What do I want my readers to learn?</li> </ul> <p>Once a topic of interest has been identified, students will use a variety of sources to gather information relevant to their topic and purpose (e.g., Web sites, magazines, interviews, blogs, books). While much of the information gathered will originate from the Internet, students should have the opportunity to search a variety of sources. Teachers are in the best positions to help determine the level and type of inquiry and research appropriate for their class.</p> <p>In English 2202, students used inquiry and research to investigate topics, ideas, and questions to construct understanding and they used research to generate new knowledge. English 3202 students may now work more independently when questioning, finding valid sources of information, determining relevance of information, and further using the techniques of research. This will require practice and teaching specific to individual strategies.</p> <p>Students must discriminate as they use inquiry to find information. They may need guidance as they determine which sources are valid and free from bias. Direct instruction and guided discussion may be needed to help them understand how to interpret and evaluate information.</p> <p>Teachers should model skimming (quickly moving the eyes over text to get the main idea and general overview) and scanning (quickly covering a lot of text to locate a specific fact or piece of information) techniques to extract relevant details from various texts. Students should know how to summarize and paraphrase information. Summarizing generally includes only the most important facts, while paraphrasing is a more detailed restatement of the text in their own words. Both include making notes. They should also learn different organizational techniques to determine what works best for them (e.g., index cards, electronic tabs, highlighted notes, jot notes, story boards).</p>



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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Model how to identify potential topics for inquiry and how to create questions for inquiry.
- Provide students with personal interest inventories to determine their own personal preferences for research topics.
- Demonstrate how to check the reliability of a Web site.

Students may

- Brainstorm (in small groups) lists of topics for inquiry.
- Complete personal interest inventories to determine potential research topics. See Appendix G for a sample inventory.
- Generate a list of news providers. Discuss why they are or are not considered to be credible sources and complete a T-chart listing negative and positive attributes of these news providers.
- Create a list of inquiry or research questions on a given topic. This will include 4-5 questions they can use to guide their search.
- List examples of bias they have experienced. List and discuss examples of how they may be biased themselves.
- View a music or news video and share immediate thoughts and feelings. Discuss how bias may be present in their responses.

### Connection

Teachers may

- Model skimming and scanning techniques students may use to extract relevant details from a text.
- Model how to summarize and paraphrase information.
- Explain citation guidelines and provide examples for practice.
- Demonstrate the use of a variety of organizational strategies and tools (e.g., lists, graphic organizers).

Students may

- Skim a text they are considering as a source of information and write the main idea. Then scan a text to find specific information (e.g., names, dates) that has been requested by the teacher.
- Choose a character(s) and use inquiry to find information about the time period from which the character originated. Write a paragraph to explain why he/she acts or dresses a certain way.
- Choose a paragraph from a selected text, summarize, and then paraphrase the information provided. Explain the difference.

*Continued*

## Resources and Notes

### Authorized

Appendices

- Appendix G – Sample Personal Interest Inventory

Vistas (iLit)

- Strategies to support GCO 5 are found in the After and Beyond sections following each selection, i.e.:
  - 57, 64, 81, 107, 110, 130, 181, 189, 237, 275
- Selections related to GCO 5:
  - 46, 100, 131, 247, 262

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Link – Citing Sources
- Link – Introduction to Research
- Link – Research Ideas

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

## Outcomes

*Students will be expected to*  
*17.0 investigate topics for inquiry*  
*18.0 select information from a variety of sources*  
*19.0 analyze how information from a variety of sources relates to a topic*  
*20.0 integrate information to meet the requirements of a learning task*

## Focus for Learning

When necessary, students must also cite sources and understand the importance of acknowledging the work of others as they incorporate research into their own texts.

Students should ask themselves questions such as:

- How do I recognize a reliable source of information?
- How do I determine whether this source has bias?
- How would I help someone else find this information again (citation)?
- How do different pieces of information I have found compare with others?
- How does the information I found affect my views about what I already know?
- How might my decision to do or purchase something be different if I didn't use inquiry to find more detail?

Integrating information can be difficult. It is therefore important that students take the time to organize and edit their information and ideas. Peer and teacher editing can be very helpful when a student is making a decision about keeping only the most relevant information. Individual students benefit from different strategies and organizational tools.

Students will create final products in many different forms. It is not expected that all students create a formal research paper. Rather, inquiry should be integrated throughout the year as students are exposed to different texts and topics. A poster, a paragraph, a PowerPoint™ presentation, or a list, are all examples of products that may be created as a result of inquiry and research.

## Sample Performance Indicator

Research coming-of-age events within your community as well as those around the world (e.g., prom). Compare how your community and another culture or community approaches the same event.

Consider the following questions:

- What coming-of-age milestone do they celebrate?
- What do they wear? How much does it cost?
- Is it different for boys and girls?
- Is there a special meal? If so, what does it consist of?
- Are parents involved with this celebration?
- Does religion play a part in this event?

Reflect on what you like and dislike about other customs. Has your research affected your attitudes about similar events in your own lives?



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

### Sample Teaching and Assessment Strategies

- List the different texts that they used to find information on a topic. Apply correct citation references for each.
- Choose several different sources of information on one topic and construct a chart to compare the information from each. Provide an overall rating for each source. Include:

Text Type	Main Message	New Information	Bias Present	Source Rating 1-5

### Resources and Notes

#### Consolidation

Students may

- Choose an item they would like to purchase (e.g., cell phone, tablet, car) and research options from various companies to decide which is best for them. Explain their decision to the class.
- Work in pairs to read and view a Web page and a blog entry on the same topic. Combine the information into one text (e.g., poster, comic strip, paragraph).
- Choose a city or town where they would like to live and find information related to the cost of living in that location.
- Plan a trip, complete with the cost of a passport, travel, food, accommodations, entertainment, and spending money.
- Choose one career they are interested in pursuing. Research the high school course requirements, location, time frame, cost of the program, job prospects when completed, and average annual salary. Present the information in a multimedia format.
- Choose a subject (e.g., recreational vehicle, author, video game, sports team, outdoor activity, musical group or instrument), research, and create an infographic to share interesting facts.
- Present characteristics of different holidays from around the world. Create a picture collage or poster which includes food, clothing, important holiday figures, celebrities who celebrate this holiday, and its meaning.
- Write a letter to a person in authority (e.g., to school administration asking that a specific rule be changed).

#### Extension

Students may

- Create a brochure that realistically represents a school or community event, outlining the background and benefits of the event.

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

## Outcomes

*Students will be expected to*

- 21.0 reflect on their own interpretations of a text
- 22.0 explain connections among their own experiences, emotions, and texts
- 23.0 justify their opinions about issues, messages, and situations in texts
- 24.0 formulate conclusions based on connections made between texts and their own experiences

## Focus for Learning

Personal response is a major component of English 3202. Students will continue to develop the skills necessary to respond to a variety of text forms and to provide an interpretation of what they have read. An individual's interpretation of a text is directly related to their life experiences. At this level, students should be able to offer interpretations of texts they encounter as well as reflect on why they may feel that way. They may consider past events, experiences, people, beliefs, family structures, and responsibilities when they consider why they interpret a text in a particular way. For students to become skilled at this type of reflection, they need opportunities to view and listen as the teacher models.

Students make personal connections between texts and their own life experiences and emotions unconsciously and without specifically reporting the connections. They must be aware that these connections are very important in helping with their own understanding of any text and in being able to form conclusions. They should also understand and explain how the relationships between themselves and the text may provide meaning. For example, after reading a novel, students should be able to explain why the events, characters, or setting create an emotional reaction for the reader and how the text relates to their own experiences. To make specific connections, they may ask:

- Did I choose the best way to solve this problem or answer this question? How could I have done this differently?
- How can I describe how I feel about a topic or subject using specific emotions (e.g., exuberant, invigorated, melancholy, indignant, as opposed to happy, good, sad, angry)?
- How does this relate to current events? How does this make me feel?
- How does this relate to my own daily life? How does it relate to what I have seen, heard, or experienced?
- How do I really feel about the message in this text? Is this my own reaction or am I agreeing with someone else?
- What feels familiar about the text or situation? What feels unfamiliar?
- Why do I feel the way I do? What are my own biases?

In English 2202, students were expected to create structured responses in the form of phrases, paragraphs, or essays. Using these forms, they will continue to respond to texts using more sophisticated writing.

