English Language Arts 8

Curriculum Guide 2016

Newfoundland Labrador

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: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

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

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

Outcomes Based Education

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

Essential Graduation Learnings
(common to all subject areas)

General Curriculum Outcomes
(unique to each subject area)

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

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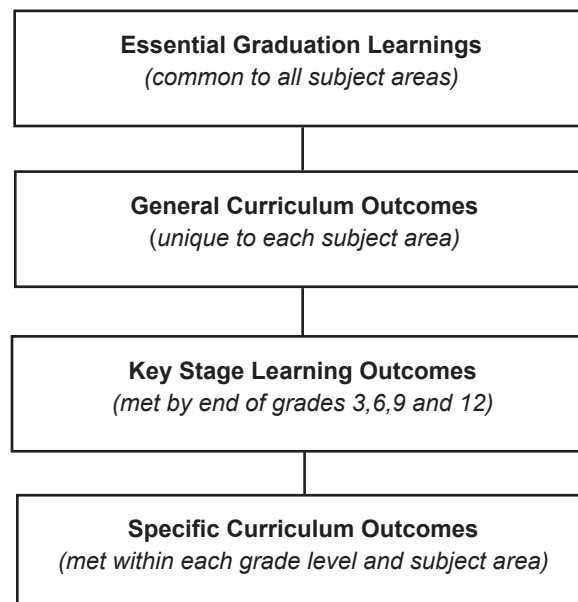
Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They 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 K-12 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.
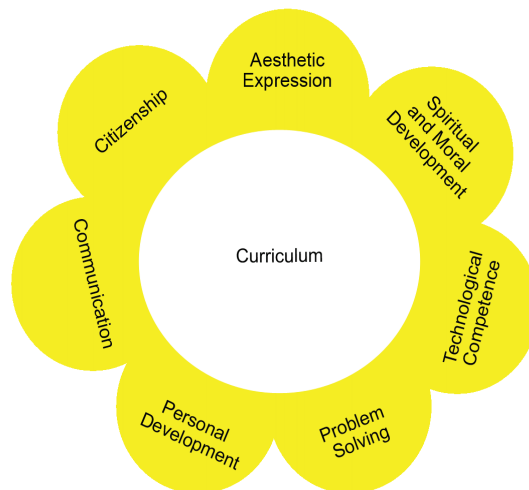
Aesthetic Expression – Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

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 use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn and communicate effectively.

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
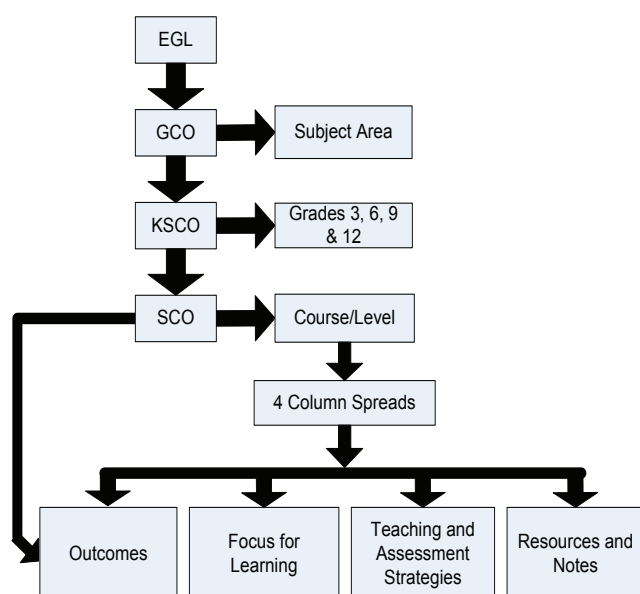
Context for Teaching and Learning

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. Several factors 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 and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.

Attend to learning preferences

Recognize students' diverse learning styles

Inclusive Classrooms

Promote varied and flexible assessment

Utilize multiple resources

Provide varied avenues and entry points to learning
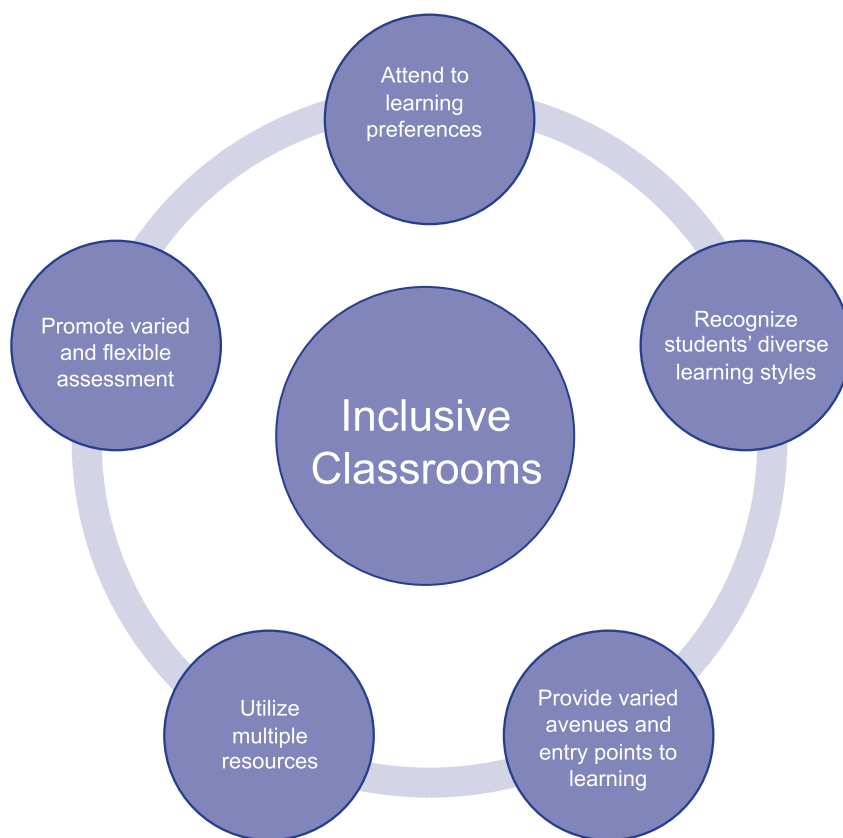
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to 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 that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation

Create a dynamic classroom:
- Manage routines and class organization.
- Present authentic and relevant communication situations.
- Provide realistic and motivating classroom experiences.

Respond to student differences:
- Allow for multiple ways to demonstrate learning.
- Empower through a gradual release of responsibility.
- Provide opportunities to take ownership of learning goals.

Vary teaching strategies:
- Enable students to collaboratively construct meaning in a positive learning community.
- Provide students with opportunities to make essential links to texts.

Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will 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 reteach 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, websites, 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., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping 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/or 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.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- 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 give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

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 and 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 and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see 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/

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.

Teachers may

- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier 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 to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

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

Gradual Release of Responsibility Model

Modelled
"I do … you watch"

Shared
"I do … you help"

MODEL
(Modelled)

MENTOR
(Shared and Guided)

Gradual Release of Responsibility

Guided
"You do … I help"

MONITOR
(Independent)

Independent
"You do … I watch"
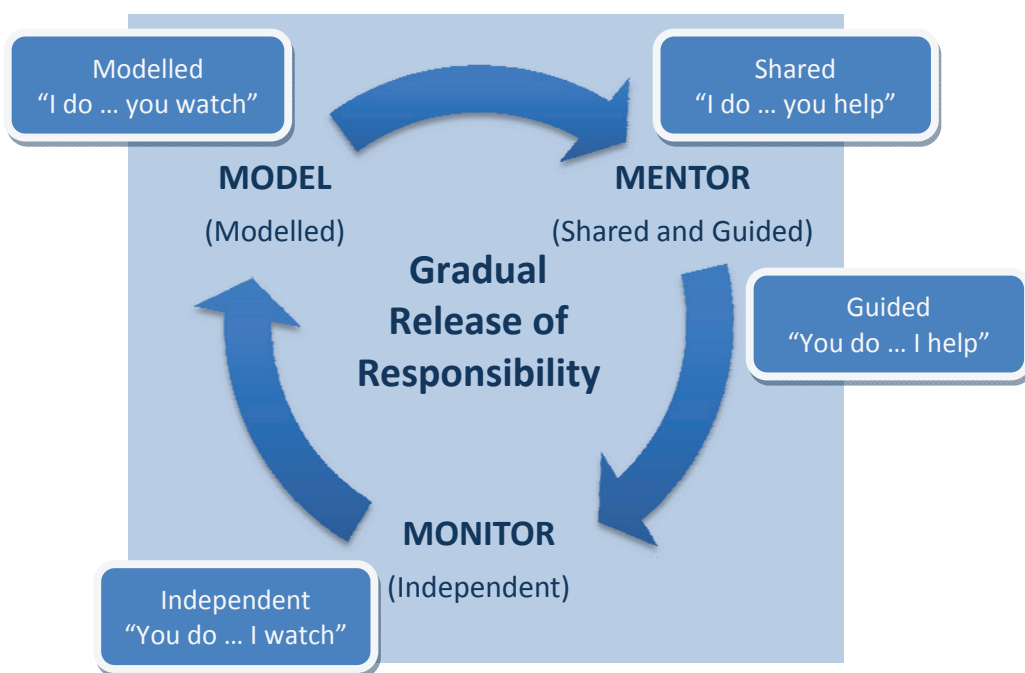
Literacy

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

Literacy is

- a process of receiving information and making meaning from it; and
- 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. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

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

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

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

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

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, or 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:

- 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 enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.
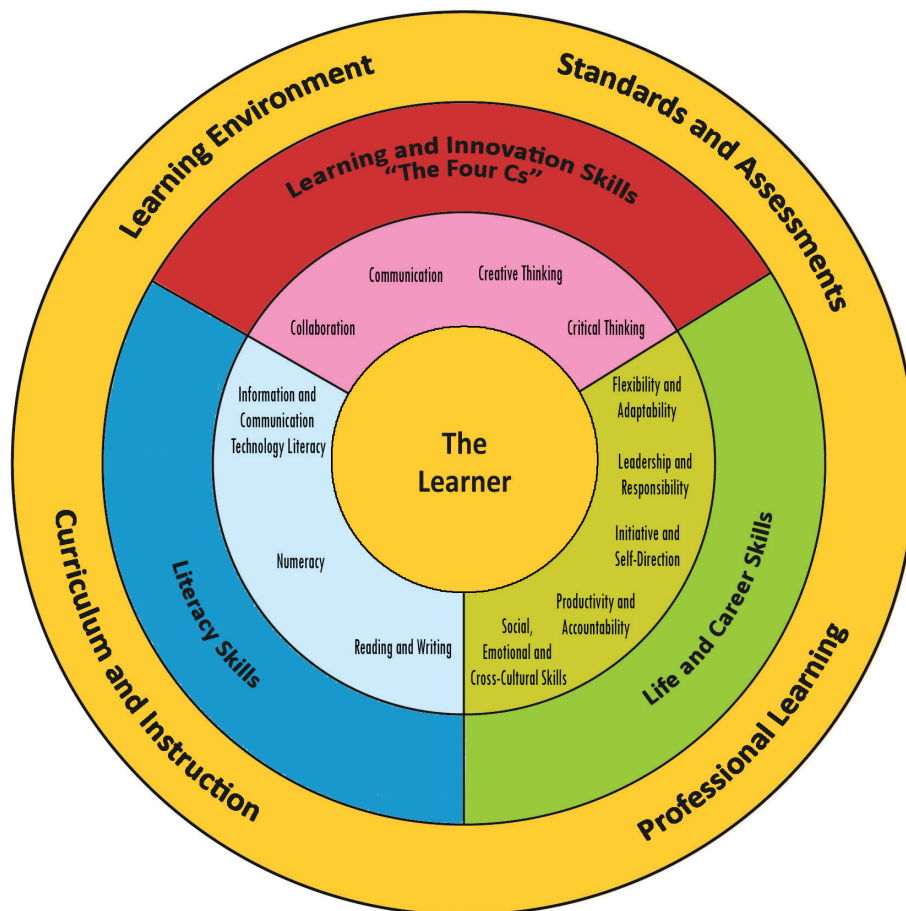
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

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

Education for Sustainable Development

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

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

3-Nested-Dependencies Model

ENVIRONMENT

SOCIETY

ECONOMY

Based on Bob Doppelt, *The Power of Sustainable Thinking*; Peter Senge et al., *The Necessary Revolution*
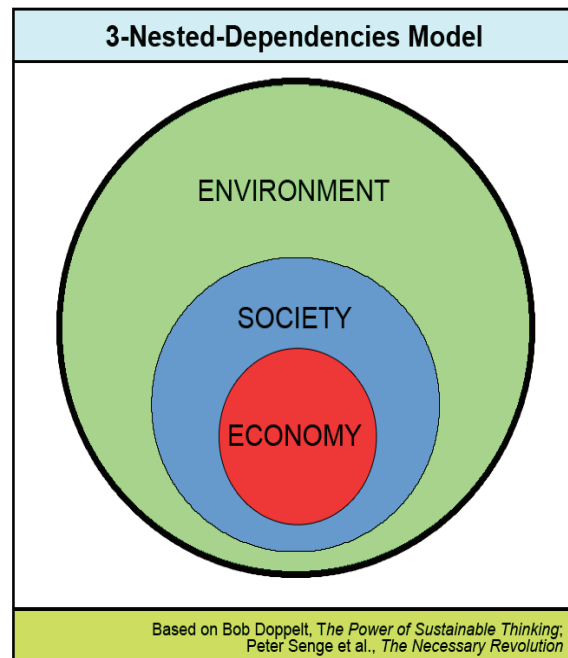
As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way 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. Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers 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 their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and 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, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using 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:

- 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 tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

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, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

Rationale

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 9 outcomes (KSCOs) aligned with the general curriculum outcomes (GCOs) 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 Grade 8 are presented in each strand overview, beginning on page 29.

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.	• examine others' ideas in discussion to extend their own understanding • ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions • articulate, advocate, and support points of view, presenting viewpoints in a convincing manner • listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	• participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk • adapt vocabulary, sentence structure, and rate of speech to the speaking occasion • give and follow instructions and respond to complex questions and directions of increasing complexity • evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	• demonstrate active listening and respect for the needs, rights, and feelings of others • demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attitudes • demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	• select texts that address their learning needs and range of special interests • read widely and experience a variety of young adult fiction and literature from different provinces and countries • demonstrate an understanding that information texts are constructed for particular purposes • use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts • articulate their own processes and strategies for reading and viewing texts of increasing complexity

	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	• independently access and select specific information to meet personal and learning needs
		  - select, from a wide range, sources appropriate to their purposes
		  - use available electronic networks
		  - develop approaches and strategies to conduct their research

Strand	General Curriculum Outcomes	Key Stage Outcomes
Reading and Viewing	6. Students will be expected to respond personally to a range of texts.	• respond to some of the material they read or view by questioning, connecting, evaluating, and extending - move beyond initial understanding to more thoughtful interpretations • express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence

	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	• critically evaluate information presented in print and media texts
		  - assess relevance and reliability of available information to answer their questions
		  - demonstrate that print and media texts are constructed for particular purposes and particular audiences
		  - describe how specific text and genre characteristics contribute to meaning and effect
		• respond critically to texts of increasing complexity
		  - analyse and evaluate a text in terms of its form, structure, and content
		  - recognize how their own ideas and perceptions are framed by what they read and view
		  - demonstrate an awareness that personal values and points of view influence both the creation and the reader's/viewer's interpretation and response
		  - identify the values inherent in a text

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.	• use a range of strategies in writing and representing to
		  - extend ideas and experiences
		  - explore and reflect on their feelings, values, and attitudes
		  - consider others' perspectives
		  - reflect on problems and responses to problems
		  - describe and evaluate their learning processes and strategies
		  - reflect on their growth as language learners and language users
		• use note-making to reconstruct knowledge and select effective strategies appropriate to the task
		• make informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing

	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	• demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes • demonstrate an awareness of the effect of context on writing and other ways of representing - make appropriate choices of form, style, and content for specific audiences and purposes • analyse and assess responses to their writing and media productions
	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.	• demonstrate an awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various writing and other representations • consistently use the conventions of written language in final products • experiment with the use of technology in communicating for a range of purposes with a variety of audiences • demonstrate a commitment to crafting pieces of writing and other representations • integrate information from several sources to construct and communicate meaning

Course Overview

Grade 8 English language arts focuses on students' experiences with a variety of texts: their interaction with and their creation of texts.

Grade 8 English language arts is designed to enhance students':

- independent application of strategies when navigating or creating texts
- ability to articulate their thinking about their learning as producers and consumers of information
- opportunities to be creative and imaginative in their oral communication, writing and representing
- capacity to respond personally and critically to texts they read, watch or hear

The curriculum includes the six strands of English language arts:

- Speaking and listening (oral communication)
- Reading and viewing
- Writing and representing

While the strands are presented in isolation in the curriculum guide for the purposes of explanation, they are taught in an integrated manner so that the interrelationships between and among the language processes are understood and applied authentically by students.

Suggested Yearly Plan

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

Three variations are included in the suggestions, focusing on: literacy skills, text-based organizers, and English language arts concepts. These variations identify priority learning opportunities which support students' achievement of specific curriculum outcomes and include, but are not limited to:

- Literacy: a focus on cognitive processes that support literacy skills within English language arts and across other curriculum areas
- Texts: a focus on listening, reading, viewing, and creating text types within a single category; texts may be related thematically
- English Language Arts: a focus on concepts and vocabulary associated with English language arts such as comprehension, purpose, and creating texts

The number of weeks listed are suggested **totals for the entire year**. Each focus within the variations may be revisited several times during the year. For additional information related to yearly planning, see Appendix A1: Suggested Guidelines for Selected Content and Appendix A3: Common Approaches to Instruction.

Time Frame	8-11 weeks	6-8 weeks	4-7 weeks	4-5 weeks	4-5 weeks
Literacy	Making connections Determining importance	Evaluating Predicting Visualizing	Inferring Making connections Synthesizing	Analyzing Determining importance	Making connections Synthesizing Evaluating
	Monitoring comprehension is a literacy skill that underlies all other skills and continues throughout the year.				
Texts	Non-fiction and textbooks	Media texts	Graphic texts	Fiction	The Arts

English Language Arts	8-10 weeks	9-13 weeks	9-13 weeks
	• Comprehension of text – reading level (fluency, decoding, intonation) • Creating texts – ideas and organization • Considering audience and purpose	• Comprehension of text – personal response • Creating texts – voice, word choice, organization • Analyzing audience and purpose	• Comprehension of text – critical response • Creating texts – voice, word choice, conventions • Metacognition – reflecting on themselves as creators and consumers of texts
	Sharing and publishing texts occurs throughout the year and includes collaborative and independent texts, peer review, and presentations.		

Suggested Daily Plan

The sample daily plan uses a workshop model that will support a sustained block of time for delivering the curriculum as well as allowing for a focus on developing literacy skills across subject areas. Using a workshop model can support a gradual release of responsibility as students work towards independent learning activities. Further information on daily planning is provided in Appendix A2.

Workshop Model			
Organization and Time	**Teaching and Learning Context**		
Whole Group (5-10 minutes)	Read or view aloud mini-lesson Modelled activity (reading, writing, viewing, representing) Shared activity (reading, writing, viewing, representing)	Students are gathered together for explicit teaching.	
	Status of the class: Teachers provide a quick overview of upcoming student activity for small group and individual work.		
Small Group and Individual (40-50 minutes)	Teacher	Students	
	Guided Activities (reading, writing, viewing, representing)	Independent activities (reading, writing, viewing, representing): Students work independently and teacher offers support only as necessary.	
	Conferencing	Follow-up Activities	Responding to text	Personal reading, writing, viewing or representing
Whole Group (5-10 minutes)	Group Sharing Time		

How to Use the Four Column Curriculum Layout

Outcomes

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

Outcomes are numbered in ascending order.

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

All outcomes are related to general curriculum outcomes.

Focus for Learning

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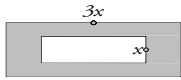
This may include

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

SPECIFIC CURRICULUM OUTCOMES

GCO 1: Represent algebraic expressions in multple ways

Outcomes	Focus for Learning
Students will be expected to	
1.0 *model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically.* [GCO 1]	From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.
1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.	Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.
1.3 apply a personal strategy for multiplication and division of a given polynomial expression	Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.

Sample Performance Indicator

Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:

- The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$.

$3x$

x

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 multple ways

Sample Teaching and Assessment Strategies

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

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

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

Activation

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

Teachers may
- Ask students what the other dimension is and connect this to the symbolic representation.

Connection

Students may
- Model division of polynomials and determine the quotient
  (i) $(6x^2 + 12x - 3) \div 3$
  (ii) $(4x^2 - 12x) \div 4x$

Consolidation

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

Teachers may
- Discuss why there are so many different possible dimensions.

Extension

Students may
- Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$.
- Determine the length of an edge of the cube.

Resources and Notes

Authorized
- *Math Makes Sense 9*
- Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant
- Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial
- ProGuide: pp. 35-42, 43-51
- CD-ROM: Master 5.23, 5.24
- See It Videos and Animations:
- Multiplying and Dividing a Polynomial by a Constant, Dividing
- Multiplying and Dividing a Polynomial by a Monomial, Dividing
- SB: pp. 241-248, 249-257
- PB: pp. 206-213, 214-219

Resources and Notes

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

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

Suggestions for Teaching and Assessment

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

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

These suggestions provide opportunities for differentiated learning and assessment.

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.

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

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

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

GCOs

Key Stage 9
- examine others' ideas in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

Key Stage 9
- participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- give and follow instructions and respond to complex questions and directions of increasing complexity
- evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features

Key Stage 9
- demonstrate active listening and respect for the needs, rights, and feelings of others
- demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attitudes
- demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation

KSCO

1.1 recognize that contributions from others are needed to generate and sustain discussions
1.2 ask questions of others about their ideas
1.3 respond to questions to provide clarification and elaboration
1.4 express a point of view and support it with personal examples, explanations, or reasoning
1.5 use active listening skills to identify main ideas and supporting details

2.1 practice a range of strategies that contribute to effective talk
2.2 assess the need for clarification or elaboration when responding to instructions or questions
2.3 identify strategies and behaviours associated with effective speaking

3.1 demonstrate active speaking and listening skills
3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others
3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in oral language
3.4 demonstrate an awareness that oral language can be used to influence and manipulate

SCOs

Previous Grade

Current Grade

Next Grade

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.

GCO

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

SCOs

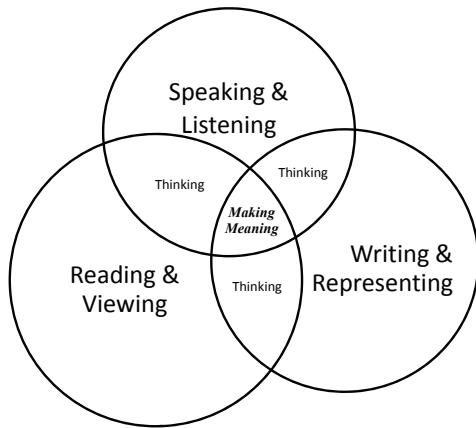| Grade 6	Grade 7	Grade 8
1.0 examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking	1.1 recognize that contributions from others are needed to generate and sustain discussions	1.1 reflect upon the contribution of others' ideas during discussion
2.0 use active listening strategies for a variety of purposes	1.2 ask questions of others about their ideas	1.2 ask questions of others for clarification
3.0 assess how thinking may be affected as a result of listening to others	1.3 respond to questions to provide clarification and elaboration	1.3 respond to questions to provide accuracy, relevancy, and validity
	1.4 express a point of view and support it with personal examples, explanations, or reasoning	1.4 express a point of view and support it with personal examples and evidence from various sources
	1.5 use active listening skills to identify main ideas and supporting details	1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

Section Three:

Specific Curriculum Outcomes

Speaking and Listening

Speaking and Listening

Focus

Speaking & Listening

Thinking

Thinking

Making Meaning

Reading & Viewing

Thinking

Writing & Representing

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 and making meaning.