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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Provide and discuss personal response exemplars (e.g., editorials, autobiographies, memoirs, journals).
- Ask students to explain the process they use when making an important decision.
- Model their own interpretation and thinking of a text and highlight their thinking processes.

Students may

- Participate in a gallery viewing of a variety of images where students interpret visuals and respond based on their emotions and first impressions. These responses can be written on Post-it™ notes and upon completion will be shared anonymously and discussed as a class, recognizing the judgments and evaluations by other students.
- Write (and share) answers to, “yesterday the funniest thing I saw was..., the most interesting thing I saw was... the most ridiculous thing I saw was...”. Give reasons for each choice.
- Share their reactions and opinions on current local and world events.

#### Connection

Teachers may

- Discuss ideological lenses through which we look at the world (e.g., gender, social class, political affiliations).

Students may

- Create a visual that connects a character or message in a text to other texts, to self, and to the world.
- Complete a double-entry journal from differing points of view presented in a text (e.g., protagonist vs antagonist, major vs minor characters, characters from two different texts).
- View a variety of television advertisements from the past 15-20 years. Discuss who the audience may have been at the time and whether the audience might be different today. Discuss how the advertisement might need to change to be engaging for today's audience.

*Continued*

### Resources and Notes

#### Authorized

Vistas (iLit)

- Strategies to support GCO 6 are found in the After and Beyond sections following each selection, i.e.:
  - 74, 121, 146, 164, 216
- Selections related to GCO 6:
  - 65, 72, 111, 135, 154, 196, 205, 295

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Videos – Prompts for Students to Respond Personally

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

## Outcomes

*Students will be expected to*

*21.0 reflect on their own interpretations of a text*

*22.0 explain connections among their own experiences, emotions, and texts*

*23.0 justify their opinions about issues, messages, and situations in texts*

*24.0 formulate conclusions based on connections made between texts and their own experiences*

## Focus for Learning

Once a student has read a text, they form an opinion and are expected to justify those opinions using support. They may find it helpful to have questions which will assist them as they look for ways to justify an answer. Some examples include:

- What details can you add to make your response more complete?
- What evidence is there to support your opinion? How might you argue against this?
- What issues or problems do you see here?
- What were you surprised or confused about?
- Which actions affected you the most? Why?
- Why do you feel the way you do?

Whether they are providing interpretations, making connections, or justifying their own personal responses to texts, students should select a form appropriate to their purpose and audience and discuss or note ideas and impressions that are meaningful to them. They may write or create a brochure, movie review, letter, etc. For more examples of personal response writing, see GCO 8, Focus for Learning.

Students recognize that there is more than one interpretation of a text. They will analyze their own and others interpretations by linking ideas, considering first impressions, and revisiting earlier interpretations of a text. As they continue to refine these skills they will develop their ability to determine whether one interpretation is more realistic than another. They may also re-evaluate their personal point of view about a text. Once they are able to consider why selections have been presented as they have, students will then respond personally with a clearer understanding.

Through processes associated with reflection, making connections, and justifying their own opinions, students will often change their opinions but will finally formulate conclusions about texts. They may identify with an author, character, or narrator. They need to recognize the validity and origins of their own opinions and beliefs, and to question the factors that determine these beliefs.

## Sample Performance Indicator

Select a text (e.g., poem, song lyric, visual) and provide a personal interpretation, making connections to yourself, to other texts, and to the world around you. Explain your interpretation and justify why you feel it is valid.

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

### Sample Teaching and Assessment Strategies

- Contribute to a graffiti wall which encourages students to respond to one text or a variety of texts (e.g., may include displays of student work, impromptu quotations, or pictures).
- View a photograph that is available for the whole class and write a blog entry from the point of view of the person in the photo. Discuss responses and provide justification for their own response.
- View two different newscasts on a similar topic and record similarities and differences. Decide which they would prefer to listen to or view on a regular basis and justify their choice.
- Compile ten questions that an interviewer might ask an author, sports figure, or other well known person. Switch questions with a partner and provide answers based on their own lives. Then, write a reflection outlining challenges and rewards they realized in answering these questions.

### Consolidation

Students may

- Listen to a guest speaker as they share life experiences. Predict and share what their own life experiences will have included when they are the age of the guest speaker.
- Compare television ads, television shows, or other text types that have appealed to them at various stages of their lives (e.g., ages 4, 8, 12, present). Explain why certain elements of the product were appealing.
- Write a letter to the editor based on a topic of interest and justify their stance.
- Respond to a job advertisement by creating a graphic resumé to outline their qualifications and reasons for interest in the job.
- Produce a video log or blog of their interpretation of a text(s). The final product may be shared with the whole group or the teacher.
- Write a paragraph or personal essay to connect to a topic or character in a novel or short story.
- Write a movie review to justify their response to a movie.

### Extension

Students may

- Choose a current event or news item that resonates with them and create a cartoon or comic strip to represent their views on the topic.

### Resources and Notes

#### Cultural Connections

Mentor Texts include:

- *The Breakwater Book of Contemporary Poetry* (provided 2014)
- *Soak: Poetry* (provided 2014)

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

## Outcomes

*Students will be expected to*

25.0 explain how text features clarify and enhance the message

26.0 evaluate stylistic techniques used in texts

27.0 justify their own critical responses to a range of texts

## Focus for Learning

Strategies for understanding texts must encompass a broad range of text forms. Students will need to identify features, recognize purpose, determine whether the author's purpose is achieved, and determine how the audience is influenced by the text. Teachers should offer a variety of opportunities for students to analyze the message and the influence of text features. Text features (e.g., titles, headings, paragraphing, charts) allow the author to communicate with the reader or viewer. See Appendix H for a list of text features.

The types of stylistic techniques studied in English 3202 will depend on the class. Small groups of students may study different stylistic techniques. For example, some groups may work with more complex techniques, while others need more practice with a specific technique. Teachers are in the best positions to know the strengths and needs of their students and will therefore be in the best position to determine types and depth of stylistic techniques studied.

Students evaluate (judge the quality or significance, as well as the results of) whether or not particular stylistic techniques help the author achieve a specific purpose. They may need guiding questions to help provide a focus. Sample questions related to different stylistic techniques include:

Stylistic techniques related to:	Sample Question or Activity:
conciseness of the writing	How can the message be more concise? Rewrite the message.
development of tone, mood, and atmosphere	What music can be used here to develop atmosphere?
genre	How would this story be different if told in another genre?
literary, visual, and media devices	What media strategies are present in this advertisement?
medium	How would this text be different if a different medium were used?
text features and text form	What is the purpose of specific text features?
transitional phrases, unity and coherence, repetition	What are some transitional words or phrases that are used?
use of dialogue and diction	How does the use of dialogue make you feel about the characters?
varied sentence structure	Do the short sentences create suspense? If so, how?

See Appendix I for a list of characteristics of common text forms. See Appendix J for a sample list of literary, media, and visual devices. See Appendix K for a sample list of transitions.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Review and discuss stylistic techniques used by writers.
- Model how students might deconstruct different types of advertisements (e.g., poster, radio, TV); ask:
  - What is the writer's/creator's view?
  - How does this fit in with the views of the reader/viewer?
  - How might other readers/viewers see this text? (counter argument)
- Share informational texts such as cookbooks and instructional manuals. Identify features of text (e.g., word choice, fonts, organization) that enhance the message.

Students may

- Use a graphic organizer to compare reasons for product placement within Web sites, magazines, movies, or television.
- Watch news programs to learn more about social and cultural issues and the influence these have on society. Share new learnings and reactions with the class.
- Refer to a list of transition terms and phrases (see Appendix K for a sample list). Skim an article and highlight when and where transition terms have been used. Discuss reasons why they are important.
- Free write on a specific topic until they have a full paragraph (10 lines). Rewrite the paragraph to fit onto six lines and then rewrite again to fit onto three lines. Discuss whether important information has been lost.

### Connection

Students may

- Participate in a classroom gallery walk to respond to visual and written prompts such as art, poems, and videos which are placed around the classroom. Students will respond to each in pairs or small groups. They may be provided with specific questions or statements to consider (video of sample activity on PL site).
- Respond to a text that invites more than one possible answer. Two students who have very different views will stand on opposite ends of the room while other students stand between the two depending on where they feel their opinion lies. Discuss.
- Complete an anticipation reflection (e.g., view a book cover or an album cover). Predict mood, plot, or character traits, and then evaluate whether their predictions are accurate.

*Continued*

## Resources and Notes

### Authorized

Appendices

- Appendix H – Text Features
- Appendix I – Characteristics of Common Text Forms
- Appendix J – Literary, Media, and Visual Devices
- Appendix K – Sample List of Transitions

Vistas (iLit)

- Strategies to support GCO 7 are found in the After and Beyond sections following each selection, i.e.:
  - 28, 87, 118, 121, 134, 138, 167, 309
- Selections related to GCO 7:
  - 82, 108, 119, 157, 225, 229, 252, 303

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/strat.html>

- Video – Responding to Texts through a Gallery Walk

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Video – Responding to Advertisements and Commercials
- Links – Teacher Professional Learning: Articles
- Link – Suggested Drawings for Analysis



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

## Outcomes

*Students will be expected to*

*25.0 explain how text features clarify and enhance the message*

*26.0 evaluate stylistic techniques used in texts*

*27.0 justify their own critical responses of a range of texts*

## Focus for Learning

Being able to think critically requires that students will analyze and question:

- characteristics of a variety of text forms
- how text features communicate meaning
- purpose, point of view, inferences, and conclusions
- the purpose and meaning of specific features

Students are thinking critically if they:

- apply what they learn and solve problems
- ask questions and look for answers
- listen to others and discuss ideas

Through critical response, students may learn to appreciate that stylistic techniques are closely linked to the creator's purpose, including:

- comparing and contrasting (e.g., debate, expository essay)
- entertaining (e.g., short story, poem)
- explaining (e.g., info graphic, poster)
- expressing attitude and emotions (e.g., letter to the editor, rant)
- informing (e.g., resumé, podcast)
- persuading (e.g., speech, brochure)

Students must be aware of social issues and cultural perspectives as they are represented in a text. They should have opportunities to formulate and then justify their own critical responses to a range of texts.

Questions which may be helpful include:

- What is the message? Who will benefit from this message? What are the implications of the message?
- Who is the intended audience? What opinion is missing?
- What judgments have you made? Are your judgments influenced by what you have read or viewed?
- Has your understanding of an issue been broadened or have you understood how a different opinion has validity?
- What can we learn from the text about how we live our own lives?

## Sample Performance Indicator

Select a media text (e.g., Web page, poster, movie trailer). Make a list of text features and make notes on other stylistic techniques such as diction, sentence structure, and genre as well as literary, visual, and media devices. Choose the top 6-8 features or techniques that you feel are the most important to the text and write a sentence to defend each choice. Create a similar media text using the features you chose.



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

### Sample Teaching and Assessment Strategies

- Complete and model a sample comparison report on two selections read or viewed in class. Comparisons may be of characters, facts, details, plot, conflict, or other elements.
- Watch episodes of various television shows that use parody and satire for effect (e.g., *This Hour Has 22 Minutes*, *Big Bang Theory*, *The Daily Show*, *Stuff About Stuff*). List specific examples of parody and satire and the effect of each on the audience in relation to understanding the message and remaining engaged throughout.
- Read or view a text and complete a guided reading activity by filling in a table which includes the following information:

	Main Idea	Relationship to previous section	Prediction for next section
Section 1			
Section 2			

### Resources and Notes

### Consolidation

Students may

- Read a prose selection. Identify the message and write a paragraph or create a visual that explains how conflict helps to communicate (or connects to) the message.
- Choose a poem (or song lyrics) that includes a high degree of repetition and rewrite it without repetition. Choose the preferred poem, giving reasons why it is the better choice.
- Choose a product that is manufactured by two different companies (e.g., peanut butter). Compare product features such as nutritional content, price, and reviews. Justify their preferred choice.
- Write a report (or create a chart) comparing two selections they have previously read or viewed in class. Focus on the similarities and difference between forms and genres.
- Create a visual that represents the theme, characters, or plot elements of a text (e.g., painting, storyboard).
- Organize and participate in a class career fair which includes displays of information on various job possibilities. In groups, students will choose one career to profile.

### Extension

Students may

- Follow a political leader/debate or a current event and outline the platform of that person as well as the person's justification for their stance.



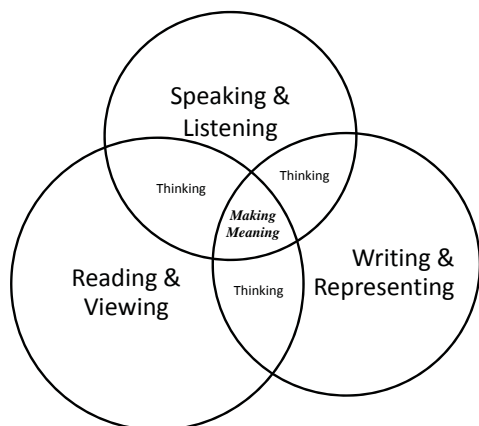
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## Section Three: Specific Curriculum Outcomes

### Writing and Representing

# Writing and Representing

## Focus



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

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

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

## Outcomes Framework

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

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

- 28.0 clarify their thoughts and feelings through writing and other forms of representing
- 29.0 create a variety of texts using a range of stylistic techniques
- 30.0 express creativity through a variety of texts
- 31.0 assess their own writing and representing strategies and processes

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

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

32.0 create texts both independently and collaboratively using a variety of strategies  
 33.0 analyze how text form is appropriate for specific audiences and purposes  
 34.0 evaluate how text construction can influence audience  
 35.0 assess feedback of others when creating texts

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

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

36.0 use the conventions of written language  
 37.0 create a variety of texts using strategies to enhance clarity and precision  
 38.0 evaluate the effectiveness of the texts they create  
 39.0 refine texts to enhance effectiveness when communicating meaning

# SCO Continuum

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

English 1202	English 2202	English 3202
8.1 apply a variety of strategies when writing and representing	30.0 apply a variety of strategies when writing and representing	28.0 clarify their thoughts and feelings through writing and other forms of representing
8.2 analyze how ideas, values and attitudes are revealed through a variety of texts forms	31.0 create a variety of texts using a range of stylistic techniques	29.0 create a variety of texts using a range of stylistic techniques
8.3 identify language which creates interesting and imaginative effects	32.0 analyze the perspectives and biases present in texts they create	30.0 express creativity through a variety of texts
8.4 identify their own learning processes and strategies	33.0 assess their own writing and representing strategies and processes	31.0 assess their own writing and representing strategies and processes

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

English 1202	English 2202	English 3202
9.1 create a range of texts of appropriate complexity for a variety of audiences and purposes	34.0 create a range of texts both independently and collaboratively	32.0 create texts both independently and collaboratively using a variety of strategies
9.2 use appropriate form, style, and content for specific audiences and purposes	35.0 use appropriate form, style and content for specific audiences and purposes	33.0 analyze how text form is appropriate for specific audiences and purposes
9.3 use a range of strategies to engage the audience	36.0 analyze how text construction can influence audience response	34.0 evaluate how text construction can influence audience
9.4 recognize others' responses when creating or revising	37.0 assess feedback of others when creating or revising texts	35.0 assess feedback of others when creating texts

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

English 1202	English 2202	English 3202
10.1 select from a variety of strategies to improve their presentation of ideas	38.0 use the conventions of written language	36.0 use the conventions of written language
10.2 use the conventions of written language effectively	39.0 create a range of texts that are clear and precise	37.0 create a variety of texts using strategies to enhance clarity and precision
10.3 use a range of materials and ideas to communicate meaning	40.0 evaluate the effectiveness of texts they create	38.0 evaluate the effectiveness of the texts they create
10.4 analyze the quality of various samples of work.	41.0 refine their use of strategies to engage the audience and communicate meaning	39.0 refine texts to enhance effectiveness when communicating meaning