Outcomes Framework

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

Key Stage 9
- examine others' ideas in discussion to extend their own understanding
- ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- articulate, advocate, and support points of view, presenting viewpoints in a convincing manner
- listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented

1.1 reflect upon the contribution of others' ideas during discussion
1.2 ask questions of others for clarification
1.3 respond to questions to provide accuracy, relevancy, and validity
1.4 express a point of view and support it with personal examples and evidence from various sources
1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

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

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

Key Stage 9

- participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- give and follow instructions and respond to complex questions and directions of increasing complexity
- evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features

Key Stage 9

- demonstrate active listening and respect for the needs, rights, and feelings of others
- demonstrate an awareness of the power of spoken language to influence and manipulate and to reveal ideas, values, and attitudes
- demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation

2.1 apply a range of strategies that contribute to effective talk
2.2 assess the need for clarification or elaboration when responding to instructions or questions
2.3 use strategies and behaviours associated with effective speaking

3.1 demonstrate active speaking and listening skills
3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others
3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in oral language
3.4 examine how oral language can be used to influence and manipulate

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.

Grade 7	Grade 8	Grade 9
1.1 recognize that contributions from others are needed to generate and sustain discussions	1.1 reflect upon the contribution of others' ideas during discussion	1.1 examine their own and others' ideas during discussion
1.2 ask questions of others about their ideas	1.2 ask questions of others for clarification	1.2 ask questions calling for elaboration, clarification, or qualification
1.3 respond to questions to provide clarification and elaboration	1.3 respond to questions to provide accuracy, relevancy, and validity	1.3 respond to questions to provide reliable qualification for ideas
1.4 express a point of view and support it with personal examples, explanations, or reasoning	1.4 express a point of view and support it with personal examples and evidence from various sources	1.4 advocate a point of view and support it with personal examples and evidence from various sources
1.5 use active listening skills to identify main ideas and supporting details	1.5 use active listening skills to interpret main ideas and the relevancy of supporting details	1.5 use active listening skills to assess the relevancy and adequacy of supporting details

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

Grade 7	Grade 8	Grade 9
2.1 practice a range of strategies that contribute to effective talk	2.1 apply a range of strategies that contribute to effective talk	2.1 evaluate a range of strategies to defend their points of view and contribute to effective talk
2.2 assess the need for clarification or elaboration when responding to instructions or questions	2.2 assess the need for clarification or elaboration when responding to instructions or questions	2.2 assess the need for clarification or elaboration when responding to instructions or questions
2.3 identify strategies and behaviours associated with effective speaking	2.3 use strategies and behaviours associated with effective speaking	2.3 evaluate strategies and behaviours associated with effective speaking

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

Grade 7	Grade 8	Grade 9
3.1 demonstrate active speaking and listening skills	3.1 demonstrate active speaking and listening skills	3.1 demonstrate responsive speaking and listening skills
3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others	3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others	3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others
3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in oral language	3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in oral language	3.3 question ideas, values, and attributes in oral language
3.4 demonstrate an awareness that oral language can be used to influence and manipulate	3.4 examine how oral language can be used to influence and manipulate	3.4 evaluate how oral language is used to influence and manipulate

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

1.1 reflect upon the contribution of others' ideas during discussion

1.2 ask questions of others for clarification

1.3 respond to questions to provide accuracy, relevancy, and validity

1.4 express a point of view and support it with personal examples and evidence from various sources

1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

Focus for Learning

Speaking and listening are central forms of communication in the English language arts classroom. Oral language is used by students informally (pairs, small groups, whole class discussion, etc.) and formally (group reporting, presentations, speeches, etc.). Teachers should ensure that the climate in the classroom supports risk-taking, so that students will have opportunities to participate fully in discussions in a variety of groupings.

SCO 1.1 requires students' to reflect on the contributions of others and use metacognitive skills (thinking about their thinking). This is a new focus for Grade 8 students; in Grade 7 the focus was more on the mechanics of group discussion guidelines:

- acknowledging the contribution of all participants
- asking and responding to questions
- contributing points of view
- listening actively

In Grade 8, students will be expected to consolidate these skills with increasing automaticity and be aware of their reactions to others' contributions during discussions. Teachers may need to model this concept through think-alouds to help make thinking visible for students.

In Grade 7, students asked questions about others' ideas in general. In Grade 8, students will ask others questions specifically for clarification (SCO 1.2). They may do this in small groups or when listening to a formal presentation. When looking for clarification, they may ask a variety of critical thinking questions:

- What did you mean by that point?
- Is that true?
- Do you believe that?
- How do you know that?
- Who told you that?
- Where did you hear that?
- What's the connection between … and …?
- What does this have to do with what we're talking about?

A classroom environment where questions are formed as part of dialogue will help develop students' interdisciplinary inquiry skills as well.

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 effective questioning techniques:
  - Why is it that …?
  - How do you know that …?
- Model responses to effective questions:
  - This was used because ...
  - There was a show on that topic that …
- Facilitate activities where students can practice active listening skills (e.g., rant-repeat, extemporaneous speaking, listening to directions).

Students may

- Generate a list of guidelines for speaking and listening. Reflect on the guidelines they chose: Why are these important? How can they be incorporated into everyday interactions?
- Generate a list of appropriate questions in response to a listening activity.
- Create a list of active listening techniques they use or want to learn how to use more effectively.
- Perform choral speaking or reading as an oral language warm up activity.
- Complete an exit card with one question and one "A-ha!" after a listening activity.

Connection

Students may

- Speak informally (e.g., 1 minute informal impromptu speech on a self-selected topic).
- Listen to a peer and assess speaking strategies using a co-created rubric.

Resources and Notes

Authorized

Appendices

- Appendix B1: Speaking Rubric
- Appendix B1.1: Annotations for Speaking Conferences
- Appendix B2: Listening Rubric
- Appendix B2.1: Annotations for Listening Conferences
- Appendix C7: Sample Group Work Self-Assessment Rubric
- Appendix C8: Sample Speaking and Listening Checklist
- Appendix D: Guidelines for Collaborating in Groups

Literacy 8 (further details available in the Program of Studies: http://www.ed.gov.nl.ca/edu/k12/curriculum/descriptions.html)

Student resource – SR (hard cover book and digital eBook)

Teacher resource – TR (binder and digital dashboard)

Selections for Modelling and Demonstration: Modelling selections – MS; Read aloud selections – RA

- SR 32, 33, 37, 150, 204, 264, 265
- MS 3: developing ideas
- MS 15: making inferences
- MS 21: improving understanding
- MS 27: synthesizing
- MS 33 :communicating effectively
- Media studies TR 8,18

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

1.1 reflect upon the contribution of others' ideas during discussion

1.2 ask questions of others for clarification

1.3 respond to questions to provide accuracy, relevancy, and validity

1.4 express a point of view and support it with personal examples and evidence from various sources

1.5 use active listening skills to interpret main ideas and the relevancy of supporting details

Focus for Learning

The responses (SCO 1.3) students provide to these kinds of questions should provide accurate, relevant, and valid information that clarifies information:

- I heard this information from my mom but I also heard it on the news. (accuracy)
- I think that this idea is related to … because … (relevancy)
- This is the same as that because ... (relevancy)
- This situation is slightly different but it has to do with ... (relevancy)
- I trust this information because … (validity)
- I don't think that's true because … (validity)

When expressing a point of view it is important students provide reasonable support, not just opinion. Teachers may need to model this for students or use texts as prompts to help them meet SCO 1.4. There is a natural connection between oral language activities and reading or viewing activities. The variety of sources students refer to should increase in Grade 8 as students have more experience and more interactions with texts.

The focus for SCO 1.5 is on interpretation; this requires students to analyze what they hear and make judgements about the relevancy of information. This is the first time students will be expected to demonstrate more critical thinking when listening actively. Teachers may need to review active listening skills to support students' varying levels of experience:

- facing the speaker
- nodding in agreement when appropriate
- note-making while listening
- using rephrasing when appropriate
- using clarifying comments or questions that extend, refine, or summarize points

SCO 3.1 (GCO 3) provides further specific details on active listening.

Sample Performance Indicator

Group Talk Show Interview: In small groups (at least three), role-play a talk show scenario for your class. The role-play theme is up to you: members of a professional sports team, a famous rock band, a group of actors in a movie, a game design team, etc. You can impersonate famous people or make up your own persona! Choose one person to be the host of the show to ask questions and guide the discussion.

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

Consolidation

Teachers may
- Record the student's use of questioning strategies (e.g., interview, directions). Provide the recording to the student to review and reflect on their own actions and words.

Students may
- Role play a news reporter or police officer asking questions of witnesses to an event (e.g., *The Outsiders*: police questioning Sodapop).
- Conduct peer interviews about being an expert on a topic of their choosing.
- Listen to audio texts (e.g., CBC radio show). Summarize main ideas and relevant details.
- Participate in improvisation activities and games (e.g., whose line question game, impromptu talks).
- Participate in hot seat activity: student sits in the "hot seat" as a character from a text and answers questions, in character, that other students pose.
- Speak formally (e.g., rant, hot topic, speech).
- Create and complete peer assessments for responding to questions in small group settings:
    - Was the response accurate?
    - Was the question answered?
    - Can I trust this answer?
- Listen to a recorded or live oral presentation (guest speaker) and make a list of the questions they would like to ask the speaker to probe for accuracy, relevancy and validity. Use a rubric to evaluate the responses.

Extension

Students may
- Role-play a character who does not exist in a text (e.g., news reporter or police officer asking questions of witnesses to an event, such as police questioning Sodapop in *The Outsiders*).

Resources and Notes

Authorized

- RA "The Reality of Our Science Future" (asking questions)
- RA "My Life List: Teenage List of 127 Goals" (evaluating texts)
- Magazines for independent and guided practice, Issues 9-12: making inferences
- TR Tech Then and Now BLM 9
- TR Chasing a Dream 55, 66-67, 71, BLMs 2, 14

Resource Overview: https://www.k12pl.nl.ca/curr/7-9/ela/resources/grade-8.html
- *Literacy 8*
- Lesson planning with the online teacher platform
- Creating accounts for the Nelson digital platform

Teaching and Learning Strategies: https://www.k12pl.nl.ca/curr/7-9/ela/strategies/process-product.html
- Sample student rants

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

Outcomes	Focus for Learning
Students will be expected to	
2.1 apply a range of strategies that contribute to effective talk	In Grade 7, students were expected to practice using strategies to talk with their peers. In Grade 8, they should apply their knowledge in a variety of settings and choose strategies that work for them. Effective talk is associated with informal speaking and includes instances of purposeful, collaborative interaction. Teachers may need to review or model characteristics of effective talk to support students' needs.
2.2 assess the need for clarification or elaboration when responding to instructions or questions	It is important to encourage all students to talk and feel confident about their contributions. Using a variety of groupings (e.g., pairs, triads, small groups) in which students talk to each other regularly may benefit students who are reluctant to speak during whole class discussions. Assessment of effective talk should be continual, timely, and provide relevant feedback to individual students; all students do not have to be heard by the teacher every day.
2.3 use strategies and behaviours associated with effective speaking	SCO 2.2 was introduced in Grade 7; students will continue to develop this skill in Grades 8 and 9. Assessing others' needs while speaking is a complex process:
	1. Students will observe listeners' verbal and non-verbal cues that indicate they need clarification or elaboration.
	2. Students will monitor whether their responses clarify or elaborate ideas effectively and then adjust as needed.
	It will be helpful to provide students with regular opportunities to engage in conversation and purposeful talk to refine their skills. Assessing this outcome will require teachers to be avid observers to provide students with ongoing feedback on behaviours.
	While listening, Grade 8 students should be able to take more responsibility for independently articulating their need for clarification. They should:
	• ask questions at appropriate or relevant times
	• paraphrase to summarize what they think they heard
	• make comments to help the speaker clarify what he or she is saying

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

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Model strategies for effective talk for different purposes and audiences:
  - Appropriate vocabulary
  - Rate of speaking
  - Sentence structure
  - Tone

Students may
- Participate in improvisation activities to apply effective speaking strategies
- Participate in "Talk About It" activities and prompts
- Set goals for building stamina in speaking situations (i.e., impromptu speaking for 20 seconds, 30 seconds, 45 seconds).

Connection

Teachers may
- Facilitate a community or Socratic circle. Provide a general, familiar, and interesting prompt for all students to discuss. Keep the discussion relatively short and focused but engage as many students as possible. Repeat the activity often to build a positive classroom climate for oral language skills.

Students may
- Practice using appropriate vocabulary, sentence structure, rate of speech and tone for different purposes and audiences
- Participate in a blind-fold activity to follow verbal directions given by a sighted student. Complete an exit card to reflect on the need for clarification.
- Create instructions or give directions for other students to follow in a back-to-back activity: students sit with their backs to each other while one describes an object, place or idea, without naming it, and the other draws what he or she hears.

Resources and Notes

Authorized

Appendices
- Appendix C7: Sample Group Work Self-Assessment Rubric
- Appendix C8: Sample Speaking and Listening Checklist
- Appendix D: Guidelines for Collaborating in Groups – Socratic circles
- Appendix E1: Supporting Speaking and Listening

Literacy 8
- SR "Talk About It" prompts at the beginning at each selection
- SR 80, 81-83, 85, 204, 324, 325, 327, 328-329
- *Homegrown 8* SR 49
- TR Global Citizens 93
- TR Chasing a Dream 82
- Magazines
  - Issue 2, "Try This" activity

Suggested

Teaching and Learning Strategies: https://www.k12pl. nl.ca/curr/10-12/ela/2201/strat/ socratic-circles.html
- Socratic circles (Literacy 1204)

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

Outcomes	Focus for Learning
Students will be expected to	
2.1 *apply a range of strategies that contribute to effective talk*	Effective speaking is used mainly in formal situations, such as group reporting, presentations, speeches, etc. Strategies and behaviours associated with effective speaking were introduced in Grade 7. In Grade 8, students are expected to use their knowledge of effective speaking in more natural and effective ways; they will likely begin to personalize strategies that work for them, depending on setting and purpose. When speaking formally, students will effectively use:
2.2 *assess the need for clarification or elaboration when responding to instructions or questions*	• appropriate vocabulary, sentence structure, and rate of speech
	• audio text features (e.g., accents, intentional pauses, repetition)
2.3 *use strategies and behaviours associated with effective speaking*	• verbal and non-verbal cues (e.g., summaries, eye contact, and effective body language)

Students should incorporate strategies that support them in being prepared to speak formally (e.g., content knowledge) and use their bodies and the physical space effectively. It is common for students to be reluctant to speak formally. Teachers should provide students with a safe and respectful environment responsive to their needs and consider alternatives that support all students in achieving SCO 2.3:

• Students can choose to present to a small group instead of a whole class.

• A presentation could be recorded instead of presented live.

• Emphasize the use of media or props to reduce the amount of speaking required.

Sample Performance Indicator

Prepare a formal presentation on a topic of your choice and present it to a small group. After your presentation, the audience will have the opportunity to ask you questions and reflect on what they have heard. You might propose to create a presentation for school fair: science, heritage, literacy, math, etc.

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	Resources and Notes
Consolidation Students may • Use self- and peer-assessments that focus on effective speaking strategies and behaviours. • Participate in mock job interviews. • Create a video or audio presentation (e.g., rants, comedy skits, character monologues) using Web 2.0 tools such as Moviemaker© or iMovie© to present ideas. **Extension** Students may • Work with another student to debate a topic with the class as the audience. Other students can ask questions of both debaters to debrief the debate.	**Authorized** Appendices • Appendix C2: Sample Oral Presentation Rubric • Appendix C3: Sample Inquiry or Research Process Rubric **Suggested** Teaching and Learning Strategies: https://www.k12pl.nl.ca/curr/7-9/ela/strategies/media-challenge.html • Speaking and Listening – Media Challenge

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

Outcomes

Students will be expected to

3.1 demonstrate active speaking and listening skills

3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others

3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in oral language

3.4 examine how oral language can be used to influence and manipulate

Focus for Learning

SCOs 3.1, 3.2, and 3.3 are cumulative and ongoing in Grades 7 and 8. Students are expected to consolidate and articulate their oral language skills with increasing independence, self-awareness, and sophistication in Grade 8. Based on formative assessment, teachers may need to review oral language concepts associated with these outcomes:

- active speaking and listening skills, such as
  - facing the listener or speaker
  - nodding in agreement when appropriate
  - note-making while listening
  - using rephrasing when appropriate
  - using clarifying comments or questions that extend, refine, or summarize points, etc.
- audio text features that contribute to effective communication
- non-verbal communication
- types of audiences and purposes for speaking and listening
- vocabulary that suits purpose and audience

Appendix E1 provides suggestions on supporting students' oral language development.

Students may need direct instruction on respectful interactions with their peers, especially when they disagree with a viewpoint. Practising with prompts may help students in meeting SCO 3.2:

- I understand what … is saying, but I don't agree with him because …
- I think you said … but I don't think that's right because …

The focus on the argument and logic of what a person is saying should outweigh an emotional response during discussion or conversation.

There is a natural connection between SCO 3.3 and critical responses to texts (GCO 7), in this case oral texts. The most easily recognizable evidence of bias, beliefs, or prejudices is through word choice. In Grade 8 students should be able to discuss the impact of word choice on an audience and make inferences about the purpose of specific word choice.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Review types of purpose and audience.
- Share examples of speaking and listening for students to identify respectful or disrespectful behaviours.
- Establish a physical environment that supports sensitivity and respect during oral language activities.

Students may
- Co-create a list of active speaking and listening skills to build shared knowledge and understanding.
- Review types of listening:

Discriminative	Critical	Appreciative
• Main purpose is comprehension • May include listening to instructions or explanations	• Main purpose is to evaluate reasoning, evidence of bias, or reliability • May include listening to argumentative or persuasive texts	• Main purpose is enjoyment • May include listening to texts read aloud, dramatic texts, or music

Connection

Students may
- Role play active and inactive listening behaviours in a fish-bowl activity – a pair or small group of students role play in the center of the room while other students observe.
- Listen to Public Service Announcements, TV ads, or commercials that are intended to manipulate or persuade an audience. Complete a reflection activity in response. This activity could also be completed in response to live texts (e.g., whole-school assemblies or presentations).

Resources and Notes

Authorized

Appendices
- Appendix E1: Supporting Speaking and Listening

Literacy 8
- SR 30-31, 33-35, 38, 47-50, 150, 151, 154, 324, 325, 328

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

Outcomes

Students will be expected to

3.1 demonstrate active
     speaking and listening skills

3.2 *express ideas and opinions
     in a manner that reflects
     sensitivity and shows
     respect to others*

3.3 *recognize that values and
     attitudes such as bias,
     beliefs, and prejudice
     can be reflected in oral
     language*

3.4 *examine how oral language
     can be used to influence
     and manipulate*

Focus for Learning

In SCO 3.4 "examining" means exploring and discussing evidence of manipulation or influence in oral language selections. Effective presenters and speakers are able to use word choice, voice, and non-verbal language to appeal to the emotions of the audience. They are able to motivate people to act or agree with a point of view. All students should be able to identify how the speaker is attempting to influence or manipulate them based on experiences in Grade 7. The expectation in Grade 8 is for students to become more critical in their understanding of evidence of bias, beliefs, prejudice, and manipulation in oral texts. Some students in Grade 8 may be able to reproduce these characteristics in their own speaking.

Sample Performance Indicator

Identify and evaluate the bias or lack of bias in an oral text of your choice:

- media such as an advertisement, commercial, or public service announcement
- song or rap
- spoken word such as a poem, speech, or story

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
Consolidation	**Authorized**
Teachers may	Appendices
• Use a rubric to assess students' active speaking and listening skills in small or whole group discussion.	• Appendix B1: Speaking Rubric
	• Appendix B1.1 Annotations for Speaking Conferences
Students may	• Appendix B2: Listening Rubric
• Self- and peer-assess active speaking and listening skills in small or whole group discussion.	• Appendix B2.1: Annotations for Listening Conferences
• Listen to recordings of their own speaking to assess the impact of their own biases, beliefs or prejudices. Exit card prompts may provide a means to self-assess:	• Appendix C2: Sample Oral Presentation Rubric
- Describe your tone.	• Appendix C5: Sample Response to a Poetic Text Rubric
- What would you change to appeal to a different audience?	• Appendix C7: Sample Group Work Self-Assessment Rubric
- Did audio text features help persuade your listeners? How do you know?	• Appendix C8: Sample Speaking and Listening Checklist
• Create a public service announcement for a topic that often includes sensitivity issues. Students can choose their own topic or one from a list:	

- Bullying	- Gender or LGBTQ issues
- Expression of religious beliefs	- Mental health
	- Students' rights
- Fundraising or community event	

Extension

Students may
• Identify the frequency and the types of advertisements they are exposed to during a set period of time (i.e., online, TV, or radio). Analyze advertising patterns and trends to share in discussion.
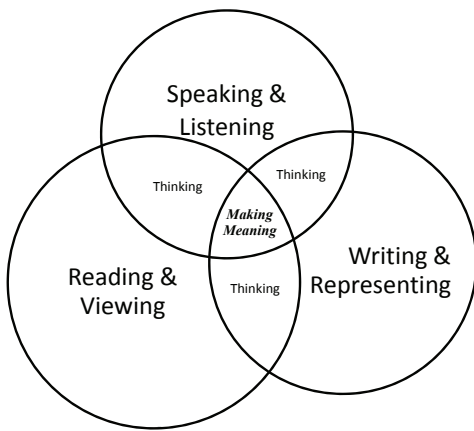
Section Three:

Specific Curriculum Outcomes

Reading and Viewing

Reading and Viewing

Focus

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

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

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

Outcomes Framework

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

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

Key Stage 9

- select texts that address their learning needs and range of special interests
- read widely and experience a variety of young adult fiction and literature from different provinces and countries
- demonstrate an understanding that information texts are constructed for particular purposes
- use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts
- articulate their own processes and strategies for reading and viewing texts of increasing complexity

Key Stage 9

- independently access and select specific information to meet personal and learning needs
  - select, from a wide range, sources appropriate to their purposes
  - use available electronic networks
  - develop approaches and strategies to conduct their research

4.1 identify and select texts that meet their needs and interests
4.2 explain how authors use text features to create meaning and achieve different purposes
4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
4.4 assess personal processes and strategies for reading and viewing various texts

5.1 identify relevant or interesting topics for further inquiry
5.2 evaluate the reliability of information from various sources
5.3 compare information from a variety of sources
5.4 use effective inquiry approaches and strategies

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

Key Stage 9

- respond to some of the material they read or view by questioning, connecting, evaluating, and extending
  - move beyond initial understanding to more thoughtful interpretations
- express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence

6.1   use examples and supporting ideas to explain personal responses to texts
6.2   explain personal points of view about texts using relevant evidence from the text(s)

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

Key Stage 9

- critically evaluate information presented in print and media texts
  - assess relevance and reliability of available information to answer their questions
  - demonstrate that print and media texts are constructed for particular purposes and particular audiences
  - describe how specific text and genre characteristics contribute to meaning and effect
- respond critically to texts of increasing complexity
  - analyse and evaluate a text in terms of its form, structure, and content
  - recognize how their own ideas and perceptions are framed by what they read and view
  - demonstrate an awareness that personal values and points of view influence both the creation and the reader's/viewer's interpretation and response
  - identify the values inherent in a text

7.1   recognize that texts can be biased
7.2   question a text's language, form and genre
7.3   recognize the tools text creators use to achieve different purposes
7.4   describe the impact that text form, content and structure have on meaning
7.5   demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts
7.6   describe the portrayal of culture and reality in texts

SCO Continuum

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

Grade 7	Grade 8	Grade 9
4.1 identify and select texts that meet their needs and interests	4.1 identify and select texts that meet their needs and interests	4.1 identify and select texts that meet their needs and interests
4.2 explore how text features help to create meaning	4.2 explain how authors use text features to create meaning and achieve different purposes	4.2 explain how authors use text features to create meaning and achieve different purposes
4.3 identify a variety of reading and viewing processes and strategies to construct meaning from texts	4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
	4.4 assess personal processes and strategies for reading and viewing various texts	4.4 assess personal processes and strategies for reading and viewing various texts

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

Grade 7	Grade 8	Grade 9
5.1 identify relevant or interesting topics and questions for further inquiry	5.1 identify relevant or interesting topics for further inquiry	5.1 identify relevant or interesting topics and questions for further study
5.2 recognize the need for a variety of reliable information from various sources	5.2 evaluate the reliability of information from various sources	5.2 use a variety of reliable information from various sources
5.3 locate and select information from a variety of sources	5.3 compare information from a variety of sources	5.3 compare information from a variety of sources
5.4 experiment with a variety of effective inquiry approaches and strategies	5.4 use effective inquiry approaches and strategies	5.4 use effective inquiry approaches and strategies

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

Grade 7	Grade 8	Grade 9
6.1 use examples and supporting ideas to explain personal responses to texts	6.1 use examples and supporting ideas to explain personal responses to texts	6.1 use examples and supporting ideas to reflect on personal responses to texts
	6.2 explain personal points of view about texts using relevant evidence from the text(s)	6.2 examine their personal points of view about issues, themes, and situations in texts, citing appropriate evidence from the text(s)

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

Grade 7	Grade 8	Grade 9
7.1 recognize that texts can be biased	7.1 recognize that texts can be biased	7.1 recognize that texts can be biased
7.2 recognize the need to question a text's language, form, and genre	7.2 question a text's language, form, and genre	7.2 evaluate a text's language, form, and genre
7.3 explore the tools text creators use to achieve different purposes	7.3 recognize the tools text creators use to achieve different purposes	7.3 analyze the tools authors use to achieve different purposes
7.4 describe the impact that text form, content, and structure have on meaning	7.4 describe the impact that text form, content, and structure have on meaning	7.4 evaluate how form, content, and structure can contribute to meaning
7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts	7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts	7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts
	7.6 describe the portrayal of culture and reality in texts	7.6 evaluate the portrayal of culture and reality in 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

4.1 identify and select texts that meet their needs and interests

4.2 explain how authors use text features to create meaning and achieve different purposes

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

4.4 assess personal processes and strategies for reading and viewing various texts

Focus for Learning

SCO 4.1 is a cumulative outcome that appears several times in the English language arts curriculum. Talking with students about how they choose texts can provide valuable formative assessment information and help in instructional planning.