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>28.0 clarify their thoughts and feelings through writing and other forms of representing</p> <p>29.0 create a variety of texts using a range of stylistic techniques</p> <p>30.0 express creativity through a variety of texts</p> <p>31.0 assess their own writing and representing strategies and processes</p>	<p>In English 2202, students were given opportunities to represent their personal and creative thoughts through writing and other ways of representing. In English 3202, students will continue to do this as they create more complex texts. It is important to note that students have a variety of interests and needs, therefore teachers are in the best position to determine individual needs and level of text complexity.</p> <p>Students are expected to build upon the strategies and stylistic techniques they have learned to create more complex and varied texts, dealing not only with issues that are relevant on a personal level, but also concerning issues of local and global significance.</p> <p>When creating text, students should ask themselves:</p> <ul style="list-style-type: none"> <li>• Does my text reflect my own thoughts and feelings?</li> <li>• Are my thoughts clear?</li> <li>• Do my experiences influence my writing?</li> <li>• Have I made connections to my own learnings?</li> <li>• What types of information (e.g., visuals, anecdotes, data) will appeal to the audience and best serve my purpose?</li> <li>• Have I used my imagination in a creative manner?</li> </ul> <p>Students should be provided with many opportunities to use a variety of stylistic techniques (see GCO 7) which will allow them to create texts to share their experiences and feelings. They need to reach an understanding of the effect of their choices on audience, purpose, and message. It is through exposure to reading and viewing a variety of texts that students will continue to develop the skills and confidence they need to share their own creative ideas and to fully express themselves personally. Students may identify with an author, character, or narrator. They need to recognize the validity and origins of their own opinions and beliefs, and question the factors that determine them.</p> <p>Students should continue to use the writing process to refine their editing and revising skills. In addition to focusing on issues that are relevant on a personal level, they will also address issues of local and global significance. They will share their experiences and feelings, as well as develop strategies and stylistic techniques to create more complex and varied texts.</p> <p>Teachers should provide topic prompts and models to help students use their imaginations to explore and experiment with ways through which they reflect on, learn about, and understand their world. These should include samples of expressive, poetic, and transactional writing. See Appendix L for more information on the modes of writing and Appendix M for sample writing forms. See Appendix D3 for suggested questions and prompts to scaffold student learning when writing and representing.</p>



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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Share a variety of personal response exemplars for student writing (e.g., topic selection, language use, word choice, conventions, use of detail, ways to begin and end).
- Discuss personal responses as a means to clarify and reflect thoughts, feelings, and experiences.
- Share a song or piece of music that has personal significance or reflects their own feelings about a topic or issue.

Students may

- Brainstorm topics using thought webs and other graphic organizers, lists, or questions.
- Think figuratively by responding to questions such as:
  - If you were a colour, what colour would it be? Why?
  - If you were an animal, what animal would you be? Why?
  - If you were a food, what type of food would you be? Why?
  - If you were a favourite character, who would you be? Why?
- Respond to an editorial cartoon by listing text features that are present as well as their own thoughts about how they are used.
- Free write a response to a prompt such as a local news story.

#### Connection

Teachers may

- Review several forms of writing and representing that show how thoughts can develop into an informal or formal published product.

Students may

- Create (in small groups or as a whole class) a checklist to respond to a media or other text. Note the author's use of stylistic techniques.
- Collaborate with their peers to create and perform their own nonsense beat poem. Note the poetic devices that appear in the poem (e.g., rhythm, alliteration, imagery).
- Select, share, and explain a song that reflects their feelings or views about a topic.
- Follow a controversial issue and record their opinions in a class blog or journal.

*Continued*

### Resources and Notes

#### Authorized

Appendices

- Appendix L – Modes of Writing
- Appendix M – Sample Writing Forms
- Appendix D3 – Suggested Questions and Prompts to Scaffold Student Learning (W/R)

Vistas (iLit)

- Strategies to support GCO 8 are found in the After and Beyond sections following each selection, i.e.:
  - 12, 24, 33, 52, 156, 172, 228, 246, 264
- Selections related to GCO 8:
  - 19, 100, 147, 161, 165, 199, 238, 244

#### Suggested

*Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy* by Fountas and Pinnell; Heinemann, 2001.

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Links – Writing Strategies
- Link – Writing Workshop Information
- Link – Web Sites with Comment Fields
- Links – Discussion Forums

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

## Outcomes

*Students will be expected to*

*28.0 clarify their thoughts and feelings through writing and other forms of representing*

*29.0 create a variety of texts using a range of stylistic techniques*

*30.0 express creativity through a variety of texts*

*31.0 assess their own writing and representing strategies and processes*

## Focus for Learning

When responding personally, students should select a form appropriate to their purpose and audience and discuss or note ideas and impressions that are meaningful to them. They will be more invested in and therefore more willing to share their work once they have choice in their responses. To help develop their own creativity, they may find it helpful to match form, audience, and purpose from a list such as the one below:

Form	Audience	Purpose
<ul style="list-style-type: none"> <li>• advertisement</li> <li>• anecdote</li> <li>• blog</li> <li>• diary entry</li> <li>• letter</li> <li>• memoir</li> <li>• narrative</li> <li>• painting</li> <li>• personal essay</li> <li>• profile</li> <li>• review</li> <li>• sculpture</li> <li>• song</li> <li>• speech</li> <li>• travel log</li> <li>• video</li> </ul>	<ul style="list-style-type: none"> <li>• author/character</li> <li>• celebrity</li> <li>• employer</li> <li>• friend</li> <li>• general public</li> <li>• hostile audience</li> <li>• judge</li> <li>• media</li> <li>• oneself</li> <li>• parent</li> <li>• peer</li> <li>• sibling</li> <li>• social media contact</li> <li>• teacher</li> <li>• young child</li> </ul>	<ul style="list-style-type: none"> <li>• advertise</li> <li>• announce</li> <li>• argue/defend</li> <li>• comment</li> <li>• congratulate</li> <li>• describe</li> <li>• discuss</li> <li>• entertain</li> <li>• explain</li> <li>• inform</li> <li>• invite</li> <li>• instruct</li> <li>• narrate</li> <li>• negotiate</li> <li>• persuade</li> <li>• request</li> </ul>

Students will assess their creative processes while broadening their focus to include an evaluation of the effectiveness of the completed text. They will refine their self-assessment strategies to determine which stylistic techniques and forms best express their thoughts and opinions. Furthermore, teachers should encourage students to become more aware of the bias contained in their own writing. They also need to reach an understanding of the effect of their choices on audience, purpose, and message.

## Sample Performance Indicator

Use appropriate language and stylistic techniques to create an alternate ending for a previously read narrative text. With a partner, edit and revise your work. Afterwards, complete a self-assessment checklist to reflect on the changes you made, why you made them, and how the changes affected the story. In place of a written ending, you may choose to create a narrative, comic strip, dramatic script, photo essay, or other text form.

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

### Sample Teaching and Assessment Strategies

- Read texts that represent each mode: expressive, transactional, and poetic (see Appendix L for information on modes of writing). Write a sample text to represent each (e.g., song lyrics, set of directions, and text messages to a friend on the topic of a place they have visited).
- Write a journal entry in response to a cartoon or graphic novel, including their own opinions on the characters, setting, plot, conflict, and resolution.
- Create their own graphic text that tells a story.

### Consolidation

Students may

- Watch a peer as they complete a task (e.g., a hobby) and write a process analysis paragraph or essay to describe the steps involved (sample video on PL site).
- Create a Prezi™ or Photostory™ in response to selections studied in class. Add photos and music which represent a theme or message from the selection(s) (sample video on PL site).
- Choose from the table in Focus for Learning, a form, an audience type, and a purpose. Create a text (randomly choose from a hat to mix the three and/or add a column for roles such as artist, tour guide, parent, or engineer and write from that perspective).
- Choose an earlier text from their portfolio and make a list of ideas for improvements. This may also be completed as a peer activity.
- Create a cereal box book. Illustrate the front of the box to represent the novel's cover, use the back for a summary of the plot, and place five items inside to represent literary devices including setting, character, theme, internal conflict, and external conflict.
- Create a text (e.g., personalized license plate, poster, scrapbook, song, comic), which reflects their identity and justify their use of media and/or literary devices, dialogue, and text features.
- Write a reflective journal entry of a character in a novel or play to express the conflicts and concerns of that character.
- Select video clips from a favourite show or movie and edit to recreate a song, poem, or new message. Share with the class.
- Create and complete a checklist that can be used to review a social media Web site.

### Extension

Students may

- Participate in extra-curricular or co-curricular activities which involve speaking, listening, writing, and representing (sample video of Christmas Cards for Seniors project on PL site).