Many Grade 8 students will be confident in identifying and selecting texts to read or view independently. Students may be very capable in selecting texts they **want** to read or view but they may need guidance when selecting texts that meet their needs and interests. Teachers may need to help students when they choose texts that:

• are not connected to their purpose

• are too easy or too difficult

• they are not interested in

It is important that teachers are knowledgeable about their students' reading abilities; students may be at varying levels of reading development. A brief summary of the stages of reading development and the cueing systems is provided in the Resource Links in column four (page 51).

When students read and view different types of texts they interact with the features of text to:

• explain an author's or creator's purpose

• identify intended audience

• navigate through the text

• understand a message

Opportunities to "read like writers" will enable students to deconstruct texts as they read, view, and reflect on how they produce texts themselves. It is important to emphasize the reading-writing connection with students. Co-creating rubrics to assess reading and viewing can also help reinforce this connection.

Grade 8 students will bring varying levels of understanding of text features based on their individual experiences with texts in Grade 7. The focus in Grade 8 is on connecting multiple text features to the text creator's purpose and analyzing or explaining how text features contribute to meaning. For example, in a podcast the speaker's purpose may be to provoke the listener about the topic and bring about change. The speaker might use questions with intentional pauses, repeat key ideas or phrases, and vary tone and rate of speaking to keep the listener's attention and increase the likelihood that the listener will continue listening to the entire podcast.

Selected text features are listed below (page 54). It is likely students will meet SCOs 8.2, 8.4 (GCO 8), and 9.2 (GCO 9) when engaged in activities associated with SCO 4.2. Teachers may need to revisit features of text to activate prior knowledge and introduce additional features as they arise in students' continued experiences with texts.

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

Sample Teaching and Assessment Strategies	Resources and Notes
Activation	**Authorized**
Teachers may	Appendices
• Administer reading interest surveys to support students' text choices.	• Appendix B3: Reading Rubric
• Provide feedback to students regarding their individual reading levels to help set reading goals and choose texts more effectively.	• Appendix B3.1: Annotations for Reading Conferences
• Model strategies such as using an index, table of contents, scanning/skimming content, using headings, etc.	• Appendix B4: Viewing Rubric
	• Appendix B4.1: Annotations for Viewing Conferences
Students may	• Appendix C9: Sample Reading Checklist
• Describe their own learning needs (e.g., interests, level of difficulty, purpose).	• Appendix A2: Modelled, Shared, and Guided Instruction
• Reflect on strategies that achieve a specific purpose when reading or viewing:	• Appendix F5: Text Features
- What might you do before you read or view a text to help you get the most out of it?	*Literacy 8* (further details available in the Program of Studies: http://www.ed.gov.nl.ca/edu/k12/curriculum/descriptions.html)
- What do you notice about your thinking while you are reading or viewing?	Student resource – SR (hard cover book and digital eBook)
- What are some things you notice about what you do while you are reading or viewing?	Teacher resource – TR (binder and digital dashboard)
- What happens after you finish reading or viewing?	Selections for Modelling and Demonstration: Modelling selections – MS; Read aloud selections – RA
- How do you know if you understood what you read or saw?	• Diagnostic reading assessment selections (TR online platform)
- What might be some ways you can show that you understood what you read or saw?	• SR 2, 58, 86, 92, 164, 178, 218
	• Guided reading: Magazines for independent and guided practice
	• Media studies TR 10
	Resource Links: https://www.k12pl.nl.ca/curr/7-9/ela/links/grade-8/rv.html
	• Stages of reading development
	• Cueing systems

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

4.1 identify and select texts that meet their needs and interests

4.2 explain how authors use text features to create meaning and achieve different purposes

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

4.4 assess personal processes and strategies for reading and viewing various texts

Focus for Learning

	Text Features			
Written	Connotation Denotation Figurative language	Fonts (size, bold, italics) Glossary Headings	Index Synonyms Tables	Thesis statement Topic sentences Transitions
Visual	Audience Balance Color	Focal Point Line	Message Scale	Shape Text
Audio	Accents Articulation Dialogue Enunciation, pronunciation	Imitations or impressions Inflection, intonation Intentional and unintentional background noises	Intentional silence, pauses Intonation Mimicry Music	Pitch Repetition Sound effects Tone Voice over Volume (decibels)
Media	Buttons Hyperlinks		Layout Interactive audio, visual and multimedia	

SCOs 4.3 and 4.4 are closely interconnected and require reflective practice on the part of students Reading is a complex cognitive process that involves making meaning of digital and paper texts using multiple, simultaneous processes:

- activating and connecting to prior knowledge, ideas, and experiences
- navigating through texts
- using cueing systems to comprehend content

Students should be able to use **and** assess a variety of reading and viewing strategies that help them make meaning of texts. In Grade 7, students were expected to work towards a confident level of automaticity using reading strategies. Teachers may need to provide some guidance on the processes of reading and using strategies to make sense of texts. Appendix E2 provides further information on reading strategies and processes.

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

Sample Teaching and Assessment Strategies

Connection

Teachers may

- Model reading and viewing strategies to show how they improve comprehension and help construct meaning.
- Model how to find the meaning of words using cueing systems such as contextual, syntactic, and graphophonic cues.
- Prompt students to make connections before, during, and after reading or viewing.

Students may

- Explain how authors and text creators use specific text features to achieve a purpose and reach an audience in different types of texts. A student might say,
  - The speaker in this podcast made me stop and think a lot while I was listening. He used questions and pauses, which felt a bit dramatic, but gave me time to think about what I might say if I could talk back to him. His voice was really easy to listen to, like a real conversation, and I wanted to keep listening to what he was talking about. He was very persuasive.
- Discuss how using different text features helps to create meaning and impact how the audience understands the text. A student might say,
  - The message of this video was, don't text and drive. This text features in this video that best helped me understand the message were background music and focal point. The music was really creepy and dramatic and made the closeup camera angles more intense. Images of car wrecks and people crying about those who were injured or died made the message clear.
- Use a connections notebook to document their reading and viewing. They should make comments on the texts they read and view, including why they selected the texts they did.

Resources and Notes

Authorized

- Appendix D: Guidelines for Collaborating in Groups – literature circles, book clubs
- Appendix E2: Supporting Reading and Viewing
- Appendix F6: Connections Notebook

Literacy 8

- *Homegrown 8* SR 6-7, 33-40, 70-71
- MS 17: generalization
- RA "Guerrilla Gardening Not So Seedy" (summarizing)
- RA "The Shameful Art of Greenwashing" (synthesizing)
- MS Graphic Organizers: 37 sequence, 38 narrative, 39 generalization, 40 nonfiction recount, 41 cause and effect, 42 problem/solution
- Magazines for independent and guided practice, Issues 8, 17, 20 (media text elements)

Suggested

Selecting Young Adult Texts: An Annotated Bibliography (www.gov.nl.ca/edu/k12/curriculum/documents/english/index.html)

Benchmark Assessment System 2 (Supplementary in 2012 for Elementary English language arts)

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

4.1 *identify and select texts that meet their needs and interests*

4.2 *explain how authors use text features to create meaning and achieve different purposes*

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

4.4 *assess personal processes and strategies for reading and viewing various texts*

Focus for Learning

In Grade 8 students are better able to assess and reflect on which strategies are working for them (metacognition); they can personalize strategies to meet their needs as they ask questions about their reading and viewing activities (self-monitoring):

- Where did my understanding of the text break down?
- What features helped me create meaning from the text?
- What am I thinking about what I'm reading or viewing?

Selected reading and viewing strategies	
Before	Activating prior knowledge (may include connecting)
	Predicting (e.g., skimming, scanning)
	Visualizing (may include synthesis and inferences)
During	Inferring (may include visualizing and connecting)
	Connecting
	Determining importance
	Evaluating
	Predicting and inferring
	Summarizing (may include analyzing and determining importance)
	Questioning
	Visualizing (may include synthesis and inferences)
After	Analyzing (may include questioning)
	Evaluating
	Summarizing may (include analyzing and determining importance)
	Synthesizing (may include summarizing)

The thinking and reflective practice associated with SCOs 4.3 and 4.4 is invisible. It is only through conversation, discussion, or the creation of a product (questions, notes, speeches, reports, research papers, multimedia presentations, etc.) that students' thinking is observed and assessed.

As Grade 8 students read and view more non-fiction and informational texts across all Intermediate curricula, as well as more complex literary texts in English language arts, they will need to practice and adjust their personal reading and viewing processes and strategies. Teachers can use modelled, shared, and guided instructional approaches to help students become more effective readers and viewers. The goal is for students to read and view independently.

Sample Performance Indicator

View or read a text. How could the text creator change this text for a different audience and purpose? Present your suggestions in a form of your choosing: video, multimedia presentation, speech, photo story, etc.

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	Resources and Notes
Consolidation Teachers may • Facilitate individual student conferences about their interactions with texts and focusing on their thinking processes, comprehension and use of strategies. Appendix E2 provides suggestions for supporting students' reading and viewing activities. Students may • Use graphic organizers to deconstruct texts to understand a creator's or author's meaning and purpose. • Visit a library (e.g., classroom, school, community, virtual) to identify and choose texts based on purpose and interests. **Extension** Students may • After reading a novel, choose another literary work that is similar. Discuss the similarities in a presentation: conflict, situation, theme, voice, writing style, etc.	**Authorized** • Appendix E2: Supporting Reading and Viewing **Supplementary** *Cross-Curricular Reading Tools* (CAMET, 2006) • Sample strategies which can support "reading like writers" **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.

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

Outcomes	Focus for Learning
Students will be expected to	The outcomes in GCO 5 are aimed at developing a student's ability to investigate information, ask questions, and think critically about information; inquiry is a part of daily living. Questions are used to:
5.1 identify relevant or interesting topics for further inquiry	

The outcomes in GCO 5 are aimed at developing a student's ability to investigate information, ask questions, and think critically about information; inquiry is a part of daily living. Questions are used to:

- find out information
- make a decision
- think critically about what is heard, seen, or read

Teachers should always model a classroom culture where inquiry is encouraged and sharing is done in a sensitive and respectful manner.

> "Inquiry happens [when teachers] are skilled at attending to children's ideas, asking the right question at the right time, modeling the dispositions or attitudes of inquiry, and organizing a classroom that keeps inquiry alive." (Edson, 19)

Using the terms "inquiry" and "research" as part of daily vocabulary can reinforce this idea with students. The general curriculum outcome is not focused on a single research assignment or project. It is about routinely practising and integrating effective inquiry skills in a variety of settings. Framing effective questions may need to be directly taught to students, depending on the topic and depth of inquiry; **good questions that lead to more questions can help develop a culture of inquiry and safe risk-taking**.

In Grade 7, teachers may have provided lists of inquiry topics to help students choose investigations that interested them. In Grade 8 students are expected to take more responsibility in this process but teachers will need to assess a student's readiness and scaffold learning as needed. It is important to provide students with opportunities to choose their own topics and questions for inquiry (i.e., student interest) and support students' interests within the context of curriculum outcomes, in English language arts and other subject areas. For example, when completing a unit on governance in social studies, a student might want to investigate how other former colonies were governed while another might want to investigate current political governance issues.

For assessment purposes, there should be an emphasis on how students engage with texts to select, reflect on, and internalize information.

- How do they select texts as part of inquiry?
- How do they reflect on information?
  - How do they internalize information?
  - Are they making text-to-text, text-to-self or text-to-world connections?

Outcomes 5.2 and 5.3 are very closely related. Students will read and view multiple sources and texts in inquiry processes. Suitable sources include a range of digital, live, and paper texts:

- Books
- Magazines
- Interviews
- Online media (articles, newspapers, blogs, etc.)
- Podcasts
- Videos
- Websites

The outcomes listed in the Outcomes column:

5.1 identify relevant or interesting topics for further inquiry

5.2 evaluate the reliability of information from various sources

5.3 compare information from a variety of sources

5.4 use effective inquiry approaches and strategies

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

- Assess students' interests to support the generation of inquiry questions and choosing topics to investigate.
- Provide a variety of means through which students can choose topics to investigate: talking with friends, effective Internet searches, browsing annotated bibliographies, contributing to an "I wonder ..." wall, scanning social media news feeds (e.g., TEDTalks) etc.
- Demonstrate strategies to use when choosing and judging the reliability of sources.

Students may

- Co-create essential questions for further inquiry. Inquiry topics come from students' interests, current news (social, political, scientific, cultural, etc.), hot topics in curriculum; essential questions are generated by turning a topic into a question.
- Identify a variety of sources of information such as news reports, podcasts, blogs, encyclopedia articles, etc.
- Discuss strategies and questions they can use to determine the reliability of sources. Prompts in **Focus for Learning** may be helpful for students' discussions.

Connection

Teachers may

- Co-create a rubric with students to evaluate reliability of sources:
    - Who is the author, producer or creator?
    - Is this a primary or secondary source?
    - How current is the information?
    - What kind of text form and language is used?
    - Can I trust this source?
- Provide multiple organizing strategies for students.

Students may

- Gather and compare information from various sources to evaluate reliability and usefulness.
- Compare how an event is reported in two media sources (e.g., two sports teams – one city loses, one city wins; compare how the story is reported in each city/town).

Resources and Notes

Authorized

Appendices

- Appendix C3: Sample Inquiry or Research Process Rubric

Literacy 8

- SR 58, 86, 118, 270, 294
- RA "The Reality of our Science Future" (asking questions)
- MS 14: adding voice
- RA "My Life List: Teenage List of 127 Goals" (evaluating texts)

Suggested

Resource Links: https://www.k12pl.nl.ca/curr/7-9/ela/links/grade-8/rv.html

- Newspapers in Education (NIE)
- Evaluating reliability
- Newspapers from around the world
- Sample graphic organizers

Supplementary

Cross-Curricular Reading Tools (CAMET, 2006)

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

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

5.1 identify relevant or interesting topics for further inquiry

5.2 evaluate the reliability of information from various sources

5.3 compare information from a variety of sources

5.4 use effective inquiry approaches and strategies

Focus for Learning

When students interact with information from a variety of sources, they are constructing meaning based on what they read or view. They are judging or evaluating what is important and comparing ideas between and among sources. Students will choose reliable sources and discard unreliable sources based on criteria that call for critical thinking:

- Where did the information come from?
- How recently was the information updated or checked?
- Is the information complete?
- Are there any perspectives missing?

Students will likely meet outcomes in GCO 7 when engaged in activities associated with SCOs 5.2 and 5.3.

In meeting SCO 5.3 students will be investigating the same topic presented from different sources. They will have to compare information between and among sources and demonstrate critical thinking about information:

- Who is meant to be reading this information?
- What voice am I hearing? Does it appeal to me or someone else?
- What effect does word choice have? Why were these words used as opposed to others?
- Whose point of view is presented? How does it compare to another point of view on the same topic?
- Is this source giving a biased perspective on this topic? How can I tell?

Inquiry is not limited to a single approach but students will likely follow similar processes and use similar strategies. In Grade 8, students are using effective approaches more independently than in Grade 7. They should be afforded more autonomy in choosing personal strategies that work for them. Teachers should review selected inquiry strategies throughout the year:

- annotating texts
- colour-coding relevant information
- creating and/or completing graphic organizers
- paraphrasing (some students may need writing frames to guide them)
- writing jot notes (e.g., point-form notes, outline notes, t-chart notes)

Early in the year, teachers will need to explicitly model and teach note-making and organizing skills and other inquiry strategies to promote a gradual increase in independence by students.

Sample Performance Indicator

Create an original class magazine using local, regional, and national information. Decide who will be responsible for creating and writing different parts of the magazine. You may choose to create a paper or digital text.

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	Resources and Notes
Consolidation Students may • Organize their ideas and interpretations using various strategies: - Bibliography cards - Documenting quotes - Identifying key points or main ideas - Note-making - Recording - Rephrasing - Summarizing • Research and create a short documentary in a form of their choice: film, graphic story, live drama, report, etc. **Extension** Students may • Create he said-she said text presenting opposing viewpoints on a debatable topic: describe both sides of a topic in two separate, side-by-side presentations in written, oral, or visual form.	**Authorized** Appendices • Appendix B5: Writing Rubric • Appendix B5.1: Annotations for Writing Conferences • Appendix C10: Sample Writing Checklist • Appendix A2: Modelled, Shared, and Guided Instruction • Appendix E2: Supporting Reading and Viewing **Suggested** Teaching and Learning Strategies: https://www.k12pl.nl.ca/curr/10-12/ela/1204/strat/text-annotation.html • Annotating texts (Literacy 1204)

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

Outcomes

Students will be expected to

6.1 use examples and supporting ideas to explain personal responses to texts

6.2 explain personal points of view about texts using relevant evidence from the text(s)

Focus for Learning

When students respond personally to texts, they may first ask, What does this mean to me? If students do not connect personally or emotionally to a text's content or form, it can be challenging for them to make inferences or show insight as to how the text affects them. Teachers should be prepared to provide a wide range of texts for students to choose from to increase the likelihood of them making a personal connection. Appendix F1 provides further suggestions on text forms students can explore.

In Grade 8, students should have a clear understanding of the difference between stating and explaining a personal feeling, reaction, or opinion, and interpreting, analyzing, or evaluating a text. Personal response is the focus for GCO 6; interpretation is the focus of GCO 7 and requires students to make judgements about texts.

GCO 6

Personal response

Evidence from texts to explain, demonstrate, and support opinions, arguments, and conclusions

Interpretation

GCO 7

In Grade 8, students' personal responses go beyond simply stating an opinion. Their references to evidence from the text may include statements such as

- When the author said … it reminded me of …
- I like the way the artist used colour in this cartoon because …
- That was a great movie! Everyone should see it because ...

Responses can take many forms, including, but not limited to:
- advertisements
- creative writing (letters, stories, poems, etc.)
- dramatic reading
- formal book talk
- purposeful talk
- role-play or tableau

SCO 6.2 extends on the single outcome in Grade 7 (SCO 6.1). Grade 8, however, is not the first time students are expected to use evidence from texts. They will bring varying levels of experience with this activity; a strategy that may be familiar from Grade 6 English language arts is **BITS**: "... **b**ecause **i**n the **t**ext it **s**ays ..." The intent of SCO 6.2 is to challenge students to explicitly make connections between **what** the text says and their personal points of view **about** the text. This requires a higher level of reflection on the part of students and specific references from texts as part of their explanation.
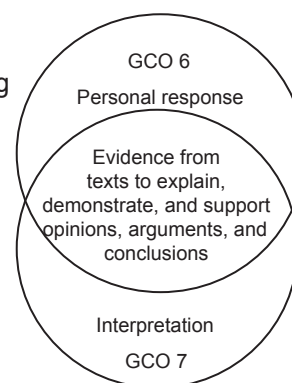
GCO 6: Students will be expected to respond personally to a range of texts.

Sample Teaching and Assessment Strategies	Resources and Notes

Activation
 	
Teachers may
• Assess students' interests to inform a range of text choice for students (e.g., interest inventory, learning preferences inventory, conferences, small group observations).
• Model text-to-text, text-to-self, and text-to-world connections (e.g., think aloud).
 	
Students may
• Self-assess their experiences with a range of texts:
  - What kinds of texts have I read or seen?
  - How long do I normally read or watch something before I take a break?
  - Have my reading or viewing habits changed over time?
 	
Connection
 	
Teachers may
• Provide prompts to support students' responses to texts:
  - How do you feel after reading/viewing ___? What makes you feel this way?
  - Would you recommend this text? Why or why not?
 	
• Model appropriate vocabulary to make connections and ask questions:
  - When I read this, I'm reminded about a song I heard that ...
  - I think the artist used a different perspective here but I wonder why ...
  - What was his purpose in saying that? Is he trying to get the audience to agree with him?
 	
Students may
• Co-create a Reader's Bill of Rights to establish reading guidelines.
	Authorized
	
	Appendices
	• Appendix D: Guidelines for Collaborating in Groups – literature circles, inquiry circles
	• Appendix A2: Modelling, Shared, and Guided Instruction
	• Appendix E2: Supporting Reading and Viewing – prompts for responding to texts
	• Appendix F1: Sample Texts Students Can Create and Experience
	
	Literacy 8
	• SR 2, 118, 294
	• RA "Six Billion of Us" (making connections)
	
	Suggested
	
	Resource Links: https://www.k12pl.nl.ca/curr/7-9/ela/links/grade-8/rv.html
	• A Reader's Bill of Rights
	
	Supplementary
	
	Cross-Curricular Reading Tools (CAMET, 2006)
	• Sample strategies which can support "reading like writers"

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

Outcomes	Focus for Learning
Students will be expected to	The goal is for Grade 8 students to identify examples and supporting ideas from texts that impact their personal responses. Students should be able to use concepts such as dialogue, tone, vocabulary, setting, colour, focal point, etc. to support their personal responses to texts with specific references from a text.
6.1 use examples and supporting ideas to explain personal responses to texts	
6.2 explain personal points of view about texts using relevant evidence from the text(s)	Opportunities to "read like writers" will enable students to deconstruct texts as they read and view and support the types of connections they are making when interacting with texts. They will likely meet outcomes in other strands while engaged in text response activities associated with GCO 6 and 7.

Sample Performance Indicator

There are some texts that might affect a person very strongly because of their own experiences and history. Think about a text that has challenged, changed, or affirmed your personal viewpoint on an issue or topic. Explain the impact this text has had on you using a form of your choice: presentation, book talk, literature circle, etc.

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

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • Observe students in collaborative and interactive settings for reading and viewing (e.g., literature circles, book talks, inquiry circles, paired or shared reading). Students may • Use a reader's notebook to document their personal responses to texts they have read or viewed. They may also include lists of texts they would like to read or see. **Extension** Students may • Create and perform a feature newscast item to respond personally to a topic, issue, or event.	

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

Outcomes	Focus for Learning
Students will be expected to	

Outcomes

Students will be expected to

7.1 recognize that texts can be biased

7.2 question a text's language, form and genre

7.3 recognize the tools text creators use to achieve different purposes

7.4 describe the impact that text form, content and structure have on meaning

7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts

7.6 describe the portrayal of culture and reality in texts

Focus for Learning

Critical literacy requires students to question assumptions and examine power relations embedded in language and communication. Critical literacy involves the ability to question, challenge, and evaluate the meaning and purposes of texts in order to learn how they are used to construct particular historical, social, cultural, political and economic realities. It involves the ability to read deeper into the content and to recognize and evaluate the stereotyping, cultural bias, author's intent, hidden agendas, and silent voices that influence texts.

Questioning is at the center of critical literacy; students need to inquire and ask questions to think critically about what they hear, see or read. Teachers should always model a classroom culture where inquiry is encouraged, where questioning leads to further inquiry, and sharing information with others is done in a sensitive and respectful manner.

> "Critical thinking involves logical and reflective thinking and reasoning … a person who thinks critically asks appropriate questions, gathers and sorts through relevant information, reasons logically, and makes decisions as to how to think and live in the world. Critical literacy requires critical thinking with a specific focus *on social issues and social justice."* (Trehearne, 100)

When students respond critically to texts, they bring a level of interpretation and judgement that is not included in a personal response. They will include:

- comments about an author's or creator's intent or purpose
- inferences about theme or message
- questions about characters or their point of view

SCO 7.1 is a continuation from Grade 7. In Grade 8, students are expected to consolidate their understanding about bias; for example, they will begin to link explicit examples of bias with purpose, consolidating their thinking about bias. They will continue to become more adept and sophisticated in this aspect in Grade 9.

The language of a text refers to word choice and vocabulary (SCO 7.2). The connotation of words should be a focus for critical response. In Grade 8, there should be a focus on differentiating between connotation and denotation. Grade 7 students can identify types of words that convey or signal bias; Grade 8 students should begin to question the effect a text has on them and how their own values and personal experiences impact their new understandings (SCO 7.5).

Voice can also impact meaning and message. Many text creators intend to provoke the audience.

> "Voice expresses the heart and soul of the author; it is what captures the reader, making him or her 'feel'." (Trehearne, 231)

In written texts (e.g., stories, poems, lyrics, novels) voice is created mainly through the language (word choice, vocabulary), sentence construction (length, variety, phrasing), and point of view (first person, third person, limited, omniscient). In asking questions about voice,

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

- Use mentor texts and examples to demonstrate authors' and creators' tools (e.g., organization of information, language choice, chronological order, focal point, imagery).
- Model, through a think-aloud, how to uncover bias or discuss perspective and point of view (e.g., he said/she said articles, gender equity, stereotyping, racial equity, making generalizations). Consider vocabulary, visual cues, and structure in a demonstration.

Connection

Students may

- Describe, using examples how text form and genre impact meaning (e.g., *Locomotion, Love That Dog, Ann & Seamus, Life on the Refrigerator Door*).
- Identify a voice or perspective that is missing in a text.
- Examine body language, placement, camera angles, balance, focal point to evaluate bias/perspective when viewing.
    - If you could give the text creator one suggestion to improve the text in some way, what might you suggest? Why?
- Present a variety of texts from around the world to discuss the portrayal of different cultures with students.

Resources and Notes

Authorized

Appendices
- Appendix F4: Literary Genres

Literacy 8
- SR 58, 118, 178, 210, 212, 255, 258, 234, 294
- MS Graphic Organizers: 37 sequence, 38 narrative, 39 generalization, 40 nonfiction recount, 41 cause and effect, 42 problem/solution
- Media studies TR 6, 28

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

7.1 recognize that texts can be biased

7.2 question a text's language, form and genre

7.3 recognize the tools text creators use to achieve different purposes

7.4 describe the impact that text form, content and structure have on meaning

7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts

7.6 describe the portrayal of culture and reality in texts

Focus for Learning

students will likely engage in activities related to SCOs 7.4 and 7.6 as well. To reinforce the reading-writing connection, students should reflect on voice in their own writing based on their experiences with mentor texts.

There are multiple tools, text forms and genres; teachers should be prepared to provide a wide range of texts for students to experience and that challenge their critical responses. Greater variety is needed to build students' knowledge and skills in responding to texts.

Purpose, tools, and structures are interdependent (SCO 7.3). Text creators choose specific tools and structures depending on the purpose they are trying to achieve. Two examples are provided here:

Text	Purpose(s)	Possible structures	Selected tools
Rant	Inform and provoke May be entertaining	Cause and effect, compare/contrast or problem/solution	Humour or sarcasm Data and statistics
Blog	Inform and provoke Self-expression	Narrative, question and answer, or cause and effect	Humour or sarcasm Images, sounds or video

Teachers should plan for embedded review of text structures using multiple experiences throughout the year. **How** information is communicated is often as important as **what** information is communicated. Appendix A4 provides a summary of text inquiry approaches.

SCO 7.5 was introduced for the first time in Grade 7. Students will bring varying levels of awareness about their own personal values and how that impacts their responses to what they read and view. Teachers can expect to support students as they clarify their self-awareness about metacognitive thinking and their ability to reflect on their responses to texts. Explicit reflection activities may help in this process.

Grade 8 is the first time students are expected to describe how culture and reality are portrayed in texts. Activities associated with this outcome are linked to discussions about language and voice, including connotation. Students are expected to think about who created the text to help them describe the cultural perspective being presented. Using familiar texts early in the year, rather than content that is new, may help build students' confidence in meeting this outcome.

Sample Performance Indicator

Choose two different texts on the same topic (e.g., a commercial and a song). Describe how each text presents a particular point of view (POV) on the same topic. With a small group, create rubrics that identify text elements that contribute to the POV. Elements might include bias, language, content, text form, etc.

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

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Self-assess to explore how their personal experiences influence their understanding of texts; they can consider age, family structure, social influences, or geographical location when self-assessing their understanding of texts (e.g., living in Grand Falls might mean I have a stronger opinion on an article about the forestry industry).
- Use graphic organizers to deconstruct texts to explain the impact of text form and structure on meaning.

Extension

Students may

- Compare and contrast mobile phone reviews presented in print and media texts. Identify and discuss persuasive design elements (printed text, font, visual, camera angle, focal point, etc.). Present findings to the class using a form of their choice.

Resources and Notes

Authorized

Appendices

- Appendix A4: Areas of Critical Analysis
- Appendix F2: Common Characteristics and Literacy Devices of Selected Text Forms

Suggested

Resource Links: https://www. k12pl.nl.ca/curr/7-9/ela/links/ grade-8/rv.html

- Graphic organizers

Supplementary

Cross-Curricular Reading Tools (CAMET, 2006)

Section Three:

Specific Curriculum Outcomes

Writing and Representing

Writing and Representing

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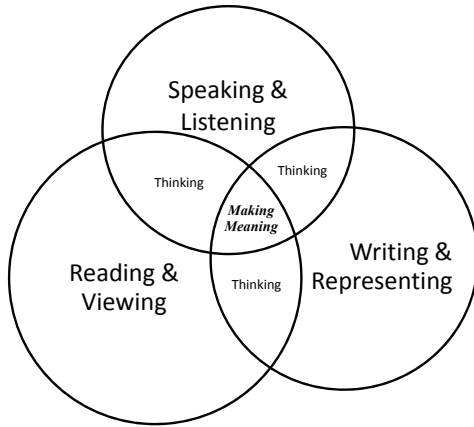
Writing and representing allow students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

- 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.

Key Stage 9
- use a range of strategies in writing and representing to
    - extend ideas and experiences
    - explore and reflect on their feelings, values, and attitudes
    - consider others' perspectives
    - reflect on problems and responses to problems
    - describe and evaluate their learning processes and strategies
    - reflect on their growth as language learners and language users
- use note-making to reconstruct knowledge and select effective strategies appropriate to the task
- make informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing

8.1 experiment with a variety of strategies as language learners
8.2 use writing and representing to extend, explore, and reflect on ideas, values, and attitudes
8.3 assess strategies that help them learn and describe their personal growth as language learners
8.4 integrate stylistic effects in writing and representing to create interest
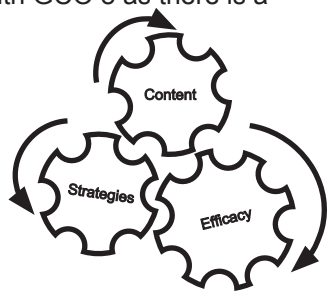
GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Key Stage 9

- demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes
- demonstrate an awareness of the effect of context on writing and other ways of representing
  - make appropriate choices of form, style, and content for specific audiences and purposes
- analyse and assess responses to their writing and media productions

9.1 create a range of texts
9.2 experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)
9.3 assess feedback to inform future work

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.

Key Stage 9

- demonstrate an awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various writing and other representations
- consistently use the conventions of written language in final products
- experiment with the use of technology in communicating for a range of purposes with a variety of audiences
- demonstrate a commitment to crafting pieces of writing and other representations
- integrate information from several sources to construct and communicate meaning

10.1 choose writing and representing strategies that help create a variety of texts
10.2 use the conventions of written language
10.3 use various technologies in communicating for a range of purposes with a variety of audiences
10.4 demonstrate a commitment to the processes involved in creating texts

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.

Grade 7	Grade 8	Grade 9
8.1 experiment with a variety of strategies as language learners	8.1 experiment with a variety of strategies as language learners	8.1 experiment with a variety of strategies as language learners
8.2 experiment with writing and representing to extend, explore, and reflect on ideas	8.2 use writing and representing to extend, explore, and reflect on ideas, values, and attitudes	8.2 use writing and representing to extend, explore, and reflect on ideas, values, and attitudes
8.3 identify strategies that help them learn and describe their personal growth as language learners	8.3 assess strategies that help them learn and describe their personal growth as language learners	8.3 assess strategies that help them learn and describe their personal growth as language learners
8.4 experiment with stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to create interest	8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s)

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

Grade 7	Grade 8	Grade 9
9.1 create a range of texts	9.1 create a range of texts	9.1 create a range of texts
9.2 experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)	9.2 experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)	9.2 evaluate the use of a variety of writing and representing forms and styles to suit purpose(s) and audience(s)
9.3 use appropriate feedback to inform future work	9.3 assess feedback to inform future work	9.3 assess feedback to inform future work

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

Grade 7	Grade 8	Grade 9
10.1 use writing and representing strategies that help create a variety of texts	10.1 choose writing and representing strategies that help create a variety of texts	10.1 evaluate strategies that most effectively help create a variety of texts
10.2 use the conventions of written language	10.2 use the conventions of written language	10.2 use the conventions of written language
10.3 use various technologies for the purpose of communication	10.3 use various technologies in communicating for a range of purposes with a variety of audiences	10.3 use various technologies in communicating for a range of purposes with a variety of audiences
10.4 demonstrate a commitment to the processes involved in creating texts	10.4 demonstrate a commitment to the processes involved in creating texts	10.4 demonstrate a commitment to the processes involved in creating texts

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

8.1 experiment with a variety of strategies as language learners

8.2 use writing and representing to extend, explore, and reflect on ideas, values, and attitudes

8.3 assess strategies that help them learn and describe their personal growth as language learners

8.4 integrate stylistic effects in writing and representing to create interest

Focus for Learning

The focus of this general curriculum outcome is on using writing and representing as a means to make thinking more visible. In this sense, GCO 8 focuses more on metacognition than GCO 10 does. Students will to reflect on themselves as language learners who create texts for various reasons. It is likely they will meet SCOs 9.2, 9.3, and 10.4 when engaging in activities associated with GCO 8 as there is a natural relationship between:

- thinking about the content of their texts
- the processes they engage in to create the texts
- how they feel about themselves as text creators

It is important that students see their teachers writing with them and sharing in the experience. Having models and strong mentor texts can make thinking visible and ensure students see authentic writing and representing behaviours.

Strategies that help students as they reflect on their learning in English language arts are cumulative. SCO 8.1 was introduced in Grade 7. Students will continue to use strategies to create texts; this lifelong activity will benefit students beyond Grade 8. The focus for this outcome is on building students' confidence with trying different strategies while engaged in the processes of creating texts. They will likely use strategies that are familiar to them or that suit their learning styles and strengths:

- Blogging
- Brainstorming
- Editing
- Free writing
- Graphing
- Illustrating
- Note making
- Paraphrasing
- Recording
- Response writing
- Revising
- Sketching
- Storytelling
- Using a concept map
- Using a picture box
- Webbing

To achieve SCO 8.1, students should be given opportunities to explicitly reflect on why particular strategies help them create texts. The strategies they use will depend on content and purpose. SCOs 8.1and 8.3 are closely linked; as students experiment with strategies, they assess which one(s) helped them learn and meet their goals in creating a text. This goes beyond identifying various strategies which was the focus for this SCO in Grade 7.

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	**Resources and Notes**

Sample Teaching and Assessment Strategies

Activation

Teachers may
- Co-create a list of stylistic effects:
  - Writing: figures of speech, sound devices, font, etc.
  - Representing: design elements, including colour, shape, line, focal point, movement, camera angle, etc.
- Model the use of stylistic effects in various texts to examine the impact they can have:
  - Writing example: italics may represent flashback or the inner thoughts of a character.
  - Representing example: the colour blue may represent loyalty, serenity or sadness.
- Support students' choice in how they select and use writing and representing strategies.

Students may
- Create personal word banks to expand their vocabulary; include examples of figurative language and imagery that might be used as stylistic effects in texts.
- Visually represent figures of speech, imagery, etc.
- Represent knowledge of literary terms through concrete poetry, found poetry or word collages.
- Represent their learning and personal growth using digital tools

Connection

Teachers may
- Engage in shared writing or representing with students
- Celebrate students' achievement through publication (e.g., class displays, booklets, class blogs).

Students may
- Experiment with stylistic effects in free writes and other types of representing.
- Use conventions in interesting ways to create an effect (e.g., line breaks in poetry, sentence fragments, large font size)
- Share new ways of writing and representing that peers may not be familiar with.

Resources and Notes

Authorized

Appendices
- Appendix A2: Modelled, Shared, and Guided Instruction
- Appendix E3: Supporting Writing and Representing
- Appendix F2: Common Characteristics and Literary Devices of Selected Text Forms
- Appendix F5: Text Features

Literacy 8 (further details available in the Program of Studies: http://www.ed.gov.nl.ca/edu/k12/curriculum/descriptions.html)

Student resource – SR (hard cover book and digital eBook)

Teacher resource – TR (binder and digital dashboard)

Selections for Modelling and Demonstration: Modelling selections – MS; Read aloud selections – RA
- SR 24- 26, 70-73, 140-143, 254- 257, 314- 316
- MS 14: adding voice
- MS 20: word choice
- MS 32: revising and editing
- TR Secrets 17, 30, 36, 49, 56, BLM 15
- TR Reality Check 31,37, 40-41, 63, 90, BLMs 6, 7
- Magazines
  - Issue 1 "Try This" Activity
  - Issues 9-11: voice

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

8.1 experiment with a variety of strategies as language learners

8.2 use writing and representing to extend, explore, and reflect on ideas, values, and attitudes

8.3 assess strategies that help them learn and describe their personal growth as language learners

8.4 integrate stylistic effects in writing and representing to create interest

Focus for Learning

In Grade 7, students used writing and representing as tools to extend, explore, and reflect on their own ideas. In Grade 8, SCO 8.2 includes a focus on students' values and attitudes. This focus is developmentally appropriate as students consider how creating texts can be a way to explore and articulate their ideologies about the world and their place in it. This is a more abstract concept than was introduced in Grade 7. It is important to provide an inclusive environment in which students feel safe and confident in discussing values and attitudes. The focus is not on labeling values as correct or incorrect, but rather on self-assessing how texts can reveal these characteristics. There is a natural reading-writing connection with SCO 7.4 in GCO 7 as students consider how attitudes they bring to a text influences their understanding and response to information and ideas.

Stylistic effects (SCO 8.4) are not a new concept for Grade 8 students. Teachers should assess students' knowledge and skills prior to planning instruction and monitor students' use of stylistic effects several times throughout the year. In Grade 8, students are expected to integrate effects with more automaticity than in Grade 7. Creative tools should enhance students' texts and create interest for the audience; some choices may become more a part of the student's voice and reveal his or her values and attitudes. Students should reflect on their progress in meeting this outcome:

- Would figurative language enhance my message? Will it appeal to the reader? Does it sound authentic?
- Am I comfortable with using unusual punctuation and fonts (e.g., ellipsis, all capital letters)? What does it add to my text?
- How do I decide what photos or illustrations to use in a text? Does it say what I need it to say?
- How do I use space, movement, colour, or sound to communicate my message? How does it create interest? How is it connected to my ideas?

Students will likely meet SCO 4.2 (GCO 4) when engaged in activities to develop stylistic effects.

Sample Performance Indicator

Create an autobiographical photo essay that includes captions and word art and other stylistic effects. Include an artist's statement to explain the significance of the visuals you chose for the essay.

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

Sample Teaching and Assessment Strategies	Resources and Notes
Consolidation Teachers may • Use observations and anecdotal records to document students' use of strategies while creating text. Students may • Compare how different stylistic effects achieve various purposes in writing and representing. • Write letters, notes, Emails, and other types of informational exchange texts. - How does having a specific audience affect the text creation? • Create journal responses and reflections about creating texts. **Extension** Students may • Create a found poem based on a unit of study that presents their reflections, experiences, and learnings. The found poem may include stylistic effects, figurative language, sound devices, and personal reactions. Publish or present the poem to group and ask others to respond to the poem.	**Authorized** Appendix C4: Sample Visual Response Rubric **Suggested** Resource Links: https://www.k12pl.nl.ca/curr/7-9/ela/links/grade-8/wrp.html • Digital tools to represent personal growth and learning • Writer's notebook • Picture books on writing **Supplementary** *Write Traits* Classroom Kit (Grade 8 provided in 2004)

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

Outcomes

Students will be expected to

9.1 create a range of texts

9.2 experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)

9.3 assess feedback to inform future work

Focus for Learning

SCO 9.1 is a cumulative, ongoing outcome; students create texts in all grades, independently and collaboratively. This means that at times, pairs or groups of students will work together to create a single text while at other times, individual students will create texts alone. In their independent work, however they may be meeting outcomes associated with GCOs 8 and 10 because they may engage others for input and feedback at any point in the creation of their texts. During collaboration they will likely meet outcomes in other English language arts strands: speaking, listening, reading, and viewing. Collaboration skills are highly beneficial in that they are transferable to other subject areas and activities outside the school environment.

Many genres and forms are used by students, year after year, with increasing sophistication. Teachers need to assess students' prior knowledge about specific genres and forms when planning for instruction.

Genre – category of text used to classify literary texts

The two broad categories are fiction (not fact) and non-fiction (fact). Within these categories are subcategories of different genres; hybrids contain more than one genre (e.g., historical fiction usually contains both fiction and non-fiction). Each genre places different demands on the text creator who must consider purpose, form, and audience.

Form – the type of text, usually characterized by the way it is organized, structured, and presented

Using familiar writing and representing strategies, students will collaboratively and independently create text forms in three broad categories. Many text forms can be created in more than one category:

Paper	Live	Digital
• Character sketch • Collage • Essay • Graph • Journal response • Map • Poem • Poster • Screenplay • Short story	• Dance • Debate • Dramatic dialogue • Interview • Puppet show • Poetry • Report • Speech • Storyboard	• Advertisement • Blog • Digital message (e.g., Email, SMS, comment) • Infographic • Photo essay • Powerpoint • Video • Web design

Appendix F1 provides further examples of text forms and Appendix F4 provides further examples of literary genres.

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

- Provide a range of mentor texts (short stories, magazines, interviews, poetry, songs, web pages, advertisements, etc.) as exemplars of texts created for specific purposes and audiences.
- Create texts with students through shared writing/representing (media texts, advertisements, essays, etc.) for specific purposes and for a target audience. Appendix A2 provides further information on modelled, shared, guided, and collaborative activities.

Students may

- As part of the text creation process, take opportunities to discuss audience and purpose in mentor texts and incorporate styles that suit their own purposes and audiences.
- Independently or collaboratively create texts with a specific purpose and for a target audience.

Connection

Teachers may

- Discuss the characteristics of an effective visual (e.g., line, colour, balance).
- Discuss word choice and its impact on purpose and audience.
- Ask questions and offer suggestions to provide timely feedback to students on their texts.

Students may

- When creating texts, select text forms that meet the needs of their audience and serve their identified purpose (e.g., a poster to advertise an event, a social media comment to react to a topic).
- Participate in small group discussions, face-to-face or in virtual settings, to share ideas and provide feedback to each other during the text creation process.

Resources and Notes

Authorized

Appendices

- Appendix A2: Modelled, Shared, and Guided Instruction
- Appendix C10: Sample Writing Checklist
- Appendix D: Guidelines for Collaborating in Groups – norms of collaboration
- Appendix F1: Sample Texts Students Can Create and Experience
- Appendix F3: Modes of Writing
- Appendix F4: Literary Genres
- Appendix F5: Text Features

Literacy 8

- SR 24, 38, 70, 92, 140, 192, 210, 254, 278, 314
- MS 4: purpose and audience
- MS 26: fluency
- MS 30: synthesizing
- TR No Limits 17, 18, 31, 32,38, 40, 91, 109
- Magazines
  - Issue 15 "Try This" Activity

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

Outcomes

Students will be expected to

9.1 create a range of texts

9.2 experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)

9.3 assess feedback to inform future work

Focus for Learning

SCO 9.2 was introduced in Grade 7. The focus in the continuation of this outcome is on students' opportunities to experiment with many forms and styles. Students are not expected to be experts in every possible form and style, but in Grade 8 there should be more of an emphasis on matching form and style with purpose and intended audience. There are some texts that are more suited to a particular form or style, just as there are some purposes and audiences that demand a specific texts in recognizable forms. Two examples are provided below:

Text	Form	Purpose	Audience
Storyboard for a video	Digital or paper Labelled cells in sequential order	Summarize the action and sequence of events	Production company
Speech about animal testing	Live (or recorded) Problem or issue with solutions or examples	Persuade listeners to boycott products that are tested on animals during production	General

Formative assessment can help with instructional planning since students will likely have varying levels of knowledge and experiences focusing on audience and purpose. Identifying intended audience should also inform students' choice of content and tone. In conferencing with students, it is important to ask students to consider questions about text form, purpose, and audience:

• What would you do differently with this text if the audience changed?

• What are you assuming about the intended audience?

• What kind of reaction from the audience are you hoping for? Is there anything you can do differently to make that happen?

• How can you use words, images, or sound to make your meaning clear and achieve your purpose?

When students experiment with a variety of forms or styles they need to be supported in their risk-taking and given opportunities to try out different ways of presenting the same idea. It is likely students will also meet SCO 4.2 when engaged in activities associated with this outcome.