### Resources and Notes

#### Authorized

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/strat.html>

- Video – Teaching Expository Writing
- Video – Responding to Texts using Prezi™
- Video – Christmas Cards for Seniors Project

#### Cultural Connections

Texts which may be used as models for writing and representing:

- *Our Life on Lear's Room, Labrador* – Personal Account (provided 2014)
- *Whale of a Tale...With Hooks, Lines and Singers* – Visuals with anecdotes (provided 2014)

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>32.0 create texts both independently and collaboratively using a variety of strategies</p> <p>33.0 analyze how text form is appropriate for specific audiences and purposes</p> <p>34.0 evaluate how text construction can influence audience</p> <p>35.0 assess feedback of others when creating texts</p>	<p>In English 2202, students were guided through text creation by working with others. In English 3202, they will continue to use writing and representing strategies such as peer editing and teacher conferencing. They will continue to build on skills necessary for collaboration as well as for independent writing and creation. Topic selection, information gathering, outline creation, and other stages of the writing and representing processes should become more independent of the teacher, even though students will still need regular opportunities to experience modelling by the teacher.</p> <p>Students should be aware that during collaboration, expectations will be different than when they work independently. For true collaboration to take place they must establish group goals, be flexible, build trust through positive interactions, use different grouping strategies, keep in mind the differences within the group, and organize thoughts and ideas. Working collaboratively requires a different skill set than working individually since students need to be in tune with each other and have the ability to be flexible at a moments notice. Teachers may need to directly teach and regularly discuss and reinforce aspects of good collaboration rather than expecting that students will automatically have developed good collaboration skills. See Appendix N for more information on collaboration.</p> <p>Students will build upon the skills they have learned (e.g., choice of language, form of text, choice of content) and will create texts with audience and purpose in mind. As writers and creators, they need:</p> <ul style="list-style-type: none"> <li>• knowledge of many different writing forms</li> <li>• opportunities to discuss the texts they create</li> <li>• opportunities to read, view, and listen to a variety of texts</li> <li>• prior knowledge (both their own and teacher shared) about topics</li> <li>• regular, meaningful opportunities to write and create</li> </ul> <p>Students should have opportunities to create texts that will address their needs, post-graduation. Teachers should remind students that informal text creation is usually more personal, whereas formal text style is less personal, and is often better suited for communication in the workplace.</p> <p>The forms of these texts may include:</p> <ul style="list-style-type: none"> <li>• applications (e.g., post-secondary, employment, grants, loans)</li> <li>• letters (e.g., emails, complaint, cover letters)</li> <li>• messages (e.g., text messaging)</li> <li>• resumés</li> <li>• transactional texts (e.g., explanatory, argumentation, procedural)</li> </ul> <p>Students will recognize and analyze how the audience and purpose determine the form of the text. They must also be able to evaluate whether how a text is constructed influences an audience. See Appendix O for a sample list of audiences and purposes.</p>

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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Use a range of texts to demonstrate how choice of form influences audience and purpose (e.g., a graphic resumé vs a traditional resumé; a graphic resumé may not be readily accepted by all employers).
- Model the difference between formal and informal writing in a variety of texts. Engage students in a discussion to compare each.
- Introduce a topic and discuss a possible audience and purpose.
- Model the process for writing an email or other text as well as creating a poster for a specific audience and purpose.

Students may

- Create a list of guidelines that they agree to use when collaborating with others.
- Think about themselves as the audience and make a list of preferences they have when they are reading or viewing a text. Consider language, text features, genre, style, and form.
- Read (skim and/or scan) and view a variety of texts and create a graphic organizer to list the purpose and audience of each.
- Follow questions 1- 8, in Focus for Learning (p. 78) to select a topic, an audience, and a purpose for a text.
- Participate in a group writing or representing activity where each person in a group is given a different prompt (4-5 prompts per group). Each student adds to the prompt, then passes their text to the next student. Once all students have had an opportunity to contribute (some groups may be responding through writing while others may be creating a graphic or storyboard), the text is shared and discussions related to the purpose, message, audience, appropriateness of language, and diction take place.

#### Connection

Teachers may

- Model editing and proofreading techniques, asking:
  - Are you finished? How will you end it?
  - How can this be more clear?
  - What information can you provide to clarify this idea?
  - How could you organize differently?
  - How would this change if the audience changed?
  - How do you know your purpose is clear?

### Resources and Notes

#### Authorized

Appendices

- Appendix N – Collaboration
- Appendix O – Sample List of Audiences and Purposes

Vistas (iLit)

- Strategies to support GCO 9 are found in the After and Beyond sections following each selection, i.e.:
  - 74, 126, 134, 175, 207, 282, 302
- Selections related to GCO 9:
  - 13, 58, 108, 122, 202, 234, 272

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Link – Rubric Generator
- Links – Cartoon Creators
- Videos – How to Create Cartoons
- Links – Apps for Classroom Use

*Continued*

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p><i>32.0 create texts both independently and collaboratively using a variety of strategies</i></p> <p><i>33.0 analyze how text form is appropriate for specific audiences and purposes</i></p> <p><i>34.0 evaluate how text construction can influence audience</i></p> <p><i>35.0 assess feedback of others when creating texts</i></p>	<p>Before creating texts, students may ask:</p> <ol style="list-style-type: none"> <li>1. What is the key message?</li> <li>2. What purpose am I trying to achieve? How will I know if I have achieved it?</li> <li>3. What is the best way to organize this message?</li> <li>4. What is the best and most appropriate language to use?</li> <li>5. What is the best way to present this message?</li> <li>6. What strategies can I use to engage the audience?</li> <li>7. Can I predict whether the audience will be convinced?</li> <li>8. How might the audience be influenced more easily if my form, language, and style were different?</li> </ol> <p>Students should compare different text forms throughout the year. For example, if writing a report on a specific job, they may choose to represent their information in the form of an infographic and as a list before deciding that visuals are more helpful. Students will need to make critical choices of form, including style and content, as they create increasingly complex texts. They should also be able to co-create checklists, rubrics, or peer-assessment scales. Teachers may find it helpful to provide samples and use online rubric generators with students.</p> <p>After consultation with peers and the teacher during the creating process, students should be prompted to consider:</p> <ul style="list-style-type: none"> <li>• Are there any ideas that are distracting? Unrelated?</li> <li>• How did my peers and others respond to my drafts?</li> <li>• Is the meaning clear to the audience in all parts of the text?</li> <li>• What can I do to make this more engaging? More vivid?</li> <li>• What do I need to add or delete to create a quality text?</li> <li>• What suggestions for improvement did they provide? What will I act upon?</li> </ul> <p><b>Sample Performance Indicator</b></p> <p>Create a persuasive media text aimed at a specific audience. The purpose is to advertise the benefits of a chosen product. Use the following guidelines to create your text:</p> <ul style="list-style-type: none"> <li>• select a product and target audience</li> <li>• collaboratively create a media text (e.g., radio commercial, magazine advertisement, TV infomercial) using the audio, visual, and electronic stylistic techniques of the chosen form</li> <li>• use language and images which convince the audience</li> <li>• edit and revise</li> <li>• share and request feedback on the campaign</li> </ul>



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

### **Sample Teaching and Assessment Strategies**

### **Resources and Notes**

Students may

- Write two letters on the same topic to different audiences (e.g., an email to a friend showing frustrations with a co-worker vs a formal letter of complaint to a supervisor) and use a graphic organizer to compare the style and diction of the two.
- Develop double-sided task cards with common errors on one side and the corrections on the other (closely directed by teacher). Share their cards with a small group for completion.
- Complete a variety of fill-in forms that they may be required to use (e.g., employment, post-secondary, passport, income tax).
- Collate individual notes (on a specific topic) in a small group and use the information to create a multimedia presentation.

### **Consolidation**

Students may

- Write a dialogue which reflects an issue of importance to adolescents. Groups can be assigned different audiences (e.g., peers, younger students, parents/caregivers, school administrators) using the same topic (e.g., community clean-up, school holidays).
- Design a visual reminder of key editing and proofreading techniques (e.g., mini book, bookmark, poster to display in class).
- Assess their own writing and the writing of peers by asking:
  - Is the form appropriate for the audience and purpose?
  - Are all of the necessary details included? Any unnecessary details?
  - Is the tone and diction appropriate for the audience?
  - Is the purpose achieved?
- Create a text message conversation between two characters to express the conflicts and concerns of one character to another.
- Develop a how-to-guide, cartoon, or video on a topic of choice (e.g., tying a shoe, changing a tire, preparing a meal).
- Prepare a formal letter/email (in response to a classified ad).

### **Extension**

Students may

- Recreate a text from one form to another to tell the same story (e.g., short story to a poem or visual).