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
Consolidation	**Authorized**
Students may	*Literacy 8*

• Assess the effectiveness of various print or digital forms of advertising.
• Compare how different forms and styles achieve various goals in writing:
  - When should I use a print format?
  - When would a live, or digital format be more appropriate?
• Reflect on feedback from peers and apply appropriate revisions to texts.
	• MS 32: revising and editing
	• Media studies TR 22, 24

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

Outcomes

Students will be expected to

9.1 *create a range of texts*

9.2 *experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s)*

9.3 *assess feedback to inform future work*

Focus for Learning

SCO 9.3 can also support students' risk-taking as they receive and assess feedback during text creation. Giving and receiving feedback is not a new concept for Grade 8 students; skills associated with feedback are cumulative. This outcome requires that students be able to hear what others say, in a respectful way, so that they can assess or interpret feedback about their texts to understand what is being said. Then they decide how to respond. Students can:

- ask for clarification on feedback before making a decision
- seek other new ideas from peers
- maintain the original text without incorporating changes suggested by feedback
- revise or modify the text based on strengths identified or changes suggested through feedback

Working collaboratively requires that students problem-solve together and negotiate their needs and interests. Teachers need to be sensitive to students' varying levels of comfort with hearing their peers' ideas. It is important that the classroom culture promotes and encourages questions of each other and of texts in a sensitive and respectful manner.

Students may need to be encouraged to distance themselves from their work for a few days before seeking feedback, so they can look at it more objectively. They may meet SCOs 1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 3.1, and 3.2 in speaking and listening while engaging in activities associated with this outcome.

Sample Performance Indicator

Create a print or digital text to persuade a target audience to visit a specific location or event. This could be linked to tourism in your town or region, a social activism event, or a public place you feel needs more attention.

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
Extension	**Authorized**
Students may • Create a brochure outlining strategies and techniques used in creating a specific text form (e.g., persuasive text: advertising, "Advertising Strategies for Dummies")	Appendix C7: Sample Group Work Self-Assessment Rubric

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

Outcomes

Students will be expected to

10.1 choose writing and representing strategies that help create a variety of texts

10.2 use the conventions of written language

10.3 use various technologies in communicating for a range of purposes with a variety of audiences

10.4 demonstrate a commitment to the processes involved in creating texts

Focus for Learning

The main difference between Grade 7 and Grade 8 in SCO 10.1 is the focus on students' choice. Teachers should encourage students to experiment with a variety of strategies when creating texts so that they are more knowledgeable when choosing strategies. In Grade 7, students may have relied more on teacher-directed strategies but in Grade 8, students should be taking more responsibility for selecting strategies that work for them. They should be asking

- Am I communicating my ideas effectively?
- What can I do to improve the clarity of my ideas and message?
- Have I used an effective form (print, live, digital) to achieve my purpose?

In developing effective texts, students will be expected to use a range of strategies in a manner that works for them; this may or may not be a linear process. Students will often cycle back and forth between stages when creating texts (e.g., developing new ideas in a second draft can require additional brainstorming strategies). They will:

- generate or come up with ideas
- develop ideas, including using mentor texts
- plan or outline steps and components
- write or create a first draft
- revise a first draft; may include generating or developing more ideas and discarding others
- write or create a second draft
- revise a second draft; may include generating or developing more ideas and discarding others; revision continues until the text is ready for editing
- edit the text before publishing, such as checking for errors in spelling, grammar, resolution, or balance
- publish or share the text with a larger audience

Teachers will need to differentiate instruction and assessment to support the manner in which students are working, such as peer-editing, self-assessment, teacher conference, workshop mini-lesson, etc. Appendix A2 provides further information on the gradual release of responsibility on the part of teachers.

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

- Review a variety of writing and representing strategies and processes (print, live, digital).
- Model how different technologies achieve specific purposes and appeal to text creators (e.g., sharing documents virtually so multiple creators can contribute at the same time vs. creating a paper text independently first and then sharing it with someone else to solicit their opinion).
- Co-create checklists to identify characteristics of text forms.

Connection

Students may

- Use a journal or connections notebook to generate ideas, drafts, or lists as a text creation strategy.
- Select a technology to create a product that targets a specific audience; explain the choice in technology.
- Select appropriate writing and representing strategies.(e.g., paper editing vs. digital editing). Explain their choices.
- Reflect on the effectiveness of the product they create (purpose, audience, text features).

Resources and Notes

Authorized

Appendices
- Appendix B5: Writing Rubric
- Appendix B5.1: Annotations for Writing Conferences
- Appendix B5.2: Suggested Prompts for Writing Conferences
- Appendix B6: Representing Rubric
- Appendix B6.1: Annotations for Representing Conferences
- Appendix F5: Text Features
- Appendix B10: Sample Writing Checklist
- Appendix A2: Modelled, Shared and Guided Instruction
- Appendix A3: Common Approaches to Instruction
- Appendix F7: Connections Notebook

Literacy 8
- SR 140, 192, 254, 259,263, 275. 277, 301, 314, 332, 334
- MS 26: fluency
- MS 28: media elements
- TR Reality Check 31, 37, 44, 51, 63, 75, BLMs 6, 7
- TR Chasing a Dream 16, 35, 44, 55, 60, 91

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

Outcomes

Students will be expected to

10.1 choose writing and representing strategies that help create a variety of texts

10.2 use the conventions of written language

10.3 use various technologies in communicating for a range of purposes with a variety of audiences

10.4 demonstrate a commitment to the processes involved in creating texts

Focus for Learning

SCOs 10.2, 10.3, and 10.4 are continued from Grade 7. Students' experiences with conventions and technologies will be determined by the texts they interact with. Embedding direct instruction on conventions is much more powerful than learning rules in isolation. Where students have gaps or are struggling with conventions, it is appropriate to use mini-lessons and integrate convention skills across curriculum areas (e.g., using subheadings accurately in a report). Appendix F6 provides a continuum of language structures and conventions that may be beneficial in helping students meet SCO 10.2.

In Grade 8, SCO 10.3 does increase the variety of audiences compared to Grade 7. Allowing students to use technological tools, software, and applications that help them express themselves and create effectively goes beyond the English language arts curriculum. For example, if students have not yet used technology to share documents virtually so that multiple text creators can contribute at the same time, it may be appropriate to introduce this in Grade 8.

It is important to consider the impact of proficiency using technology in terms of lifelong learning skills; students should be encouraged to think about how and why they might use various technologies throughout the school day and outside the classroom. It is important to encourage students to consider specific audiences they may not have considered previously (e.g., students in another community, school or town council members, directors of non-profit organizations).

The reflection and metacognitive practice associated with SCO 10.4 is also a lifelong learning skill. Students should be given opportunities to explicitly articulate and document their learning to consider how well they achieve their goals in creating texts.

Sample Performance Indicator

- Choose a theme or subject and present it in a text form of your choosing (e.g., poem, song, media). Explain why you like using this text form.
  - Why does it appeal to you?
  - How does it help you achieve your purpose?
  - Why is it effective?

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	**Authorized**
Teachers may	Appendices
• Facilitate individual student conferences while they are creating texts and focusing on their thinking processes and use of strategies. Appendix E3 provides suggestions for supporting students' reading and viewing activities.	• Appendix E3: Supporting Writing and Representing • Appendix F6: Language Structures and Conventions
Students may	**Suggested**
• Self-assess their writing and representing using rubrics, checklists, peer-editing, or teacher feedback.	Resource Links: https://www.k12pl.nl.ca/curr/7-9/ela/links/grade-8/wrp.html
Extension	• Digital story tools • Digital resources for creating texts
Students may	
• Create a digital text (Glogster, website, video etc.) about common writing and convention errors. The text could offer sample corrections and suggestions for improving writing.	

Appendices

Appendix A: Planning for Instruction

Appendix B: Sample Intermediate ELA Classroom Rubrics

Appendix C: Sample Task-Specific Rubrics and Checklists

Appendix A: Planning for Instruction

Appendix A1: Suggested Guidelines for Selecting Content

The learning resources authorized by the Department of Education provide a core content to all teachers and students in the province. Opportunity should be provided, however, for students to read beyond the texts used in class for instructional purposes. The *Foundation for the Atlantic Canada English Language Arts Curriculum* states that "English language arts classrooms and school resource centres/libraries need a wide array of learning resources for student choice and use" (p. 54). Teachers should also "draw on a variety of community resources"(p. 56), including guest artists, writers, performers, media producers, and communications experts.

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

It is within this context that the following guidelines for selecting content are provided.

- **Number of products and/or experiences are suggestions only.**
- **Length of texts should be determined by form and students' readiness.**
- **All suggestions need not receive the same depth of treatment.**
- **Opportunities for cross-curricular experiences should be maximized where appropriate.**

	Considerations	**Suggested number of experiences each year**	
Speaking and Listening Activities	*Informal speaking and listening experiences can be observed on a continual basis to monitor students' active listening and effective talk.* *Formal speaking experiences may involve products produced through processes; these experiences may also help students meet outcomes in writing and representing as well as being applied in other curricular areas.*	6 informal speaking and listening 2 formal speaking 2 formal listening	
	Informal speaking and listening experiences may include • conversation (i.e., effective talk) • group discussion (e.g., brainstorming, inquiry or literature circles) • extemporaneous speaking, improv or role play • reading aloud (e.g., oral reading, choral speaking) • responding to questions (whole class or small group)	Formal speaking experiences may include • book talk • debate or panel discussion • dramatic presentation • interview • readers' theatre • slideshow or multimedia presentation • speech	Formal listening experiences may include • formal speeches, presentations, or debates (content, style, tone, etc.) • music (content, theme, mood, etc.) • reading aloud or storytelling (poetry, narrative, podcast, etc.)

	Considerations	Suggested number of experiences each year
Reading and Viewing Activities	**Poetry** Poetic texts may include ballad, blank verse, concrete, elegy, epic, free verse, haiku, lyric, narrative, ode, sonnet, etc.	15
	Drama Dramatic texts may include long and short texts: • longer texts: play, screenplay, script, etc. • shorter texts: excerpt, monologue, puppet show, radio play, student-created script, tableau, etc.	2
	Short Prose *From Grade 7 to Grade 9 there should be a gradual increase in the number of non-fiction experiences (e.g., 40% non-fiction in Grade 7 to 60-70% non-fiction in Grade 9). Many short prose texts in Grade 9 may be relatively longer and more sophisticated than texts in Grade 7; at times, Grade 9 students may actually experience fewer short prose texts than Grade 7 students.* Short prose may include fiction and nonfiction (article, blog, editorial, essay, folktale, informational text, myth, rant, short story, etc.)	18
	Longer Texts *Reading experiences can be assessed through speaking and listening or through writing and representing and are not restricted to whole class novel study. Formal book talks, informal small group discussions, book clubs, inquiry or literature circles, etc. provide opportunities for assessment (see Appendices B3, D, and F1 for suggestions).* *Students should be given opportunities for appreciation of literature, practising reading strategies associated with selecting texts and connecting with or among texts, and critically analyzing texts.*	5 Student-selected 3 Teacher-supported *Selecting Young Adult Texts: An Annotated Bibliography (English Language Arts 7-9) includes suggestions for Intermediate students.*
	Multimedia Multimedia texts may include advertisements, commercials, environmental print, music, web sites, podcasts, radio shows, speeches, videos, etc.	5

	Considerations	Suggested number of experiences each year
Writing and Representing Activities	**Multi-paragraph, any genre** Multi-paragraph writing may include • expressive texts such as auto-biographical, biographical, descriptive, letters, narrative, etc. • transactional texts (persuasive, explanatory, procedural) such as articles, directions and instructions, essays, formal letters, project reports, reviews, summaries, etc.	3 *One text each year should include evidence of research.*
	Poetic Poetic texts include poems, prose poems, rap, songs, spoken word, etc.	3
	Visual/informational text Visual texts include digital an paper texts such as brochure, collage, pamphlet, painting, poster, etc. where visuals are the main source of communication.	1
	Multimedia Multimedia texts include digital, live, and paper texts such as advertisement, blog, character sketch or avatar description, commercial, digital story, drama, model, musical composition, photo essay, podcast, slide show, social media text, video, web page, etc.	1
	Expressive (student choice) *Students choose any form in which to create their text, including any suggested in these guidelines and others in Appendix F.*	1
	Texts produced on demand *Students will create a variety of texts on demand, usually within a single class. Text form and length should be determined by students' experiences and readiness.*	6

Producing texts through processes

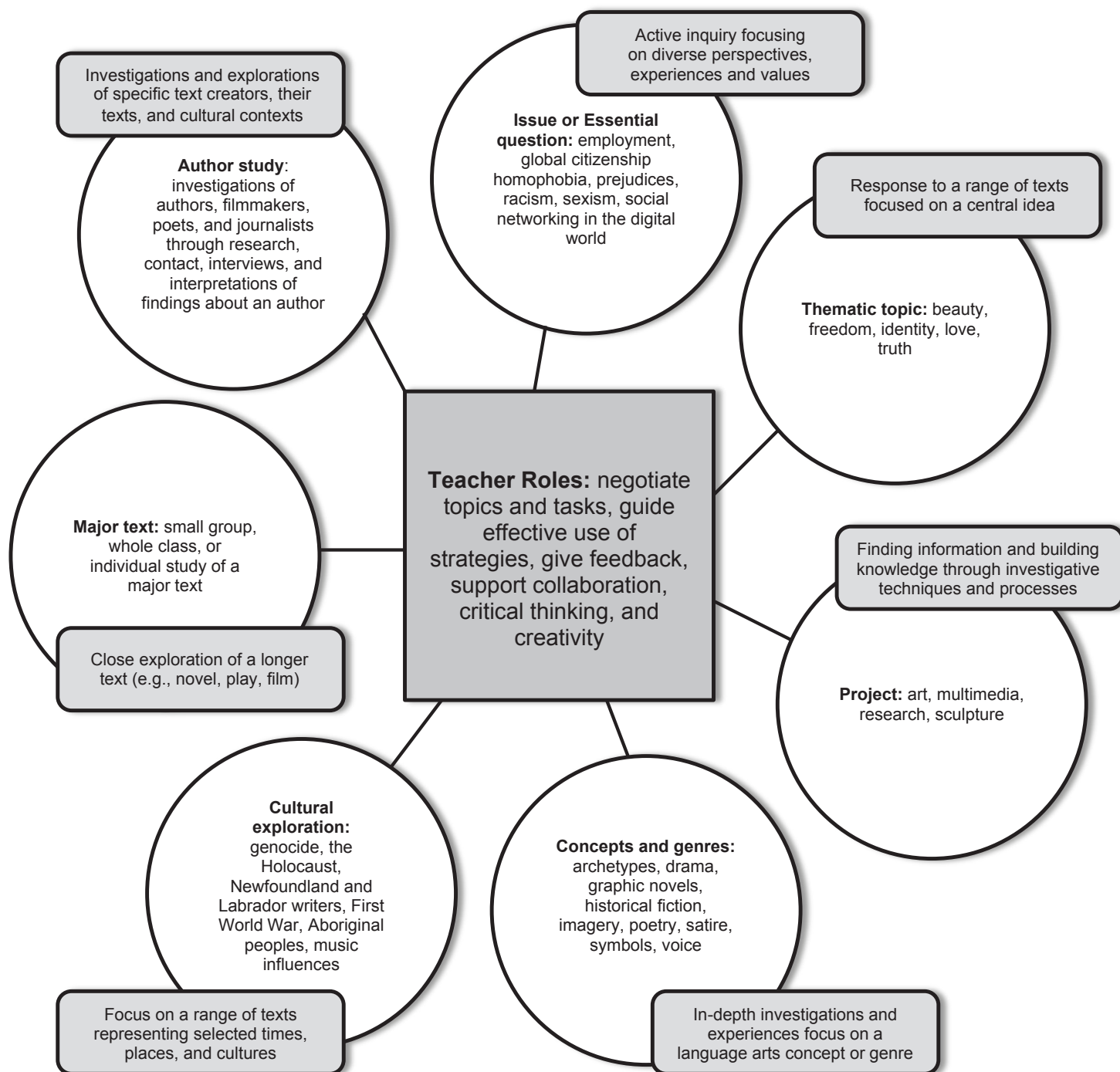# Appendix A2: Modelled, Shared, and Guided Instruction

There are increasing demands on students to experience and create non-fiction and informational texts, as well as more complex literary texts in the Intermediate grades. Teachers may use modelled, shared, and guided instructional approaches to help students become more effective readers, viewers, and text creators. Varying the levels of support, from most to least, reinforces a gradual release of responsibility on the part of the teacher. The goal is for students to experience and create texts independently and collaboratively with peers. **A workshop model can support this gradual release; for more information on this approach, see pages 9 and 23 of this curriculum guide.**

	Most support		Least support
	Modelled	**Shared**	**Guided**	**Independent**
Reading	Modelled reading can take two forms: • Read Aloud – The teacher reads and the students listen. This provides opportunities for students to experience fluent and expressive reading. Teachers pause briefly (not long enough to disrupt the flow) to share how they think as they read text. • Interactive Read Aloud – The teacher reads aloud and pauses at strategic points, to ask insightful questions and invite comments and brief discussion. Teachers share their own thinking to model how experienced readers think as they read.	Shared Reading – The whole class follows along with the same text while the teacher reads the text aloud, inviting them to join in as a whole class (choral reading) or to take over from time to time. The teacher uses similar modelling as in an Interactive Read Aloud.	Guided Reading – The teacher sits with a small group of students with similar reading needs and strengths. Individual students are supported as they read (silently and aloud) and think about the text. The small group setting allows for interactions among students as well as individual work with the teacher.	Independent Reading – Students read alone or aloud to another student for enjoyment and to practise strategies they have learned. Teachers are working with small groups while other students read independently. Students should have their own selection of texts to choose from during this type of reading.

| | Most support | | | Least support |
	Modelled	Shared	Guided	Independent
Viewing	Modelled viewing can take two forms: • Modelled Think Aloud – The teacher views a visual, pointing out details to share what he or she is thinking. Students experience first-hand the process of analyzing a visual text. • Interactive Think Aloud – The teacher discusses elements of visual text and pauses at strategic points, to ask insightful questions and invite comments and brief discussion. Teachers share their own thinking to model how experienced viewers think as they view.		Directed Viewing – The teacher guides students (whole class or small group as in Guided Reading) through a visual text or presentation: • Students make observations and predictions: – What do you already know about …? – What predictions can you make about this text? (reveal only part of the text to students) – What do you think was going on when this photo/video was captured? • Students formulate questions to set a purpose for viewing (a focus on critical thinking is discussed in GCO 7): – What is the message? – Who owns or supports this medium (e.g., television, newspaper, private corporation, charity organization)? – Whose point of view is being presented? – Whose point of view is not being presented? • Students confirm or reject predictions: – What evidence supports the predictions? – How might this visual have been viewed differently?	Independent Viewing – Students view alone for enjoyment, to derive meaning, to interpret messages and to practise strategies they have learned. Teachers are working with small groups while other students engage in viewing texts independently.
Writing and Representing	Modelled writing or representing can take two forms: • Create Aloud – The teacher thinks aloud while creating a text and the students watch and listen. The whole class or small group can see what has been created and hear the teacher explain his or her thinking behind the process. Teachers pause briefly (not long enough to disrupt the flow) to share how they think as they create a text. • Interactive Create Aloud – The teacher thinks aloud while creating a text and pauses at strategic points, to ask insightful questions and invite comments and brief discussion. Teachers share their own thinking to model how experienced creators think as they produce texts.	Shared activity – This strategy enables teachers to make the writing or representing process concrete and visible to students. The teacher and students create a text together, with both contributing their thoughts and ideas to the text. The teacher acts as scribe, recording suggestions to create the text. The teacher does most of the work and thinks aloud throughout this process. This can be done with a small group or a whole class.	Guided activity – The teacher works with a small group of students with similar needs and strengths to develop one element of their writing or representing through a mini-lesson. Individual students are supported as they think about and create texts. The small group setting allows for interactions among students as well as individual work with the teacher. Collaborative activity – This is a cooperative event in which students jointly compose and physically create text. This interactive session allows the teacher to monitor strategies as students are engaged in all aspects of text construction. The teacher guides this process and provides appropriate modelling, pacing, and assistance as needed.	Independent activity – Students create texts and practise strategies they have learned for an uninterrupted period of time. Teachers are working with small groups while other students work independently. Students may also bring unfinished or finished texts to peers to share and solicit feedback (e.g., creator's chair/share).

Appendix A3: Common Approaches to Instruction

Atlantic Canada English Language Arts Curriculum: Grades 7-9 (71, CAMET) identifies a number of common approaches to instruction. Teachers should use multiple approaches within their English language arts program to provide a wide variety of experiences for students. The following graphic summarizes several common approaches to instruction which may be used by teachers.

Active inquiry focusing on diverse perspectives, experiences and values

Investigations and explorations of specific text creators, their texts, and cultural contexts

Issue or Essential question: employment, global citizenship homophobia, prejudices, racism, sexism, social networking in the digital world

Response to a range of texts focused on a central idea

Author study: investigations of authors, filmmakers, poets, and journalists through research, contact, interviews, and interpretations of findings about an author

Thematic topic: beauty, freedom, identity, love, truth

Teacher Roles: negotiate topics and tasks, guide effective use of strategies, give feedback, support collaboration, critical thinking, and creativity

Major text: small group, whole class, or individual study of a major text

Finding information and building knowledge through investigative techniques and processes

Close exploration of a longer text (e.g., novel, play, film)

Project: art, multimedia, research, sculpture

Cultural exploration: genocide, the Holocaust, Newfoundland and Labrador writers, First World War, Aboriginal peoples, music influences

Concepts and genres: archetypes, drama, graphic novels, historical fiction, imagery, poetry, satire, symbols, voice

Focus on a range of texts representing selected times, places, and cultures

In-depth investigations and experiences focus on a language arts concept or genre

Appendix A4: Areas of Critical Analysis

Students need opportunities to examine and critique the properties and purposes of different texts, and the ways in which ideas and information are presented in them. Specific areas of text inquiry with descriptors for each are featured in the table below.

Specific Areas of Critical Analysis in English Language Arts	
Purpose	• *Why has this text been created?* • To plan, inform, explain, entertain, express attitude/emotion, compare and contrast, persuade, describe experience imaginatively, and formulate hypotheses
Genre	• *How does the choice of genre serve the author's purpose?* • Magazines, graphic novels, newspapers, online blogs, novels, novellas, poetry, plays, short stories, myths, essays, biographies, fables, legends, comics, documentaries, and films
Form	• *How is the text organized, arranged and presented?* • Encyclopedia entries, instruction manuals, news reporting, advertising copy, feature articles, appeals, campaign brochures, memos, résumés, tributes, eulogies, obituaries, political speeches, debates, video, audio recordings/presentations, spreadsheets, database, images, and web pages

Structure	• *What is the pattern or organization of the information?*
	 • Approaches to organizing text, particular structural patterns, how specific genres and forms are shaped and crafted, and what characteristics and conventions they share; for example, a narrative text and informational text have distinct structures:
	   - A narrative text has a beginning, middle and end.
	   - An informational text can be a description, a sequence, a compare and contrast, a cause and effect, a problem/solution, or a question/answer.

Features	• *What characteristics of a text give support to its meaning?* • Print (font, underlining), visual supports (diagrams), organizational supports (index, headings, figures, references), and vocabulary supports (verbal cues such as, "for example", "in fact", or "on the other hand")

Appendix B: Sample Intermediate ELA Classroom Rubrics

Introduction

Rubrics are learning tools for students that can show where they can go and how they can grow in their thinking. They are valuable sources of formative assessment for both students and teachers in that they provide descriptions of levels of achievement. They are different from scoring guides which are created when student evaluation is required and usually include numbers or scores for various traits. Rubrics are also different from checklists which are often focused on a single task or trait and use "yes/no" categories rather than descriptions of performance or achievement. Checklists may or may not include numbers or scores like scoring guides.