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>36.0 use the conventions of written language</p> <p>37.0 create a variety of texts using strategies to enhance clarity and precision</p> <p>38.0 evaluate the effectiveness of the texts they create</p> <p>39.0 refine texts to enhance effectiveness when communicating meaning</p>	<p>In English 2202, students used a range of strategies and writing conventions to create texts. In English 3202, they will continue to use strategies and conventions to help convey meaning. They will also reflect on and evaluate whether they have achieved their purpose.</p> <p>In English 3202, students should strengthen their understanding about conventions and strive to create their own proofreading checklists. These will be teacher guided and may include:</p> <ul style="list-style-type: none"> <li>• capitalization</li> <li>• contractions</li> <li>• diction</li> <li>• homographs/homonyms/homophones</li> <li>• parts of speech (noun, verb, pronoun, adjective, adverb, preposition)</li> <li>• plurals/possessives</li> <li>• punctuation (comma, hyphen, ellipsis, apostrophe, colon, semi-colon, dash, parenthesis)</li> <li>• sentence types</li> <li>• spelling</li> <li>• verb tense</li> <li>• topic sentences</li> <li>• transitions</li> </ul> <p>Teachers will reinforce and expand on strategies students can use to make texts clear and precise. Writing and representing that is clear and precise is important for both fiction and nonfiction writing. Particular attention may be placed on:</p> <ul style="list-style-type: none"> <li>• avoiding unnecessary words and phrases</li> <li>• choosing the most appropriate form for the purpose</li> <li>• editing carefully</li> <li>• having a clearly determined audience and purpose</li> <li>• organizing content and ideas</li> <li>• using emphatic devices</li> </ul> <p>Students will use the writing process to refine their editing and revising skills. During the text creation process students should ask themselves:</p> <ul style="list-style-type: none"> <li>• Is my topic sufficiently focused?</li> <li>• What plan do I have?</li> <li>• What information do I need? Where will I find that information?</li> <li>• How will I organize this information? How will I make connections of ideas, sentences, paragraphs, visuals?</li> <li>• What types of information (e.g., visuals, anecdotes, data) will appeal to the audience and best serve my purpose?</li> <li>• What points need to be made?</li> </ul>



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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Discuss the importance and benefits of maintaining a portfolio.
- Review conventions and stylistic techniques used in various texts.
- Collaborate with students to create rubrics and checklists.
- Share a list of writing and creating strategies and techniques that they find useful when reading or viewing a text.

Students may

- Write a set of instructions for a skill or task (e.g., tying shoes, making a sandwich) and share with another group who will attempt to complete the task exactly as it is written. The original group should then analyze whether instructions were clear and make necessary edits.
- Discuss texts they use in subject areas other than English language arts and suggest how the authors have used language that is precise.
- Change punctuation and sentence construction in a previously written paragraph to create more concise writing (e.g., use a magazine article to choose points that should be emphasized).

#### Connection

Teachers may

- Use a variety of texts to discuss the functions and effects of sentences (e.g., variety, length, diction, punctuation).

Students may

- Choose one section of a newspaper and highlight its main points. Form small groups to compare and share responses and reasons why specific choices were made.
- Introduce and create a sentence auction. In small groups, use play money to bid on sentences that may be correct or incorrect. The team with the most correct sentences at the end wins.
- Read and view a magazine to find three selections they feel are particularly engaging. Briefly describe each and arrange in order of importance or interest. Share their information in class, highlighting the features that make the selection engaging.
- Plan a full day meeting on a topic of interest by creating an agenda outlining times and sessions.
- Create a menu they would use if inviting several friends for a meal. Begin by compiling a grocery list.

### Resources and Notes

#### Authorized

Vistas (iLit)

- Strategies to support GCO 10 are found in the After and Beyond sections following each selection, i.e.:
  - 38, 45, 127, 167, 192, 198, 201, 204, 220
- Selections related to GCO 10:
  - 39, 53, 75, 127, 142, 283

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3202/links.html>

- Links – News Sources
- Links – Apps for Text Creation

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p><i>36.0 use the conventions of written language</i></p> <p><i>37.0 create a variety of texts using strategies to enhance clarity and precision</i></p> <p><i>38.0 evaluate the effectiveness of the texts they create</i></p> <p><i>39.0 refine texts to enhance effectiveness when communicating meaning</i></p>	<p>Teachers should reinforce the use of unity, coherence, diction, and voice in student text. Once a text is created, students must continue to develop the skills they need to evaluate whether the text achieves its intended purpose. This may mean questioning the contents of a resumé to determine whether they have included all pertinent information or double checking a bank application to make sure all necessary information is included.</p> <p>Students will be expected to generate multiple drafts of a text and participate in peer and self-assessments. They should:</p> <ul style="list-style-type: none"> <li>• arrange points for emphasis or best placement</li> <li>• brainstorm and record their initial thoughts</li> <li>• compose accurate, clear, and coherent texts that serve various purposes</li> <li>• create engaging introductions that clearly reflect the purpose</li> <li>• focus on a single topic</li> <li>• make decisions about the stylistic techniques and text features</li> <li>• revise and proofread their own writing</li> <li>• summarize the main points of a text</li> </ul> <p>In the revising and editing drafts, students should question:</p> <ul style="list-style-type: none"> <li>• Are my sentences clear? Complete? Interesting? Varied? Correct?</li> <li>• Are all paragraphs clearly identified?</li> <li>• Are transitions between sentences clear? Paragraphs?</li> <li>• Are my accompanying visuals or media choices appropriate?</li> <li>• Do the subjects and verbs of the sentences agree?</li> <li>• Did I use punctuation accurately to clarify meaning?</li> <li>• Did I choose the right words? Did I use the words correctly? Have I used any words too many times? Did I spell them correctly?</li> <li>• Did I use legible handwriting or appropriate fonts, formatting, or props? Is the text audible? Is the layout clear?</li> </ul> <p><b>Sample Performance Indicator</b></p> <p>Create a multimedia presentation based on one topic. Information should be specific to the topic and audience (e.g., a video convincing a teacher that homework is unnecessary for students). As an extension, compose a formal letter to the teacher to make the same request.</p>

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

### Sample Teaching and Assessment Strategies

### Resources and Notes

#### Consolidation

Students may

- Create a checklist of relevant stylistic techniques that are common to Web sites. Use the checklist to determine the validity of two very different Web sites that have unrelated purposes and different audiences.
- Compose a news story based on a photo provided of an unknown event. The story should have a title and caption.
- Write a fractured fairy tale and present in a creative manner (e.g., video, role play, poem, child's book).
- Write a description of a well known celebrity or type of animal without revealing obvious details. Classmates will then write a paragraph using evidence from the description to justify who or what they feel is being described.
- Create a cartoon which represents a main conflict or series of events in a text. Use inanimate objects to represent characters and their traits (e.g., food, sports equipment, cars, school supplies).
- Create a photo essay which focuses on plot, character, and message. Include photos that are ordered strategically and logically (e.g., Lead Photo – grab audience's attention, Scene – describe setting and atmosphere, Portraits – include at least one photo which captures the personality of each character, Signature Photo – summarize the climax of the story, Clincher Photo – evoke emotion and help determine the mood).
- Create a scrapbook based on a text that they have studied in which they represent the text using writing and other ways of representing. Scrapbook items may include character diary entries, visuals representing aspects of the text, sketches of scenes, poems, etc.

#### Extension

Students may

- Create a video to either explain a process or to compare two items, books, or authors.



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## Appendix A: Planning for Instruction

### Appendix A1: Suggested Guidelines for Selecting Content

The learning resources authorized by the Department of Education provide core content to all teachers and students in the province. Opportunity should be provided, however, for students to interact with texts beyond those used for instructional purposes. It is within this context that the following guidelines for selecting content is provided. **The number of products and/or experiences are suggestions only. A greater focus is placed on the study of fiction in English 3202 (approximately 60%).**