The following table describes, in general terms, what students may be doing at each level of achievement on a rubric. Each level in "Meeting Outcomes" subsumes the others: for example, a student at "skilled" exhibits behaviours and creates products within the "competent" level in addition to what is described as the "skilled" level of achievement. The labels used to describe the levels of achievement should be presented as a continuum. Some of the sample rubrics use all six levels of achievement described below; others use three and four levels. Regardless of the number of levels, it is essential that teachers and students clearly identify the expectations for meeting outcomes prior to engaging in an assigned task. The classroom rubrics provide a standard by which students and teachers can co-create task-specific rubrics as they engage in a variety of activities throughout the year.

A provincial curriculum working group, in consultation with District personnel and the Department of Education and Early Childhood Development, Research and Evaluation Division, developed the rubrics for use in intermediate English language arts classrooms.

Description of Levels of Achievement			
Meeting Outcomes	**Mastery**	*I can model for others..*	These students can show others how to do something, or their products and demonstrations can be used as examples of mastery.
	Skilled	*I can do it by myself in new situations.*	These students can use known processes to complete the task even if the prompt or focus of the task changes.
	Competent	*I can do it by myself in familiar situations.*	These students can repeat a performance or recreate a known task competently using known processes. Don't assume that because a student can create one kind of product or demonstrate a behaviour that they are able to transfer these skills into unfamiliar or new situations.
	Satisfactory	*I can do it.*	These students are using basic structures and processes to complete a task or create a product. They are meeting outcomes but may struggle to repeat a performance independently. Teachers will need to provide guidance and reminders about structures and processes in order for students to become competent.
Not Yet Meeting Outcomes	**Developing**	*I think I know what to do but I need help.*	These students are experiencing multiple challenges in meeting the demands of traits or aspects within one or more strands. Teachers will need to focus their feedback on a student's specific needs in order to help the student meet the outcomes satisfactorily.
	Beginning	*I'm unsure about what to do.*	These students will need multiple experiences with model texts that present basic structures and processes. Examples need to be concrete, purposeful, and relevant; specific examples provide building blocks to assist students in beginning to develop effective language and communication behaviours.

Appendix B1: Speaking Rubric

Informal and formal assessments can be used to assess students' achievement in speaking and listening. In both instances, teachers should identify clear expectations for students; co-created checklists and rubrics can be used to determine oral language proficiencies. Considerations may include

- using an observational approach to assess oral language activities;
- providing opportunities for students to rehearse, receive feedback, and revise formal speaking presentations;
- including reflections, listener and observer responses, peer and self-assessments in student portfolios; and
- asking students to answer selected response questions that address literal and inferential comprehension after completing a listening activity.

This speaking rubric is intended to be used in daily practice by teachers and students. Speaking activities may include, but are not limited to, informal, impromptu, conversation, prepared speech, debate, Readers Theatre, dramatic presentation, or rant.

	Not yet meeting outcomes	*Meeting outcomes*	
	Beginning *I'm unsure about what to do*	**Satisfactory** *I can do it with help.*	**Mastery** *I can model for others..*
	I have trouble communicating my ideas.	I communicate in predictable ways and my message is clear.	I communicate thoughtfully and creatively. I show insight when I speak.
Ideas	I don't connect with my audience because my ideas aren't organized or appropriate.	I connect with my audience through predictable structure and appropriate content.	I connect with my audience through purposeful structure and appropriate content.
Language	My words don't suit my audience or support my purpose.	My words are appropriate to my audience and purpose. I attempt to use unfamiliar words.	My words engage my audience and enhance my purpose. If I use unfamiliar words, I have made them my own.
Physical Delivery	I don't use appropriate body language.	I incorporate predictable gestures and have an open stance.	I incorporate purposeful gestures and have a confident stance.
Voice	I don't speak clearly. My audience has trouble hearing me.	I speak clearly with expression. My audience can hear me.	I speak clearly with expression that engages my audience and enhances my purpose. My audience can easily hear me.

Appendix B1.1: Speaking Rubric Annotations

The following annotations for the traits of speaking are intended to guide teachers and students during conferences and mini-lessons about viewing processes and strategies and responses to texts. **Appendix E1** provides further information about effective speaking and listening, as well as supporting students in oral language activities.

	Not yet meeting outcomes	*Meeting outcomes*
Ideas	Students who struggle to articulate their ideas will • use confusing arguments that are difficult to follow • use ideas that are not connected or relevant to topic • use unreliable or inaccurate information • show disengagement with discussion or presentation	Students are able to communicate • with coherence • using a clear and logical arrangement of ideas • with supporting details • reliable and accurate information
Language	Students who struggle with language • do not understand how to use figurative language and imagery effectively • have a limited vocabulary and use general words • use words incorrectly and lack clarity • use words that do not recognize the sensitivities of the listener(s)	Students are able to • use words that create images for the audience • demonstrate a wide vocabulary • use words that illicit an intended response from the listener(s) • use words that show respect for the listener(s)
Physical Delivery	Students may • appear stiff or fidgety and unnatural in their physical appearance • appear to lack confidence • not make eye contact with the listener(s) • not use props, technology, aids, tools, models or objects to enhance speaking • not match their body language to the subject being discussed	Depending on the setting, students are able to • portray confidence and appear natural when speaking • use appropriate body language, eye contact and other non-verbal communication to keep the listener's attention • use props, technology, aids, tools, models, or objects to effectively enhance speaking
Voice	Students who struggle with voice may be difficult to understand during speaking because they • speak too loudly or too softly • speak too quickly or too slowly • lack dynamic variation in their voice (e.g., emotion, emphasis, tone, intonation) Students lack confidence which negatively affects their voice.	Students are able to use appropriate vocal elements such as, • volume, pitch, and intonation • rate, pace, fluency, and pauses (effective and ineffective uses noted) • pronunciation, enunciation, and emphasis • tone (e.g., angry, sarcastic, enthusiastic, passionate, or authoritative) Students are able to speak confidently in a variety of settings.

Appendix B2: Listening Rubric

This listening rubric is intended to be used in daily classroom practice by teachers and students. Listening activities could include live, electronic, and digital texts such as radio commercials, radio shows or plays, music, speeches, and multimedia (e.g., podcasts or webcasts).

Not yet meeting outcomes		*Meeting outcomes*	
Developing *I think I know what to do but I need help.*	**Competent** *I can do it by myself in familiar situations.*	**Skilled** *I can do it by myself in new situations.*	**Mastery** *I can model for others.*
Personal Response I can't make personal connections with what I hear.	I can make personal connections with what I hear.	I describe how what I hear impacts my thinking. I can make personal connections with what I hear.	I explain how what I hear impacts my thinking. I use mental images to help connect personally to what I hear.
Critical Response I can't identify the message or purpose of what I hear. I don't know what questions to ask.	I identify the message and purpose of what I hear. I use questions to get more information.	I describe the message and purpose of what I hear. I use questions to determine message and purpose.	I summarize the message of what I hear and explain how purpose is achieved. I use questions to clarify and extend my thinking.
Behaviour I don't use appropriate listening strategies.	I use appropriate listening strategies when prompted.	I use appropriate listening strategies.	I strategically choose and use behaviours to help me listen.

Appendix B2.1: Listening Rubric Annotations

The following annotations for the traits of listening are intended to guide teachers and students during conferences and mini-lessons about listening processes and strategies as well as responses to texts. **Appendix E1** provides further information about effective speaking and listening, as well as supporting students in oral language activities.

	Not yet meeting outcomes	*Meeting outcomes*
Personal Response	Students who are struggling to make personal connections will say things like, • I don't get it. • I can't relate to this. • This is stupid. These students are frustrated and will need to see explicit models of personal responses and will need support in articulating their ideas.	Students should make comments that indicate they are making text-to-self, text-to-text, or text-to-world connections. These may include comments such as, • This reminds me of ... • Based on what I am hearing, ... • Now that I have heard this, I am beginning to think differently about ...

Critical Response	Students may have a sense of what they're hearing but they
	
	• can't summarize or retell main ideas
	• don't use clarifying questions to work through their thinking
	• may rely on other students to interpret meaning
		Students are able to
		
		• connect features of text to meaning and creator's purpose
		• ask questions such as,
		   - What am I hearing?
		   - How is the content being conveyed?
		   - Is this information trustworthy?
		   - What does the creator or author want me to know? Why?

Behaviour	Ineffective listeners • may interrupt or disrupt during a listening activity • do not use strategies to help them concentrate • portray non-verbal behaviours that are not appropriate to the setting	Effective listeners will • make notes/sketches to help them remember what they heard, clarify their thinking or concentrate while listening • face the speaker • use appropriate facial expressions and body language (non-verbal communication) • tune out distractions to help them maintain concentration

Appendix B3: Reading Rubric

This reading rubric is intended to be used in daily classroom practice by teachers and students. Reading activities could include, but are not limited to, a range of literature, print, and digital information.

	Not yet meeting outcomes		Meeting outcomes			
	Beginning *I'm unsure about what to do.*	**Developing** *I think I know what to do but I need help.*	**Satisfactory** *I can do it.*	**Competent** *I can do it by myself in familiar situations.*	**Skilled** *I can do it by myself in new situations.*	
Comprehension	I can't find my way through the text. I'm lost and don't understand what I'm reading.	I have trouble finding my way through the text and I have trouble understanding what I'm reading.	I find my way through the text but I may have trouble understanding what I'm reading.	I find my way through the text and I have a general understanding about what I'm reading.	I navigate the text and I can make specific links to ideas in it.	I easily navigate the text to understand what I'm reading. I can use prior learning to know what a text is about.
Analysis	I can't identify a message of a text.	I identify a message of a text but I don't ask questions of a text to talk about its purpose.	I identify a message and purpose of a text in a general way. My questions are vague.	I deconstruct a text to determine message and purpose. My questions are predictable.	I deconstruct a text to determine message and purpose. I show thought in my questions of the text.	I deconstruct a text to determine message and purpose. I show insight in my questions of the text.
Personal Response	I can't describe how a text impacts my thinking. I can't make personal connections with the text.	I identify the impact a text has on me but I can't make personal connections with the text.	I recognize that a text impacts my thinking in general ways. I can make personal connections with the text.	I describe how a text impacts my thinking in specific ways. I can make personal connections with the text.	I explain how the text impacts my thinking. I use mental images to help connect personally to the text.	I make sense of new information by making personal connections to the text and use these connections to defend my opinion.
Critical Response	I can't identify features of text.	I recognize features of text but I'm not sure how they achieve purpose.	I identify how text features achieve purpose.	I describe a text's meaning and purpose.	I summarize the meaning of a text and explain how purpose is achieved.	I infer the meaning of a text and question whether purpose is achieved. I can make suggestions to improve or extend meaning.

Appendix B3.1: Reading Rubric Annotations

The following annotations for the traits of reading are intended to guide teachers and students during conferences and mini-lessons about listening processes and strategies, as well as responses to texts. **Appendix E2** provides further information and suggestions:

- thinking processes and comprehension
- prompts for building strategies, exploring texts, and making connections
- supporting students in reading and viewing activities

	Not yet meeting outcomes	*Meeting outcomes*

Comprehension	Students who are struggling to understand what they are reading may
	
	• avoid reading
	• be able to decode but can't retell or summarize the meaning of a text
	• copy directly from texts but not understand what they have read
	• misunderstand what they have read
		During reading students are able to
		
		• determine the main idea and supporting details in texts
		• ask questions and make predictions to help them understand what they are reading
		• make comments such as,
		  - This is about ...
		  - This part doesn't make sense ...
		  - I wonder if this means ...

Analysis	Students who are struggling to analyze texts may
	
	• be able to summarize a literal meaning but can't extend this further
	• not be able to interpret evidence from the author to create meaning (e.g., features of text, word choice or visuals)
		Students are able to
		
		• analyze what they read by examining the parts of a text and text features
		• discern implicit and explicit meaning
		• ask a variety of questions of a text (literal, inferential or evaluative)
		• make comments such as,
		  - I notice the author used this technique/ word choice ...
		  - This would have been better if ...
		  - I think the author tried to tell me that ...

Personal Response	Students who are struggling to make personal connections may say things like, • I don't get it. • I can't relate to this. • This is stupid. These students are frustrated and will need to see explicit models of personal responses and will need support in articulating their ideas.	Students should make comments that indicate they are making text-to-self, text-to-text, or text-to-world connections. These may include comments such as, • This reminds me of ... • Based on what I am reading, ... • Now that I have read this, I am beginning to think differently about ...

Critical Response	Students may have a sense of what they're reading but they
	
	• can't summarize or retell main ideas
	• don't use clarifying questions to work through their thinking
	• may rely on other students' responses to interpret meaning
		Students are able to
		
		• connect features of text to meaning and author's purpose
		• ask questions such as,
		  - What am I reading?
		  - How is the content being conveyed?
		  - Is this information trustworthy?
		  - What does the creator or author want me to know? Why?

Appendix B4: Viewing Rubric

This viewing rubric is intended to be used in daily classroom practice by teachers and students. Viewing activities could include print, video, and other media texts.

	Not yet meeting outcomes		Not yet meeting outcomes			
	Beginning *I'm unsure about what to do.*	**Developing** *I think I know what to do but I need help.*	**Satisfactory** *I can do it.*	**Competent** *I can do it by myself in familiar situations.*	**Skilled** *I can do it by myself in new situations.*	**Mastery** *I can model for others.*
Comprehension	I can't find my way through the text. I'm lost and don't understand what I'm viewing.	I have trouble finding my way through the text and I have trouble understanding what I'm viewing.	I find my way through the text but I may have trouble understanding what I'm viewing.	I find my way through the text and I have a general understanding about what I'm viewing.	I navigate the text and I can make specific links to ideas in it.	I easily navigate the text to understand what I'm viewing. I can use prior learning to know what a text is about.
Analysis	I can't identify a message in a text.	I identify a message of a text but I don't ask questions about a text or talk about its purpose.	I identify a message and purpose of a text in a general way. My questions are vague.	I deconstruct a text to determine a message and purpose. My questions are predictable.	I deconstruct a text to determine a message and purpose. I show thought in my questions of the text.	I deconstruct a text to determine a message and purpose. I show insight in my questions of the text.
Personal Response	I can't describe how a text impacts my thinking. I can't make personal connections with the text.	I identify the impact a text has on me but I can't make personal connections with the text.	I recognize that a text impacts my thinking in general ways. I can make personal connections with the text.	I describe how a text impacts my thinking in specific ways. I can make personal connections with the text.	I explain how the text impacts my thinking. I use mental images to help connect personally to the text.	I make sense of new information by making personal connections to the text and use these connections to defend my opinion.
Critical Response	I can't identify features of text.	I recognize features of text but I'm not sure how they achieve purpose.	I identify how text features achieve purpose.	I describe a text's meaning and purpose.	I summarize the meaning of a text and explain how purpose is achieved.	I infer the meaning of a text and question whether purpose is achieved. I can make suggestions to improve or extend meaning.
Mechanics	I can't identify basic techniques and I can't identify a message.	I can identify basic techniques but I can't identify a message easily.	I describe basic techniques that support ideas but I may have trouble identifying a message.	I describe typical techniques that support ideas and communicate a message.	I describe a variety of techniques that support ideas and communicate a message.	I describe a wide range of techniques used to create stylistic effects and communicate a message.

Appendix B4.1: Viewing Rubric Annotations

The following annotations for the traits of viewing are intended to guide teachers and students during conferences and mini-lessons about viewing processes and strategies and responses to texts. **Appendix E2** provides further information and suggestions:

- thinking processes and comprehension
- prompts for building strategies, exploring texts, and making connections
- supporting students in reading and viewing activities

	Not yet meeting outcomes	*Not yet meeting outcomes*

Comprehension	Students who are struggling to understand what they are viewing may
	• avoid responding
	• may not be able to understand how the features of the text are connected
	• interpret the text incorrectly
		During viewing students are able to
		• determine the main idea and supporting details in the text
		• determine the relationship between features of text
		• ask questions to help them understand what they are viewing
		• make comments such as,
		  - This is about …
		  - This slogan doesn't make sense …
		  - I wonder if this means…

Analysis	Students who are struggling to analyze texts may
	• be able to summarize a literal meaning but can't extend this further
	• not be able to interpret evidence from the creator to determine meaning (e.g., use of space and colour, camera angle, sound effects)
		Students are able to
		• analyze what they viewed by examining the features of text and how they are connected.
		• discern implicit and explicit meaning
		• ask a variety of questions of a text (literal, inferential or evaluative)
		• make comments such as,
		  - I notice the creator used this technique/word choice …
		  - This would have been better if …
		  - I think the creator tried to tell me that …

Personal Connection	Students who are struggling to make personal connections may say things like, • I don't get it. • I can't relate to this. • This is stupid. These students are frustrated and will need to see explicit models of personal responses and support in articulating their ideas.	Students should make comments that indicate they are making text-to-self, text-to-text, or text-to-world connections. These may include comments such as, • This reminds me of … • Based on what I am viewing, … • Now that I have seen this, I am beginning to think differently about …

Critical Response	Students may have a sense of what they're viewing but they
	• can't describe the message
	• don't use clarifying questions to work through their thinking
	• may rely on other students' responses to interpret meaning
		Students are able to
		• connect features of text to meaning and author's purpose
		• ask questions such as
		  - What am I viewing?
		  - How is the content being presented?
		  - Is the information trustworthy?
		  - What biases are evident?
		  - What does the creator want me to know? Why?

Mechanics	Students are not able to distinguish among features of text. These students will need to have more exposure to a variety of features of text.	Students are able to describe features of the text such as • body language • camera angles • colour(s) • font style • scale and placement • sound or music

Appendix B5: Writing Rubric

This writing rubric is intended to be used in daily classroom practice by teachers and students. Writing activities may include print and digital texts such as blog entries, essays, letters, narratives, poems, reviews, screenplays, or song lyrics.

	Not yet meeting outcomes		Meeting outcomes			
	Beginning	**Developing**	**Satisfactory**	**Competent**	**Skilled**	**Mastery**
	I'm unsure about what to do.	*I think I know what to do but I need help.*	*I can do it.*	*I can do it by myself in familiar situations.*	*I can do it by myself in new situations.*	*I can model for others.*
	My writing is confusing and undeveloped.	My writing is incomplete and vague.	My writing is literal but progressing.	My writing is predictable and expected.	My writing is thoughtful and creative.	My writing is insightful and imaginative.
Ideas	My ideas aren't complete or clear.	My ideas aren't clear.	My ideas follow a structure but only some ideas are connected to each other.	My ideas are clear and relevant.	My ideas are clear, interesting, and relevant.	My ideas are interesting, unique, and original.
Organization	My ideas aren't connected to each other and the reader is lost.	My ideas aren't clearly connected so the reader gets lost sometimes.	My ideas are general but the reader needs more direction.	My ideas are structured and give the reader direction.	My ideas are well structured and connected.	My ideas are uniquely structured and support my purpose and message.
Sentence Structure	My sentences aren't complete. The reader can't understand my ideas.	My sentences are awkward and choppy. The reader can't follow what I'm trying to say.	My sentences are complete but are similar in length and type.	My sentences are complete and sometimes vary in length and type.	My sentences flow and are easy to read. I write sentences in different ways.	My sentences are smooth and natural. I use different sentence structures to create variety and interest.
Vocabulary	My words are random and don't develop a message.	My words don't express my message well. They are ordinary.	My words are general and repetitive but identify my message. I use predictable language without purpose.	My words are general and contribute to my message. I choose predictable language.	My words are clear, specific, and contribute to my message. I choose varied language to create interest in my writing.	My words are memorable, powerful, and precise and enhance my message. I choose varied language to enhance my purpose and message.
Voice	My voice is not recognizable.	My voice doesn't stand out.	My voice is present and helps my purpose.	My voice is present and clarifies my purpose.	My voice is distinct and engages the reader.	My voice is unique and affects the reader.
Conventions	My writing doesn't have standard conventions and my meaning is lost.	My writing doesn't have standard conventions and my meaning is hard to figure out.	My writing has standard conventions but my meaning may be questionable.	My writing has standard conventions to support ideas.	My writing has a range of conventions to contribute to stylistic effect/meaning.	My writing has a wide range of conventions to create stylistic effect/meaning.

Appendix B5.1: Writing Rubric Annotations

The following annotations for the traits of writing are intended to guide teachers and students during conferences and mini-lessons about processes of writing and writing products. When students write they will choose from a wide range of forms to achieve different purposes for different audiences. Conferences should be individualized to meet the needs of each student. Teachers will need to focus their feedback on specific, attainable traits with students who are still beginning or developing as writers.

Appendix E3 provides further information and suggestions:

- prompts for
    - creating texts
    - developing approaches to texts
    - developing ability to use features of language in creating texts
- supporting students in writing and representing activities

	Not yet meeting outcomes	*Meeting outcomes*
Ideas	Students who struggle with writing may not be able to identify a topic or know how to develop and connect their ideas. Their • message is not clear • ideas are not relevant to topic • lack of effective structure makes ideas confusing	Students who are successful writers are able to identify a topic or know how to develop and connect their ideas. Their • message is clear • ideas are on topic and relevant • content shows imagination and ownership of ideas
Organization	Students who are struggling with organization in their writing may • not effectively organize ideas to help communicate the message • use a structure but it doesn't help create a unified written product • use sentences that do not follow a logical sequence and aren't connected	Students who are able to organize their thoughts use • effective organization to help communicate message • a structure that creates a unified written product, such as an effective introduction and conclusion • coherent connections between sentences and phrases
Sentence Structure	When students are having difficulty with writing their • sentences may be simply constructed and their structure is repetitive • sentences may be incomplete or not punctuated properly	When students are meeting writing outcomes, their • sentences make sense overall • sentences are varied in structure and flow
Vocabulary	Struggling writers choose words that • are general • may not support purpose • may not be effectively used (i.e., students may choose words that they don't understand or words that sound very unnatural or irrelevant)	Able writers choose words that • are specific and intentionally create images for the reader(s) • are effective and meaningful because they support purpose and are relevant to topic
Voice	Students who struggle with voice in writing show • little evidence of identity • no emotion or connection to the reader or topic	The voice of a successful writer • appears as an identity that comes through the writing • is present and engaging whether it is the author's, character's or speaker's voice • where appropriate, evokes emotion and a connection to the reader or topic is evident
Conventions	Students who are not yet meeting outcomes have • writing errors that create a negative impact on expression and the development of ideas • errors in simple sentence and word constructions	Students who are meeting outcomes may • produce writing that is not completely free of errors • make errors in more complex or sophisticated language constructions

Appendix B5.2: Writing Conference Prompts

A conference generally is less than five minutes and can occur between a teacher and a student, or between student and student. Conference time is meant to focus on one or two concerns related to a student's work. The following table provides useful conference prompts for each of the six traits of writing.

Writing Trait	Conference Prompts
IDEAS	What and why do you want your reader to know about this topic?
	What specific details do you need to add to enhance this part?
	Have you included details that are not supporting your purpose/plot plan that could be left out?
	What other resources could you use to research/further explore this part?
	What can be accomplished through this piece of writing?
ORGANIZATION	How did you get your reader's attention?
	Does your ending pull your ideas together?
	Here's where I got confused _____.
	How can you show that this part connects to the part you wrote here?
	What did you do to organize your writing before you began?
	What text features or illustrations could be used to make this part clearer to the reader?
SENTENCE STRUCTURE	What is the strongest sentence in your piece and what makes it strong?
	How can we make this sentence _____ (longer, shorter, etc.)?
	Reread this part and see if it is easy to read aloud.
VOCABULARY	Find a place in your writing where you wrote so the reader could visualize.
	What did you do to make that part work so well?
	Show me the thesaurus words that you used to replace some of your ordinary words.
	What are some words we've been learning in (subject area) that would help you tell about this topic?
VOICE	Where did you really try to make the reader agree with you?
	What devices did you use?
	Will your reader be able to tell that you know a lot about ____?
	Do you think your audience will agree with this?
	This part made me feel ____ .
CONVENTIONS	Let's look at the spelling and grammar checker suggestions.
	I'm not totally clear on who/what you're referring to with this pronoun.
	Did you use a mentor text to help you with text layout?

Appendix B6: Representing Rubric

This representing rubric is intended to be used in daily classroom practice by teachers and students. Representing activities could include print, video, media texts, or movement.

	Not yet meeting outcomes		Meeting outcomes			
	Beginning	**Developing**	**Satisfactory**	**Competent**	**Skilled**	**Mastery**
	I'm unsure about what to do.	*I think I know what to do but I need help.*	*I can do it.*	*I can do it by myself in familiar situations.*	*I can do it by myself in new situations.*	*I can model for others.*
	My representation is confusing and undeveloped.	My representation is incomplete and vague.	My representation is literal but progressing.	My representation is predictable and expected.	My representation is thoughtful and creative.	My representation is insightful and imaginative.
Message	My representation doesn't communicate a message.	My representation doesn't communicate a message clearly.	My representation communicates a message in a general way.	My representation communicates a message in a focused and clear way.	My representation communicates a message in an interesting way.	My representation communicates a message in an original way.
Audience & Purpose	My representation doesn't recognize an audience; my purpose is not noticeable.	My representation doesn't consider my audience; my purpose is not clear.	My representation recognizes my audience and identifies my purpose.	My representation is appropriate for my audience and connects to my purpose.	My representation is appealing to my audience and achieves my purpose.	My representation is powerful for my audience and my purpose.
Process	I didn't make a plan for my representation.	My representation doesn't show planning.	My representation shows simple planning.	My representation shows attention to planning and development.	My representation shows thoughtful planning and development.	My representation is well-crafted and fully developed.
Elements of Design	My elements of design choices are random and my message is lost.	My elements of design choices don't match my message.	My elements of design choices are general but they identify my message.	My elements of design choices are focused and relate to my message.	My elements of design choices are engaging. They enhance my message.	My elements of design choices are memorable, powerful, and precise. They elevate my message.
Mechanics	My representation doesn't have basic techniques and my meaning is lost.	My representation doesn't have basic techniques and my meaning is hard to figure out.	My representation has standard techniques but my meaning or purpose may be questionable.	My representation uses standard techniques to support ideas.	My representation uses varied techniques to contribute to stylistic effect/meaning.	My representation uses a wide range of techniques to create stylistic effect/meaning.

Appendix B6.1: Representing Rubric Annotations

The following annotations for the traits of representing are intended to guide teachers and students during conferences and mini-lessons about processes of representing and representations. When students represent they will choose from a wide range of forms to achieve different purposes for different audiences. **Appendix E3** provides further information and suggestions:

- prompts for
  - creating texts
  - developing approaches to texts
  - developing ability to use features of language in creating texts
- supporting students in writing and representing activities

	Meeting outcomes	*Not yet meeting outcomes*
Message	• The student's message is clear.	• The student's message is not clear. • The student's ideas may not have been effectively organized to help communicate the message.
Audience & Purpose	• Students create with an audience in mind. • Purpose is clear and relevant to the intended audience and message.	• The student's product lacks a discernible audience and purpose or the purpose is not relevant. • Purpose is not supported by effective use of mechanics.

Process	Depending on the medium chosen, students will
	• gather needed materials
	• create drafts as needed
	• organize ideas before creating a final product
	• use prior learning to direct the creation process
		Students who struggle with planning may
		• publish a final product that is actually ready for presentation
		• not revise their product or incorporate feedback before presenting it
		• include errors such as
		  – using speech balloons that are too small for content
		  – ineffective use of space during a dramatic presentation
		  – basic audio miscues in a multimedia product

Elements of Design	Students will choose a form to express their ideas that supports and connects to their purpose. The organization will enhance the unity and coherence of the representation, such as, • order of events and blocking of characters in a drama • the beginning and ending of a video product or dance • the entry/exit and navigation in a multimedia presentation or digital design	Students may not be able to • choose an effective form to express their ideas • support purpose with features and components of the chosen form • create unity in the product (i.e., the overall design is not unified) Students' products will lack expected features and components of an assigned representing form, such as • too much writing on a travel brochure • no clear entry/exit and navigation cues in a PhotoStory© • soundtrack selections do not match intended mood or message • using a sequence of directions out of order
Mechanics	Students will use medium-specific mechanics to effectively support purpose and message, such as, • font size or style • digital links • camera angle	Students' choices may appear to be random and do not support purpose and message. They may • choose a colour based on preference, not on purpose • use a font size or style that does not support mood or message (e.g., balloon letters on a visual that should convey fear) • choose an ineffective camera angle (e.g., close up instead of wide angle)

Appendix C: Sample Task-Specific Rubrics

Appendix C1: Sample Dramatic Presentation Rubric

This sample dramatic presentation rubric may be helpful when assessing students during activities, such as Readers Theatre or other dramatic readings (scripts, poems, radio play, etc.), role-play, improvisational drama, impromptu dramatic speaking, etc. Teachers are encouraged to co-create task-specific rubrics with students as they engage in various speaking activities throughout the year.

	Meeting outcomes		*Not yet meeting outcomes*
	Skilled	**Satisfactory**	**Beginning**
Voice	• I speak loudly and clearly. • I use volume, pitch and intonation to develop character and/or tell a story. • I enunciate clearly. • My tone of voice engages the audience and suits the tone or the purpose of the drama.	• My voice is clear but I need to develop dynamic variation in my speaking. • I am reading but my voice doesn't aid in the development of the drama. • I speak clearly but my enunciation is not consistent. • My tone of voice doesn't suit the purpose or tone of the drama.	• I do not speak loudly and clearly. • I have trouble reading fluently. • I mumble my words and people cannot understand what I'm saying. • I speak in a monotone without dynamic expression.
Physical Delivery	• I use purposeful gestures and have a confident stance. • If I use props, they enhance meaning.	• I use predictable gestures and have an open stance. • If I use props, they contribute meaning.	• I don't use appropriate body language. • If I use props, they don't serve a purpose.
Dramatic Awareness	• My reading produces an intended effect on the audience. • I have a strong stage presence and appear comfortable while performing. • I stay in character for the duration of the reading. • I pause effectively. • I change my reading as the tone of the story changes.	• I am beginning to understand how my reading affects the audience but at times I am unsure. • I appear comfortable while performing. • I stay in character at times but not consistently • I try to take cues from the audience to enhance my performance.	• I simply read my lines and have little effect on the audience. • I appear uncomfortable on stage. • I appear afraid or unwilling to take risks. • I read quickly so that my turn will be over. • I am not aware of the audience reaction while reading.

Appendix C2: Sample Oral Presentation Rubric

	A student who is meeting outcomes ...			A student who is not yet meeting outcomes ...	
	Mastery	**Skilled**	**Satisfactory**	**Developing**	**Beginning**
Speaks Clearly	Speaks clearly and distinctly all the time, and mispronounces no words.	Speaks clearly and distinctly all the time, but mispronounces one or two words.	Speaks clearly and distinctly most of the time. Mispronounces a few words.	Mumbles and is not always understood. Many words have been mispronounced.	Overall speaking ability is very limited with severe speaking concerns from mispronunciation to clarity.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. Word choice is repetitive and general.	Uses several words or phrases that are not understood by the audience. The overall word choice is repetitive, unexplained and/ or general.	Uses many general words repetitively and ineffectively; has limited vocabuary; words are used out of context or unexplained.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Stands up straight and gains strong confidence as the presentation progresses. Establishes eye contact with everyone in the room during the presentation.	Sometimes stands up straight and regularly scans the audience. Confidence is evident sporadically.	Slouches and mostly does not look at people during the presentation. Seems disinterested and/ or is lacking in confidence.	Very little effort is made in terms of posture and eye contact. Appears to be disconnected with the audience.
Responding	Accurately answers all questions posed by classmates or the teacher about the topic and shows a full understanding of the topic.	Accurately answers most questions posed by classmates or the teacher about the topic and shows a good understanding of the topic.	Accurately answers a few questions posed by classmates or the teacher about the topic and shows good understanding of parts of the topic.	Attempts to answer questions posed by classmates or the teacher but struggles with knowledge of the topic.	Does not attempt to answer questions posed by classmates or the teacher and is unable to provide information when asked; shows no real understanding of the topic.

Appendix C3: Sample Inquiry or Research Process Rubric

	Meeting Outcomes			*Not yet meeting outcomes*
	Mastery	**Competent**	**Satisfactory**	**Beginning**
Topic Selection	Student has chosen a topic that reflects a strong personal interest and created a relevant thesis statement.	Student has chosen a topic that reflects some personal interest and created a relevant thesis statement.	Student has chosen a topic that reflects a personal interest. There is some evidence of consideration of thesis.	Student has chosen a topic that doesn't seem personally relevant. There is no thesis statement.
Location and Use of Information	Student has used three sources to locate and evaluate reliable information: print sources, video, Internet, etc.	Student has used two sources to locate and evaluate reliable information: print sources, video, Internet, etc.	Student has used one source to locate information: print sources, video, Internet, etc. Student has evaluated information for reliability in a limited manner.	Student has used only personal knowledge as the main source of information. Student has not completed any research, or has used sources that are not reliable.
Organizing Materials	Student has organized materials in response to a structured outline.	Student has organized materials in a logical way in relation to a structured outline.	Student has made an attempt to organize materials, but not in relation to a structured outline.	There is no evidence of organization of materials.
Note-Making/Paraphrasing	Student takes information and paraphrases it to reflect thesis and purpose – notes are comprehensive and related to a structured outline.	Student takes information and paraphrases to relate to purpose – notes are satisfactory and related to a structured outline.	Student paraphrases information in a rudimentary way, changing some words – jot notes are copied directly from source materials.	Student takes information directly from source without paraphrasing in any meaningful way (cut and paste).
Approach to Inquiry	Student seeks feedback or help from peers or teacher to discuss questions, refine search for information, or determine validity of sources. Inquiry process demonstrates a high level of critical thinking.	Student seeks feedback or help mainly from teacher when unable to locate needed information or needs assistance in determining the validity of sources. Inquiry process demonstrates a moderate level of critical thinking.	Student seeks help from teacher to locate information, often before attempting to find the information him/herself. S/he relies mainly on the teacher to provide valid sources. Inquiry process demonstrates some critical thinking.	Student did not seek feedback or help in locating information or determining validity of sources. Inquiry process demonstrates little or no critical thinking.
Editing and Revising	Student clearly revises the outline and/or thesis statement to reflect available information, and refines word choice, sentence structure and organization to clarify purpose.	Student may revise the outline and/or thesis statement to reflect available information, and may refine word choice, sentence structure and organization to clarify purpose.	Student edits the work for conventions, and may refine word choice, sentence structure and organization to clarify purpose. There is no evidence of revisiting the outline or thesis statement.	There is no evidence of editing or revision to clarify purpose.

Appendix C4: Sample Visual Response Rubric

	Meeting Outcomes		*Not yet meeting outcomes*
	Mastery	**Competent**	**Satisfactory**	**Beginning**
Design/ Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and focal point) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and focal point) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and focal point) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.
Colour Choices	Choice and application of colour shows an advanced knowledge of colour relationships. Color choice enhances the idea being expressed.	Choice and application of colour shows knowledge of colour relationships. Colors are appropriate for the idea being expressed.	Choice and application of colour shows knowledge of colour relationships. Colors are, however, not appropriate for the idea being expressed.	Student needs to work on learning colour relationships and using that knowledge in his/her work.
Planning and Explanation	Student can describe in detail at any point during the representing process how s/he envisions the final product and how s/he intends to reach that goal. Very focused and goal-oriented.	Student can describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.
Creativity	Student has represented the theme in a way that is totally his/her own. The student's personality/voice comes through.	Student has represented the theme. The student's personality comes through in parts of the visual.	There is little evidence of creativity, but the student has completed the assignment.	Student has not made much attempt to meet the requirements of the assignment.

Appendix C5: Sample Response to Poetic Text Rubric

Meeting outcomes	**Skilled**	The student responds thoughtfully and perceptively to the text in one or more of the following ways; by expressing feelings or opinions; by drawing connections with personal experience or other texts; by offering interpretations of the poem. The student chooses supportive evidence from the text and/or personal experience that demonstrates critical thinking and depth of understanding of ideas, form, and/or poetic devices.
	Competent	The student responds thoughtfully to the text in one or more of the following ways; by expressing opinions or feelings; by drawing connections with personal experience or other texts; by offering interpretations of the poem. The student chooses supportive evidence from the text and/or personal experience that shows depth of understanding of ideas, form, and/or poetic devices.
	Satisfactory	The student responds to the text by expressing a feeling, an opinion, or an interpretation; student draws a connection with personal experiences or other texts. The student chooses supportive evidence from the text and/or personal experiences that shows surface understanding of ideas, form, and/or poetic devices.
Not yet meeting outcomes	**Developing**	The student responds only briefly to the poem and offers little or no support for the comments. The student has apparently misinterpreted or not understood the text, or retells the poem and offers no other response.
	Beginning	There is no evidence of an attempt to meet the requirements of the task, or the response is not decipherable.

Appendix C6: Sample Journal Response Rubric

Option – Ask students to choose a journal to have evaluated. Teachers do record that all journals are complete but don't grade every single entry.

Open Journal responses can include
  • Collage or media collection (with an artist's statement)
  • Drawing (sketch, cartoon, graffiti, etc.), with an artist's statement (less than 100 words)
  • Free write
  • List of questions
  • Persuasive or opinion writing

		Personal connections	**Text and world connections**
Meeting Outcomes	**Mastery**	The student responds thoughtfully and perceptively: • Expresses opinions or feelings • Considers the topic and connects to self • Reflects on implications of their own response; shows some realization • Offers some new consideration or recognizes new learning	The student • Extends on the ideas expressed • Connects to world or other texts (movie, book, music, art etc.) • Demonstrates clarity and explanation of point of view • Uses relevant examples and evidence
	Satisfactory	The student • Expresses a feeling or opinion • Draws a connection with personal experiences • Showd surface understanding of ideas and/ or form	The student • Summarizes the topic, event, or text • Draws a connection with the world or other texts • Retells shared knowledge
Meeting yet meeting outcomes	**Beginning**	The student • Offers little or no personal feelings or opinion • Makes confusing or underdeveloped connections • Lacks coherence in the response	The student does not • Summarize the topic, event, or text accurately • Draw explicit connections with the world or other texts • Demonstrate shared knowledge
		Teacher Feedback:	

Appendix C7: Sample Group Work Self-Assessment Rubric

Use the descriptors below to describe your participation in group work:

Absolutely   *For the most part*   *Sometimes*   *Not so much*   *Hardly, if at all*

Name:	Descriptor
I contribute to keeping the discussion going. Explanation or example:	
I invite others to contribute to the discussion. Explanation or example:	
I ask questions for clarification and I offer further information to explain my views. Explanation or example:	
I willingly express my viewpoint and explain my thinking. Explanation or example:	
I listen carefully in order to get a full understanding of the views of others. Explanation or example:	
Describe some of the ways you think you contribute to your group/class discussion:	
Describe some areas you think you can improve on:	
Teacher Feedback:	

Appendix C8: Sample Speaking and Listening Checklist

Name:	Date:	Yes	No
Strategies	**I can:**		
	• ask others to participate in conversation		
	• paraphrase what others say to make sure I understood them correctly		
	• add my own ideas to others' ideas (e.g., That reminds me of …)		
	• ask questions when I don't understand others' ideas (e.g., Can you tell me more?)		
	• add ideas and rephrase when others don't understand my ideas		
	• respect others' ideas even if I don't agree (e.g., That's a good point, but I …)		
Behaviours	**I can:**		
	• look at others while I am speaking		
	• interrupt respectfully		
	• respect others' personal space by not getting too close		
	• keep my body relaxed and comfortable while others are speaking		
	• make notes while others are speaking		
	• look at others while they are speaking		
Next time I would like to work more on:			

Appendix C9: Sample Reading Checklist

Name:	Date:	Yes	No
Habits	I can:		
	• ask questions and make comments in reading or inquiry circles		
	• read regularly without interruption		
	• read to a partner or reading buddy		
	• choose "good fit" texts for myself		
	• choose to read different types of texts (e.g., non-fiction, graphic novels, websites)		
Strategies	I can:		
	• use different text features to find my way through texts, locate information, and better understand the ideas		
	• recognize different text structures to better understand ideas		
	• summarize and retell information clearly and accurately		
	• use prior knowledge to construct meaning		
	• ask questions to clarify meaning and find information		
	• self-monitor my reading and know when I'm having trouble understanding		
	• use "fix up" strategies to self-correct errors and self-monitor my comprehension while I'm reading		
	• use strategies to figure out words I don't know		
Next time I would like to work more on:			

Appendix C10: Sample Writing Checklist

Name:	Date:	Yes	No
Ideas	My writing:		
	• has a clear message or purpose		
	• has enough interesting and relevant details		
Organization	My writing:		
	• has an interesting and informative title		
	• has a beginning, middle, and end		
	• is organized in a way that makes sense such as paragraphs, stanzas or dialogue		
	• has a strong opening to get the audience's attention		
	• has a strong ending to support my purpose		
Voice	My writing:		
	• shows how I feel about the topic		
	• shows that I care about my topic		
	• sounds like me		
Word Choice	My writing:		
	• has strong, descriptive words		
	• has strong action words		
Sentence Fluency	My writing:		
	• has sentences starting with different words		
	• has long and short sentences		
	• sounds good when you read it out loud		
Conventions	My writing:		
	• has words spelled correctly		
	• uses proper punctuation		
	• uses capital letters correctly		
	• follows grammar rules		
Next time I would like to work more on:			

Appendix C11: Sample Reading Observation Checklist

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

Appendix D: Guidelines for Collaborating in Groups

Teachers should model and explain clear expectations when students are organized to collaborate in groups.

Norms of Collaboration

It is important that students understand what effective collaboration looks, sounds, and feels like. With practice and effective teacher feedback, students should gain confidence and improve their skills for collaborating with their peers. There are seven recognized norms of collaboration.

Promoting a spirit of inquiry	• Group members are focused on hearing a wide variety of ideas from each other and asking questions to move the conversation forward. • Group members do not push their ideas on each other and insist their ideas are the right ones.
Pausing	• Group members listen to hear what others say and pause before responding. • Group members do not talk over each other at the same time or try to dominate the conversation.
Paraphrasing	• Group members summarize each others' ideas using fewer and different words to show they understood what was said. • Group members do not use negative or judgemental comments or body language in response to others' ideas.
Probing	• Group members ask questions for clarification and to seek logical conclusions. • Group members do not accept every idea at face value.
Putting ideas on the table	• Group members make suggestions, share ideas and opinions, and provide facts or reasons to back up their ideas. • Group members do not insist their ideas are the only right ones and are willing to modify their thinking based on discussions with others.
Paying attention to self and others	• Group members self-monitor their feelings, tone of voice, and body language. • Group members pay attention to others' non-verbal cues and emotional reactions.
Presuming positive intentions	• Group members believe others mean well and are always trying their best. • Group members do not react impulsively without thinking first.

Adapted from Garmston and Wellman (2006) *The Adaptive School: Developing and Facilitating Collaborative Groups*

Brainstorming

In brainstorming, a facilitator solicits opinions and suggestions, often through posing closed or yes-or-no questions. The goal is to elicit as many possibilities from a wide range of participants. Suggestions are not usually questioned or discussed by participants until the brainstorming session is ended. There are many options once the notes from the brainstorming have been recorded.

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 is 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 and 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 five 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 five times for a full length novel. These five meetings would be interspersed with mini-lessons, reading time and other activities so that the five 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 practised the skills, there can be assessment of their learning. There will be several book club discussions taking place in the classroom at one time, so it is best to assess one or two groups per book club class. Not all book clubs need to be assessed every time they meet. Students should be encouraged to reflect on (assessment as learning) their Book Club experiences and how they are developing as readers.

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

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

Adapted from Frequently Asked Questions About Book Clubs
Rachel Cooke – Instructional Leader English/Literacy (used with permission)

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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Daniels, H. & Steineke N. *Mini-lessons for Literature Circles*. Portsmouth: Heinemann, 2004. ISBN 0-325-00702-0 www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf

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

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

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

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

Inquiry and Literature Circles

Inquiry and literature circles allow students to respond to texts as a group. Each student within the group has a specific role which changes each day students meet. Students are assigned specific sections of a text to read in preparation for each class. During class students discuss the text in their groups and record notes and responses specific to their role. Assessment may be based on preparation, written work, class discussions, and peer and self-assessment. The following chart provides sample roles, responsibilities and guiding questions.

Suggested Role	Responsibility	Sample guiding questions
Connector	Makes the link between today's reading and the large picture (connect the passages to own life, school life, other works studied, current events, etc.)	• What connections can you make to your own life? • What other texts, characters, or ideas can this compare with? • What might this text say about the world at large? • What is the most interesting connection? • What real people or events come to mind?
Discussion Director	Facilitator who leads discussion about today's reading and ensures that members of the group stay on topic (discuss the larger issues in the text or major themes within the text)	• What is the most significant episode, event, or idea? • What do you like or dislike about this text? • What might happen next? Why? • How does this part tie in with the whole text? • What thoughts occurred to you as you read?
Illustrator	Visual artist who draws a scene or creates a visual (e.g., cartoon sequence to show the significance, sequence, or plot of a scene) and uses labels or captions to clarify	• How does this drawing relate to the text? • Who and what are represented in the drawing? • What were you thinking while you created this particular drawing this way? • What message are you trying to communicate in the drawing?
Maestro	Deejay who controls the music list and selects at least one song that relates to today's reading (bring lyrics and/or music to class)	• What music does the text remind me of? • How does this music characterize the message of the text? • How is the music I chose connected to the text? • Why does the tone of this music suit the text?
Passage master	Facilitator who records direct quotes from today's reading and explains why they are important, significant, or how they raised questions during reading	• What does this quote make me think of? • Why is this quote interesting? What is the author saying? • Why might the character say this? Is it because ...? • Why does this quote stand out from all the others I could have chosen?
Vocabulary enricher	Facilitator who identifies specific words or phrases that are important, challenging to understand, or connected to key ideas in the text	• What does this word mean? • Why did the author choose this word or phrase? • Are there other words that might have similar meaning? Would they change the message?

Socratic Circles

Socratic Circles may be used to assist discussion. These are effective in facilitating authentic, student-centred learning because the teacher acts only as a monitor to keep the discussion moving forward. Students direct the focus of the discussion to activate prior knowledge, make connections, and synthesize information. 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:
• asking participants "how they know" something
• challenging assumptions that may be in evidence
• providing alternatives for consideration
• requesting definitions for a particular word
• seeking consistencies in participants' responses over time

During a discussion facilitators:
• can group ideas after a period of time
• move the discussion to higher levels of generality
• suggest possible lines of thinking (e.g., consequences or effects, similarities or differences)

Appendix E: Supporting Students in English Language Arts

Appendix E1: Supporting Speaking and Listening

Teachers may use a variety of instructional strategies to develop and support students' oral language skills:

- Encourage purposeful talk and thinking aloud.
- Give students opportunities to gather information, and to question and interpret, building on what they already know.
- Ask open questions that solicit diversity of thought.
- Model oral language strategies:
  - Read aloud and tell stories.
  - Think critically about what is heard to challenge information, assumptions, and possible prejudices.
  - Be sensitive to others' culture, feelings, non-verbal cues, and responses.
- Make effective talk a regular part of the language arts classroom.
- Assess both oral language processes and products.
- Develop norms or expectations for listening and speaking and collaborating in groups.