Length: dictated by form and grade level	English 1202	English 2202	English 3202
Speaking and Listening Activities			
Informal speaking and listening experiences can be observed on a continual basis.  Formal speaking experiences involve products produced through processes; these experiences may help students meet outcomes in writing and representing.	Min. of 2 informal and/or formal speaking  Min. of 2 listening		
Reading and Viewing Activities			
<b>Poetry</b>  ballad, elegy, epic, free verse, lyric, narrative, etc.	Minimum of 5	Minimum of 5	Minimum of 5
<b>Drama</b>  Longer: play, script, excerpt Shorter: monologue, student script, excerpt, etc.	Minimum of 1 longer and 1 shorter	Minimum of 1 longer and 1 shorter	Minimum of 1 longer
<b>Short Prose</b>  fiction and nonfiction (essay, short story, article, blog, rant, etc.)	Min. 4 fiction  4 nonfiction	Min. 3 fiction  6 nonfiction	Min. 6 fiction  3 nonfiction
<b>Multimedia</b>  film, music, Web sites, commercials, advertisements, podcasts, etc.	Min. of 5	Min. of 5	Min. of 5
<b>Extended Texts</b>  (Independent and/or class study) novel, biography	Min. of 2	Min. of 2	Min. of 2
Writing and Representing Activities			
<b>Transactional</b>  persuasive, explanatory, procedural, etc.	Minimum of 2	Minimum of 2	Minimum of 2
<b>Expressive</b>  memoir, biography or autobiography, narrative, etc.	Minimum of 1	Minimum of 2	Minimum of 2
<b>Visual/Multimedia</b>  Web page, model, collage, photo essay, drama, etc.	Minimum of 1	Minimum of 1	Minimum of 1
<b>Inquiry Based</b>  can be writing or representing, may also be incorporated into other texts throughout the year	Minimum of 1	Minimum of 1	Minimum of 1
<b>Poetic</b>  poetry, prose poems, songs, rap, spoken word, etc.	Minimum of 1	Minimum of 1	Minimum of 1

## Appendix A2: Common Approaches to Instruction

Atlantic Canada English Language Arts Curriculum: English Language Arts, Grades 10-12 identifies a number of common approaches to instruction. Teachers should use multiple approaches within their English language arts program, including the study of particular genres. The following chart outlines common approaches to instruction which may be used by teachers.

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

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

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



## Appendix B: Speaking and Listening Self-Assessment Checklist

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

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
I regularly participate in discussions				
I recognize when I don't understand what someone has said				
I am confident when talking to people I've just met				
I speak clearly with appropriate pacing				
I use eye contact and positive body language				
I present information in a logical order				
I adjust easily to different situations when speaking				
I ask questions for clarification when I don't understand what was said				
I pay attention when someone is speaking to me				
I am courteous during telephone conversations				
I encourage others to have an opportunity to speak				
I think about what I will say before speaking				
I know how to disagree politely				
I can give a short talk on a topic I am familiar with				
I can take part in small or large group discussions				

## Appendix C: Assessing and Supporting Speaking and Listening

Informal assessments can be used to assess achievement. Most students will need opportunities in a small-group situation to rehearse, receive feedback, and revise their presentations. When assessing speaking and listening:

- teachers should have clear expectations for students
- speaking skills can be assessed using an observational approach
- the student may be asked to perform one or more specific oral communication tasks
- student portfolios can include reflections, listener/observer responses, peer and self-assessments
- selected response questions may be used to address literal and inferential comprehension after completing a listening activity
- students can self-assess to reflect on their own and others' perceptions of them as speakers and listeners
- using checklists co-constructed with students, teachers can determine student proficiency

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

## Appendix D: Suggested Prompts to Scaffold Student Learning

### Appendix D1: Speaking and Listening

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

## Appendix D2: Reading and Viewing

### Building Strategies

#### Before

- Preview the informational text. How is it organized? What sections do you think will give you the most information? The least? In what ways might this help you understand the material?
- What do you predict will be the problem or struggle in the story? Why?
- What is your purpose in reading this text? What questions do you have before you begin to read?
- What predictions can you make about this novel? (before and after reading first page)

#### During

- How does rereading/reading ahead/skimmming/scanning help you understand the text?
- How do the text features help you to understand what you have read?
- If you come to words you don't know or understand, what strategies do you use to figure them out?
- Which part of the story so far has been the most challenging for you to understand? Why?

#### After

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

### Exploring Text

#### After reading/viewing a text:

- Did the author try to persuade you in any way? How?
- How can you apply the information you learned to an issue or problem in today's world? In what ways did the weaknesses/strengths of the character affect the chain of events in the story?
- What connections did you make to the character's feelings?
- What details/evidence led you to your understanding of the character's personality?
- What new information did you learn from reading and viewing this text? How did it change your thinking about the topic? What evidence from the selection supports your new thinking?
- What were the key ideas in the information you read/viewed? Why were they important?
- Which event would you identify as the critical event? How did it trigger subsequent events?

### Making Connections

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

## Appendix D3: Writing and Representing

### Creating Text

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

### Developing Approaches to Text

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

### Developing Approaches to Text

- Find two ideas/sentences that can be combined. How can you create a more interesting sentence ?
- Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings?
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- Is there a part of your text you would like to revise? What would you focus upon in revision?
- Read your writing aloud. What trait is the strongest? Why do you feel this way?
- What are your goals for your next piece of writing/representation?
- What word(s) or element(s) contribute the most to expressing emotion?
- What would be the best presentation style and format for your published work?

## Appendix E: Book Clubs

### **What are book clubs?**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Adapted from *Frequently Asked Questions About Book Clubs*

Rachel Cooke – Instructional Leader English/Literacy

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

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

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

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## Appendix F: 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 nonfiction 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	A story about magical and imaginary beings and lands.



Literary Genres	
Genre	Description
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; 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 Nonfiction	Factual information presented in a format which tells a story.
Nonfiction	Informational text dealing with an actual, real-life subject.
Poetry	Verse and rhythmic writing with imagery that creates emotional responses.
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer’s imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters.
Speech	Public address or discourse.
Tall Tale	Humorous story with exaggerations and heroes who do the impossible.

## Appendix G: Sample Personal Interest Inventory

Sample Interest Inventories can be used for any type of activity where students must respond personally or choose topics that are of relevance and interest to them. The sample below suggests some questions that students may find helpful when choosing topics for further study.

Questions	Responses and Notes
What subjects interest you at school?	
What are your interests outside of school?	
What do you like to read?	
What types of movies and TV shows interest you?	
What Internet sites and social media sites do you use?	
Where have you travelled? Where would you like to travel?	
What kind of things do you talk about with your friends?	
What things and places are most important in your life?	
What people are most important in your life?	
What kind of music do you like?	
Do you have pets? If so, what kind?	
What is your preferred style of clothing?	
What are some of your talents, interests, or hobbies?	
Do you volunteer? Would you like to?	
Have you had a part time job? How did you like it?	
What are some of your future plans after high school?	
What do you foresee for your future?	

## Appendix H: Text Features

### Informational Text Features

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

<b>Print Features</b> <i>Guide readers through the organizational structure</i>	
<b>Feature</b>	<b>Helps the Reader...</b>
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
<b>Illustrations</b> <i>Extend the meaning of the text</i>	
<b>Feature</b>	<b>Helps the Reader...</b>
Photos	Understand exactly what something looks like
Drawings	Understand what something could or might have looked like
Magnification	See details in something small
<b>Organizational Aids</b> <i>Help readers find key information</i>	
<b>Feature</b>	<b>Helps the Reader...</b>
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.
<b>Graphic Aids</b> <i>Represent information in a distinct way</i>	
<b>Feature</b>	<b>Helps the Reader...</b>
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

*Revised 2012*

*Document created by Laurie Larsen*

## Appendix I: Characteristics and Elements of Common Text Forms

Text Form	Sample elements and/or devices which may be associated with common text forms:
Drama/Plays	<ul style="list-style-type: none"> <li>• act</li> <li>• action</li> <li>• aside</li> <li>• chorus</li> <li>• comic relief</li> <li>• dialogue/voice</li> <li>• monologue</li> <li>• prologue</li> <li>• scene</li> <li>• screenplay</li> <li>• script</li> <li>• soliloquy</li> <li>• stage directions</li> <li>• stereotype</li> <li>• tragedy</li> <li>• tragic hero</li> </ul>
Short Story/ Narrative	<ul style="list-style-type: none"> <li>• antagonist</li> <li>• atmosphere</li> <li>• character</li> <li>• climax</li> <li>• conflict</li> <li>• exposition</li> <li>• falling action</li> <li>• hyperbole</li> <li>• irony</li> <li>• message</li> <li>• mood</li> <li>• narrator</li> <li>• plot</li> <li>• point of view</li> <li>• protagonist</li> <li>• resolution</li> <li>• rising action</li> <li>• setting</li> <li>• subplot</li> <li>• suspense</li> <li>• theme</li> </ul>
Poetry (ballad, elegy, free verse, lyric, narrative, ode, etc.)	<ul style="list-style-type: none"> <li>• alliteration</li> <li>• assonance</li> <li>• cacophony</li> <li>• consonance</li> <li>• euphony</li> <li>• feet</li> <li>• imagery</li> <li>• irony</li> <li>• line</li> <li>• metaphor</li> <li>• mood</li> <li>• onomatopoeia</li> <li>• personification</li> <li>• point of view</li> <li>• repetition</li> <li>• rhyme/rhythm</li> <li>• simile</li> <li>• stanza</li> <li>• symbol</li> <li>• tone</li> <li>• verse</li> </ul>

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

Students will discuss literary and other devices as they relate to particular texts. Fro English 3202 students, some of these include:

• alliteration	• context	• metaphor	• rhetorical question
• allusion	• contrast	• mood	• sarcasm
• analogy	• denotation	• narrator	• satire
• antagonist	• diction	• onomatopoeia	• simile
• assonance	• epiphany	• oxymoron	• stanza
• atmosphere	• euphony	• paraphrase	• stereotype
• cacophony	• figurative language	• parallel structure	• suspense
• cliché	• flashback	• personification	• symbolism
• comparison	• foreshadowing	• point of view	• theme
• complication	• hyperbole	• protagonist	• thematic statement
• conflict	• imagery	• pun	• tone
• connotation	• irony	• purpose	• transition
• consonance	• juxtaposition		

Students may encounter some of the following as they develop an awareness of the role of media in society:

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

\* Media strategies may include: bandwagon, cartoon/cute characters, celebrity endorsement, emotional appeal, facts and figures, gender/sex appeal, name calling, plain folks, shock appeal, snob appeal, testimonials, humour

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

<b>Elements</b>	• angle	• contrast	• frame	• proportion
	• asymmetry	• dominant image	• lighting	• scale
	• background	• focal point	• line	• shadow
	• balance	• focus (in or out)	• panel	• symbol
	• colour	• font	• perspective	• symmetry
	• composition	• foreground		
<b>Form</b>	• caricature	• comic strip	• photo essay	• print
	• collage	• graphics	• poster	• storyboard
	• editorial cartoon			

## Appendix K: Transitions

**Transition words and phrases are used to connect one thought or idea to the next. They may be used:**

- between sections (in long works, transitional paragraphs summarize information previously covered and make a connection to the following section)
- between paragraphs (a word, phrase, or sentence at the beginning or end of a paragraph which connects the two paragraphs)
- within paragraphs (single words or short phrases which help readers anticipate information that will follow or that there is a further direct connection)

**Transitions within and between paragraphs may be divided into several categories. For example:**

Additional Support	Temporal/ Chronological	Contrast/ Oppositional	Spatial/ Place/ Position	Conclusion/ Summary
<ul style="list-style-type: none"> <li>• additionally</li> <li>• again</li> <li>• also</li> <li>• and, or, nor</li> <li>• as well</li> <li>• besides</li> <li>• equally important</li> <li>• finally</li> <li>• first</li> <li>• further</li> <li>• furthermore</li> <li>• in addition</li> <li>• last, lastly</li> <li>• next</li> <li>• secondly, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• after</li> <li>• afterward</li> <li>• at last</li> <li>• before</li> <li>• currently</li> <li>• during</li> <li>• earlier</li> <li>• immediately</li> <li>• later</li> <li>• meanwhile</li> <li>• recently</li> <li>• simultaneously</li> <li>• so far</li> <li>• subsequently</li> <li>• then</li> <li>• while</li> </ul>	<ul style="list-style-type: none"> <li>• after all</li> <li>• and yet</li> <li>• at the same time</li> <li>• but</li> <li>• however</li> <li>• in contrast</li> <li>• in spite of</li> <li>• nevertheless</li> <li>• nonetheless</li> <li>• notwithstanding</li> <li>• on the contrary</li> <li>• otherwise</li> <li>• though</li> <li>• until</li> <li>• yet</li> </ul>	<ul style="list-style-type: none"> <li>• above</li> <li>• adjacent</li> <li>• adjacent to</li> <li>• below</li> <li>• beyond</li> <li>• here</li> <li>• in back</li> <li>• in front</li> <li>• nearby</li> <li>• neighbouring on</li> <li>• opposite to</li> <li>• there</li> <li>• wherever</li> </ul>	<ul style="list-style-type: none"> <li>• briefly</li> <li>• finally</li> <li>• in a word</li> <li>• in brief</li> <li>• in conclusion</li> <li>• in short</li> <li>• in summary</li> <li>• in the end</li> <li>• in the final analysis</li> <li>• on the whole</li> <li>• thus</li> <li>• to conclude</li> <li>• to summarize</li> <li>• to sum up</li> </ul>

## Appendix L: Modes of Writing

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

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

## Appendix M: Sample Writing Forms

Some writing forms may include:

- |                          |                 |                    |
|--------------------------|-----------------|--------------------|
| • acknowledgement        | • form          | • play             |
| • advertisement          | • glossary      | • poem             |
| • agenda                 | • greeting card | • postcard         |
| • anecdote               | • guide         | • poster           |
| • announcement           | • headline      | • prayer           |
| • article                | • horoscope     | • précis           |
| • autobiography          | • instruction   | • proclamation     |
| • ballad                 | • inventory     | • prospectus       |
| • biography              | • invitation    | • proverb          |
| • blurb (e.g., for book) | • journal       | • questionnaire    |
| • broadsheet             | • label         | • recipe           |
| • brochure               | • legal brief   | • record           |
| • caption                | • letter        | • reference        |
| • cartoon                | • list          | • regulation       |
| • catalogue              | • log           | • report           |
| • certificate            | • lyric         | • résumé           |
| • charter                | • magazine      | • review           |
| • confession             | • manifesto     | • rule             |
| • constitution           | • manual        | • satire           |
| • critiques              | • memo          | • schedule         |
| • crossword              | • memoir        | • script           |
| • curriculum vitae       | • menu          | • sermon           |
| • definition             | • minutes       | • sketch           |
| • dialogue               | • monologue     | • slogan           |
| • diary                  | • myth          | • soliloquy        |
| • directions             | • news          | • song             |
| • directory              | • notes         | • sonnet           |
| • edict                  | • notice        | • spell            |
| • editorial              | • novel         | • statement        |
| • epitaph                | • obituary      | • story            |
| • essay                  | • pamphlet      | • summary          |
| • eulogy                 | • parable       | • syllabus         |
| • fable                  | • paraphrase    | • synopsis         |
| • flash fiction          | • parody        | • testimonial      |
| • feature article        | • pastiche      | • travel log       |
| • forecast               | • petition      | • weather forecast |
|                          | • placard       |                    |



## Appendix N: Collaboration

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

Good discussions can be facilitated by:

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

During a discussion facilitators can:

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

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

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

## Appendix O: Audience and Purpose

Audience and Purpose when Creating Texts	
Audience Types	Potential Purposes
<ul style="list-style-type: none"><li>• advice columnist</li><li>• author</li><li>• authority figure</li><li>• celebrity</li><li>• character</li><li>• community group</li><li>• family</li><li>• friend</li><li>• general public</li><li>• hostile audience</li><li>• judge</li><li>• media</li><li>• oneself</li><li>• school community</li><li>• social media (general)</li><li>• social media friends</li><li>• talk show host</li></ul>	<ul style="list-style-type: none"><li>• advertise</li><li>• analyze</li><li>• announce</li><li>• argue/defend</li><li>• challenge</li><li>• comment</li><li>• compare/contrast</li><li>• congratulate</li><li>• describe</li><li>• discuss</li><li>• entertain</li><li>• explain</li><li>• inform</li><li>• invite</li><li>• instruct</li><li>• narrate</li><li>• negotiate</li><li>• persuade</li><li>• request</li></ul>

## Appendix P: Resources

### English 3202

McGraw-Hill Ryerson – Components	Student	Teacher
<b><i>Vistas</i></b> (iLit) McGraw-Hill Ryerson Anchor Text (hardcover)	•	•
Digital eBook (Newfoundland and Labrador iLiteracy Resource Site – <a href="http://www.nlilit.ca">www.nlilit.ca</a> )	•	•
Teacher's Resource (binder)		•
Teacher's Digital Resource (Newfoundland and Labrador iLiteracy Resource Site – <a href="http://www.nlilit.ca">www.nlilit.ca</a> )		•
Additional Resources	Student	Teacher
<i>Collected Searchlights and Other Plays</i> (Thompson-Nelson)	•	•

Classroom texts for student-directed and teacher-supported reading and viewing (see *Selecting Young Adult Texts: An Annotated Bibliography for Senior High School*, 2015)



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