The following sample prompts may help teachers support students as they engage in a variety of speaking and listening activities in the classroom.

Effective Speaking

Before

- How can you ensure that others have an opportunity to be heard respectfully?
- How can you politely disagree with someone's opinions and offer your own ideas respectfully?
- What are some rules or guidelines for small group discussion?
- What steps did you follow to prepare for the presentation? Which steps were the most helpful?
- What steps have you followed to make your presentation clear and easy to follow?
- Who is your intended audience? What will you include to explain/describe/convince/persuade/ entertain your audience?

During

- How did your body language help introduce, explain, and summarize this topic?
- How did you capture and hold the audience's attention?
- What techniques did you use to highlight key points?

After

- How would you evaluate your presentation? What were its strengths? What might you want to improve?
- What feedback have you received from others that you will incorporate into your next presentation?
- What is a goal for your next informal talking activity?
- What is a goal for your next speaking activity? What would help you become a better speaker?
- What would help make you and others more confident when having conversations?

Effective Listening

Before

- What strategy most effectively helps you to remember ideas and facts presented? What other strategies might you try?
- What would you consider to be your strengths as a listener?

During

- How did you ask for clarification on complex topics? How did the discussion help with this topic?
- In what ways might you encourage a person who was speaking?
- What did the speaker do to sustain your attention?

After

- Can you give an example of how the speaker used or might have used humour, repetition, or gestures?
- How did you distinguish between fact and opinion? Provide an example of each.
- What did the speaker deliberately leave out of the presentation to support his or her own bias?
- What do you think the speaker wanted you to understand about the topic? What evidence was provided? What techniques were used to persuade you?
- 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?

The following suggestions provide teachers with options for a variety of common classroom situations.

If you notice that a student …	teachers may ...
Is reluctant to participate in group discussions	• provide opportunity to share in other ways • pair students (then create small groups before moving to a whole group)
Has difficulty following oral directions	• give one or two directions at a time • ask the student to paraphrase the directions given • provide written or visual instructions
Struggles to summarize what was said	• activate prior knowledge or provide an outline • provide a structure to support the student • model summarizing techniques
Does not ask clarifying questions of another speaker	• prompt the student to ask questions • model different types of questions • allow the student to write questions • encourage investigation of questions others ask
Is not respectful of the ideas and opinions expressed by others	• model appropriate behaviour • generate a list of group norms • pair the student with a student who will model positive behaviour • provide the student with a protocol for participation
Has difficulty evaluating the effectiveness of a speaker	• provide criteria for evaluation • model effective and ineffective presentations
Has difficulty expressing his or her own ideas and opinions	• allow the student to express ideas in writing or through other representations • encourage sharing with a partner, then a group • encourage the student to create a video of themselves speaking that they can view on their own
If you notice that a student excels at …	**teachers may ...**
Engaging an audience of their peers	• challenge the student to engage an unfamiliar audience
Persuading someone to agree with his or her opinion	• challenge the student to argue a viewpoint that opposes his or her own

Appendix E2: Supporting Reading and Viewing

Teachers are facilitators and animators in the reading and viewing classroom, organizing students to pursue various topics and questions, and motivating conversations and discussions. Through sharing and talk, students not only acquire new meanings and interpretations from their peers, but also refine and enhance their own initial impressions of texts.

Teachers guide students in selecting texts and provide descriptive feedback on their oral and written responses to texts. As students work with increased independence and autonomy, teachers are listeners, observers, and participants.

Teachers may use a variety of instructional strategies o develop and support students' reading and viewing skills:

- Provide opportunities for a wide variety of student-selected texts (print, digital).
- Support in finding their starting point or reading level.
- Model and discuss reading-writing connections (i.e., read like a writer).
- Offer regular and on-going feedback that will allow them to grow as readers, viewers, and thinkers.
- Use open questions that are intended to help students grow in their understanding and awareness, and suggest areas of inquiry.
- Provide rich opportunities for class discussions, small groups, and pairs of students to talk about texts they are reading and viewing.

Thinking Processes and Comprehension

Research supports a wide range of thinking processes that cross all curriculum areas. Many of them should be modelled by teachers and practised by students as they read and view more complex and content-specific texts. Students will rely on their background knowledge and experiences (schema) to make sense of texts; their conscious and unconscious use of cueing systems also impact their level of comprehension. The following chart outlines seven processes and sample student behaviours for each: **connecting**, **questioning**, **determining importance**, **visualizing**, **inferring**, **analyzing,** and **synthesizing**. This is not a finite list of processes but they represent thinking that is necessary for meaningful understanding to occur. They underlie observable behaviour students exhibit while reading or viewing; teachers must be keen observers of students' behaviours to determine which types of thinking they are engaged in or ones with which they may be struggling.

PROCESS		Students may say ...
Connecting	Making connections means relating something in the text to something students have experienced, read about or seen through other media forms. Making connections enables students to have a better understanding of what is being read, heard or seen. Making connections can include linking information with: • personal experience (text to self) • known information (text to text) • knowledge of the world (text to world)	• This part explains the part on page ... • This makes me think of a time when ... • This reminds me of … • This makes me feel ... because … • I like this because … • This is like when … • This fits/doesn't fit with what I already know. • This relates to ... • I already know that ... • This idea is similar to…

	PROCESS	Students may say ...
Questioning	Questioning means asking questions before, during and after an experience to better understand or think critically about information. The questioning process may include: • working to self-correct errors while monitoring comprehension • predicting what may happen next or what information will be presented next • identifying the main gist of a topic or text	• Before I started to read I wondered … • I want to know about ... • This part makes me wonder about … • Does this make sense? • I think this might be about… • What does this really mean? • I thought it meant …, but now I think ... • What does the author mean …? • So far I have learned … • Because of the pictures, I think ...
Determining Importance	Determining importance means sorting through and prioritizing information. Students may use strategies associated with **questioning** to determine importance as they interpret words, symbols, charts and pictures.	• This is about … • The main idea of this is ... • This is important because … • This part is interesting but it isn't the main idea. • This word is in bold so it must be important. • The headings and subheadings help find information on ... • The most important thing to remember is… • The author/presenter is saying…
Visualizing	Visualizing means picturing ideas in one's mind based on language, symbols and descriptions. Students may create mental pictures while they interpret words, symbols, charts and pictures. Visualizing often requires students to make **predictions** and **connect** ideas to personal experiences. Visualizing may demand a level of **synthesis** because the images are new creations based on a student's experiences. Students may also have to guess at some information and make inferences when they visualize.	• I can picture the part where it says … • I imagine what it must be like to … • I like the way the author describes … • This makes me picture … • The text makes me imagine … • This idea is like … • This might be … • If this was a movie ....
Inferring	Inferring means thinking about what is meant but has not been explicitly stated. Students have to use information left by the author or creator and combine it with their own ideas to create meaning. **Predicting** and inferring are similar in that they both require using unknown information. Predicting is thinking about what will happen next or what you will find out next. When inferring, a reasoned guess may be right or wrong. Making an inference involves being able to justify a guess based on known information and personal connections.	• Based on what I am seeing, I think this means … • I think … because it says … • I wonder why … • I wonder how … • I wonder if … • I guess that … • Maybe this means …

	PROCESS	Students may say ...
Analyzing	Analyzing means examining parts or all of a text in terms of its content, structure, and meaning. Analyzing requires critical thinking.	• I think the author tried to … • This doesn't fit with what I know … • This would have been better if … • I think the author may have used this technique because ... • What is the author trying to say? • Does that make sense? • Can this be real? • I think this information is for … • This idea is similar to …
Synthesizing	Synthesizing means creating new understandings by combining what is already known with what was read, heard or seen. This thinking process demands that students be able to put parts together to form a coherent or unique whole. When synthesizing, students may have to adjust their present understandings to accommodate new knowledge using personal connections.	• For me this is about … • After reading this, I think differently about … • I would recommend this because … • This makes sense because ... • I did it this way because … • I think this works this way because ... • I used this strategy because … • I see why ...

The following sample prompts may help teachers support students as they engage in reading and viewing activities in the classroom.

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

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 main character exhibited_____ (e.g., kindness/cruelty, fairness/unfairness).
- What themes are addressed in the story?
- Describe your favourite genre. What is it that engages you?
- How might one message be presented in two different texts?
- What characteristics or elements does the author/creator use? How does he or she make them stand out?
- What events seem to be the most important? Which ones are the supporting details?
- What patterns did you recognize in the text? Explain. How did this help you to predict information?

The following suggestions provide teachers with options for a variety of common classroom situations.

If you notice that a student …	teachers may ...
Is consistently reading text that is too difficult or too easy	• set goals with the student • model techniques for selecting text • assign short pieces of text that provide a little bit of challenge for students • provide the student with a number of texts to choose from
Has difficulty with reading fluency (reading is slow and choppy or much too fast)	• model fluent reading • ask the student to read the same piece more than once • have the student practise with text that is at his or her independent reading level
Has difficulty with comprehension and understanding text	• confer with the student • ensure the student is reading text that is at his or her instructional level • encourage the student to discuss the text with a small group

If you notice that a student …	teachers may ...
Does not provide evidence and support for his or her opinions and statements	• model and scaffold the process • provide a graphic organizer that prompts the student to give evidence
Is unable to locate information relevant to a topic of study	• provide questions for investigation • model questioning and the process of locating information
Does not critically evaluate text	• provide the student with questions or prompts to encourage critical thinking • model critical thinking using a think-aloud • begin by providing the student with easy/obvious texts for evaluation and move toward more complex texts
If you notice that a student excels at …	**teachers may ...**
Selecting appropriate texts	• provide the student with more variety, independence and opportunity to select texts
Comprehension and understanding of texts	• challenge the student to compare texts that may be related by theme, allusion or social context
Author studies	• challenge the student to investigate the author's writing habits, including whether the author works alone or has worked with others

Appendix E3: Supporting Writing and Representing

The following sample prompts may help teachers support students as they engage in writing and representing activities in the classroom.

Creating Text
• Who is your audience? How did you craft this piece of writing or product specifically for your audience? How did knowing the audience influence the form, style, and word choice? • 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?

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 creating your next text? • 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 Ability to Use Features of Language in Creating Texts
• How might you change this sentence to create a more dramatic effect? • When you cite the work of other authors, how do you acknowledge that source for your readers? Why must you acknowledge the source? • What are some sources you could check to provide more variety in the vocabulary you're using? How might you prevent the overuse of some words? • How can you indicate to the reader that this part of your piece is dialogue, and help them identify which character is speaking? • How many sources have you cited for your work? Where are your references? • How reliable/reputable are the sources? How do you know? • How did using technology help you with your revision and editing? • Read your piece aloud. Is your voice coming through? Explain.

The following suggestions provide teachers with options for a variety of common classroom situations.

If you notice that …	teachers may ...
A student's text is not focused or lacks relevant and accurate information (*content and ideas*)	• confer with the student • model effective use of ideas using mentor texts • brainstorm ideas with students • model the process of grouping and classifying information • provide opportunity for practise and sharing
A student's text lacks organization (*organization*)	• confer with the student • model effective organization patterns using mentor texts • explicitly teach organization using graphic organizers as a starting point • provide opportunity for practise and sharing
A student's text has many mechanical errors (*conventions*)	• confer with the student • model effective use of mechanics using mentor texts • explicitly teach conventions • provide opportunity for practise and sharing • create posters that address issues of mechanics
A student's work consists of largely the same type of writing/representing	• provide students with a checklist and a minimum goal each term • provide models of various text types • read aloud and encourage others to share various text types
A student's text does not include the necessary text features and structure for that type of text (*presentation*)	• read aloud various types of text and conduct think-alouds highlighting key features • create and display posters that address text features
A student's text is not appropriate for the intended audience and purpose	• confer with the student • encourage the student to share his or her writing with a peer for feedback
A student rarely shows commitment to a creating a text	• set small and manageable goals for the student, and confer or check with the student at regular intervals • give the student a choice of writing topic or form or audience • invite the student to make decisions about the topic, form, and/or audience
A student is reluctant to make revisions or editing improvements to his or her text (conventions)	• confer with the student • model using mentor texts • start small—choose one or two areas to focus on
If you notice that …	**teachers may ...**
A student is able to convey strong personal voice in writing	• challenge the student to write with an alternate voice (e.g., pseudonym)
A student excels in creating informational texts (e.g., newspaper article, brochure, argumentative essay, etc.)	• challenge the student to produce creative texts (e.g., poetry, stories, collage, dramatic productions, etc.)
A student excels in choosing vivid words	• challenge the student to investigate the etymology of discipline-specific vocabulary (e.g., art, medicine, technology, sports, etc.)

Appendix F: Reading – Writing Connection

"[Students] learn to read and write by using the same language skills they use when they talk – the words they know, and their ability to put their ideas into sentences. The background knowledge they use develops from the experiences they have had, the texts they have read ... and the conversations in which they have taken part." (Trehearne, 85)

Reading and writing are inextricably connected. When first learning to read and write, students rely heavily on oral language as their skills develop. Over time, there are demands on students to read and create texts with increasing complexity. Using mentor texts as models for students when they are creating their own texts is very important. Students will likely be more successful in creating texts if they have examples to discuss, analyze, and build on through the creative development process.

The appendices included in this section provide teachers with information that supports the reading-writing connection. The charts and lists can inform instructional planning but are not exhaustive or exclusive; students are not required to experience or create every type of text or use every concept identified. The information is a guide only and decisions about instruction should be based on continual assessment of students' strengths, interests, and needs.

"Students become good readers and writers by reading and writing a lot. They need to have time to make this happen. They learn that there must be both a purpose for writing and an audience in mind. Nonfiction writing often provides that real purpose. Real reasons to write increase motivation. Students see themselves as writers with something worthwhile to say. As students read, reflect, and respond – orally and in written form – they improve both their vocabulary development and their comprehension." (Trehearne, 305)

Appendix F1: Sample Texts Students Can Create and Experience

Texts may include:

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

Appendix F2: Common Characteristics and Literary Devices of Selected Text Forms

Text Form	Common characteristics	Literary devices which may be used in more than one text form
Drama/Plays	act, action, aside, chorus, comic relief, dialogue/voice, monologue, prologue, scene, screenplay, script, soliloquy, stage directions, tragedy, tragic hero	alliteration, allusion, antagonist, atmosphere, climax, conflict, connotation, denotation, diction, figurative language, flashback, foreshadowing, hyperbole, imagery, irony, juxtaposition, message, metaphor, mood, paradox, parallel structure, personification, point of view, purpose, protagonist, satire, setting, simile, speaker, stereotype, suspense, symbol, theme, tone
Short Story/Narrative	anticlimax, character, conflict, denouement, exposition, falling action, narrator, plot, resolution, rising action, subplot, suspense	
Poetry (ballad, elegy, epic, free verse, blank verse, lyric, narrative, ode, sonnet, etc.)	allegory, assonance, cacophony, chorus, consonance, couplet, diction, euphony, extended metaphor, feet, iambic pentameter, line, onomatopoeia, repetition, rhyme/rhythm, stanza, verse	
Non-fiction	argumentation, conclusion, description, introduction, objective perspective, opinion, organization (coherence, unity), persuasion, structure (cause/effect, generalization/examples, problem/solution, procedural, etc.), subjective perspective, supporting evidence (charts, facts, graphs, quotes, statistics, etc.), thesis statement, topic sentence	
Other literary devices	allegory, analogy, cliché, comparison, composition, complication, context, contrast, dominant impression, epiphany, fallacy, motif, narrator, onomatopoeia, oxymoron, paraphrase, pun, refrain, rhetorical question, sarcasm, thematic statement, thematic topic, transitions	

Appendix F3: Modes of Writing

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

Mode	Description	Sample Forms
Expressive	• Often colloquial and spontaneous • Used to express personal feelings, describe personal experiences and articulate personal opinions • Often written in the first person point of view • Audience may be less important than what the student has to say	• blog • collage • journal response • learning log • memoir/autobiography • painting or photograph • photo essay • reflective paragraph • some friendly or personal letters, emails or messages • storyboard • thank-you note
Transactional	• Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) • Primarily used to record and convey information • Sometimes used to provide directions or instructions • Sometimes used to organize or summarize factual information • Sometimes used to report or explain information • Sometimes uses standard formats (e.g., spacing, headers, font sizes)	• biography • brochure • business letter • directions, instructions, or map • documentary or timeline • feature or news article • formal paragraph (e.g., paraphrase, summary) • newsletter • public service announcement or advertisement • questionnaire or survey • recipe • report (e.g., financial, scientific, research) • résumé or CV
Poetic	• Often planned using recognized processes (e.g., creating more than one draft of the text) • Primarily used to express creativity • Sometimes presented from an identifiable point of view • Sometimes uses standard formats (e.g., spacing, headers font sizes)	• graphic story • movie or video • music • poetry • script or screenplay • short story • song

Appendix F4: 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:

- Classifications offers an orderly way to talk about literature.
- The system allow learners to have a better idea of the intended overall structure of the text and/or subject.
- 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 is beneficial for a number of reasons:

- Students can construct and elaborate upon their own interpretations.
- They can increase their awareness of form and technique.
- There is a deeper appreciation for the range and power of language.
- Students can develop a lifelong habit of reading as a rewarding pursuit.
- Responding to a range of texts can develop strong reading-writing connections that support critical thinking.

The following chart lists selected literary genres, both nonfiction and fiction, with a description for each. Teachers may also find it beneficial to explore the explanation of genres and text forms in *Selecting Young Adult Texts: An Annotated Bibliography* (http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/index.html).

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 one play.
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.

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 F5: Text Features

Recognizing and navigating text features are an important part of a student's ability to comprehend and make meaning of diverse texts. Constant attention to text features will be required in English language arts as students experience more sophisticated texts and text features that may be new to them. Students will also be expected to create texts using standard text features associated with specific text forms. It is important that instruction about text features is embedded within the context of meaningful reading, viewing, and text creating experiences; generally, students do not benefit from explicit instruction on text features in isolation.

The following charts do **not** comprise an exhaustive list of text features students may use or encounter. Students may experience or create specific text features not listed here; teachers should be prepared to add these to the list as they arise.

Students are **not required** to master every entry from the suggested list but their exposure and use of these features should increase over time in the Intermediate grades. It is important for teachers to assess students' prior experiences and scaffold students' learning as needed. Samples of student-created texts and mentor texts should be made available as often as possible to model appropriate use of text features.

Informational Texts

Students will discuss, identify, and use a variety of text features, particularly with informational texts.

Print features	• appendix • glossary	• index • preface	• pronunciation guide • table of contents
Organizational aids	• bullets • captions	• font style (colour, bold, italics) • labels • headings	• sidebars • subheadings • titles
Visuals and graphics	• charts/tables • diagrams • drawings	• graphs • magnification • maps	• photos • sketches • timelines

Visual Texts

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

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

Media Texts

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

Media Devices	• advertisement • agenda • bias • blog • brochure • caption • commercial • deconstruct • demographic • dialogue bubbles • endorsement • format	• headline • hypertext • icon • image • intent • lead • logo • mass media • media • media strategies* • medium • message	• motive • podcast • poster • product • product placement • propaganda • speech balloon • subliminal message • subtext • target audience • Web page • white space
*Media Strategies	• bandwagon • cartoon/cute characters • celebrity endorsement	• emotional appeal • facts and figures • gender/sex appeal • name calling • plain folks	• shock appeal • snob appeal • testimonials • humour

Appendix F6: Sample Language Structures and Conventions

Constant attention to language structures and conventions will be required each year in English language arts. It is important that instruction on language structures and conventions is embedded within the context of meaningful reading and writing experiences; explicit teaching on these topics in isolation is not generally effective in supporting students' learning and development of interdisciplinary literacy skills. It may also be beneficial for students to create individual plans for language use to support specific curriculum outcomes in GCOs 4, 8, and 10, and to build their capacity to transfer their learning to other subject areas.

The following chart is **not** an exhaustive list of language structures and conventions students may use or encounter. Students may experience or create texts with conventions not listed here; teachers should be prepared to add these to the list as they arise.

Students are **not required** to master every entry from the suggested list but their exposure to and use of these conventions should increase over time in the Intermediate grades. It is important for teachers to assess students' prior experiences and scaffold students' learning as needed. Samples of student-created texts and mentor texts should be made available as often as possible to model appropriate language use.

Grammar	B7	C	E9
Action verbs ending with –ing	X		
Adjectives and adverbs		X	
Subordinating conjunctions			N
Complex sentence			N
Compound sentence			N
Coordinating conjunctions			N
Future Tense	X	X	
First and third person pronouns	X	M	
First and third person point of view	X	M	
Imperative voice	X	X	
Irregular and regular verbs		X	
Nouns and collective nouns		X	
Parallelism/parallel structure			N
Past Tense	X		
Possessives	X		
Prepositions		M	
Present Tense	X		
Pronouns		M	
Run-on sentence	X		
Sentence fragment			N
Simple sentence			N
Subject-verb agreement		M	
Transitions (e.g., and, because, so, then)			N
Use of consistent tense within a text			N

Capitalization and Punctuation	B7	C	E9
Abbreviations		X	
Apostrophes		M	
Brackets		M	
Capital letters		X	
Colons (e.g., lists, titles)		X	
Commas (e.g., in poems, lists, salutations, addresses)		X	
Dash			N
Declarative sentence	X		
Dialogue conventions (e.g., punctuation, capitalization, quotation marks)	X		
Ellipsis		M	
Exclamation marks		X	
Exclamatory sentence		M	
Hyphen	X		
Imperative sentence			N
Interrogative sentence			N
Parentheses/parenthetical phrases		M	
Periods			N
Question marks		X	
Quotation marks to quote from a text		M	

Word Study and Spelling	B7	C	E9
Abbreviations	X		
Antonyms		X	
Capital letters for names and places	X		
Comparatives and superlatives		X	
Compound words	X		
Contractions	X		
Forming adverbs and adjectives		X	
Homographs, homonyms and homophones			N
Hyphenated words		X	
Plurals		X	
Root-words and suffixes (e.g., small words in big words, patterns, word families)		M	
Silent letters			N
Syllables		X	
Synonyms		X	
Vowel combinations		X	
Word origins		M	

Appendix F7: Connections Notebook

Students may benefit from keeping a connections notebook. This can be a simple paper notebook, a binder with tabbed sections, an expandable file folder, a virtual notebook or directory on a computer or mobile device, or a combination of these. This notebook can be used by students on a daily basis.

While the notebook does not have to be rigid in its design or structure, it may be used for a variety of purposes.

Students may record responses to texts they interact with (read, watch, hear). The notebook can be a personal storehouse of students' thoughts, feelings, and reflections about texts they read, watch or hear. Students may document their thinking and explore their own ideas about texts which can support their ideas in class discussions. Students may eventually create texts from their reading notes and inquiry topics in their portfolios.

Students may record responses to teacher-directed prompts or journal responses as well as any ideas for creating their own texts. The notebook is a safe place for students to try out ideas, discard the ones they aren't pursuing and further develop the ones they are committed to seeing through to a published product and placed in a Growth Portfolio.

Students may write about any topics and experiences that are important to them:
  - Lists of ideas that interest the student;
  - Texts (books, movies, songs) the student has read/watched/heard or plans to read/watch/listen to, including recommendations from others;
  - Photos, article clippings, song lyrics, headlines, ticket stubs, quotes and other environmental texts that have meaning for the student; and
  - Sketches, drawings or charts that capture the student's ideas about texts.

A connections notebook can provide ongoing opportunities for teachers to initiate assessment *as* learning (AaL) and assessment *for* learning (AfL). For example, teachers may question students about their lists of recommended reading and viewing. This conversation can allow a teacher to assess the student's interests as well as the complexity and range of texts the student is choosing to interact with.

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