

General Outcome 2



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many

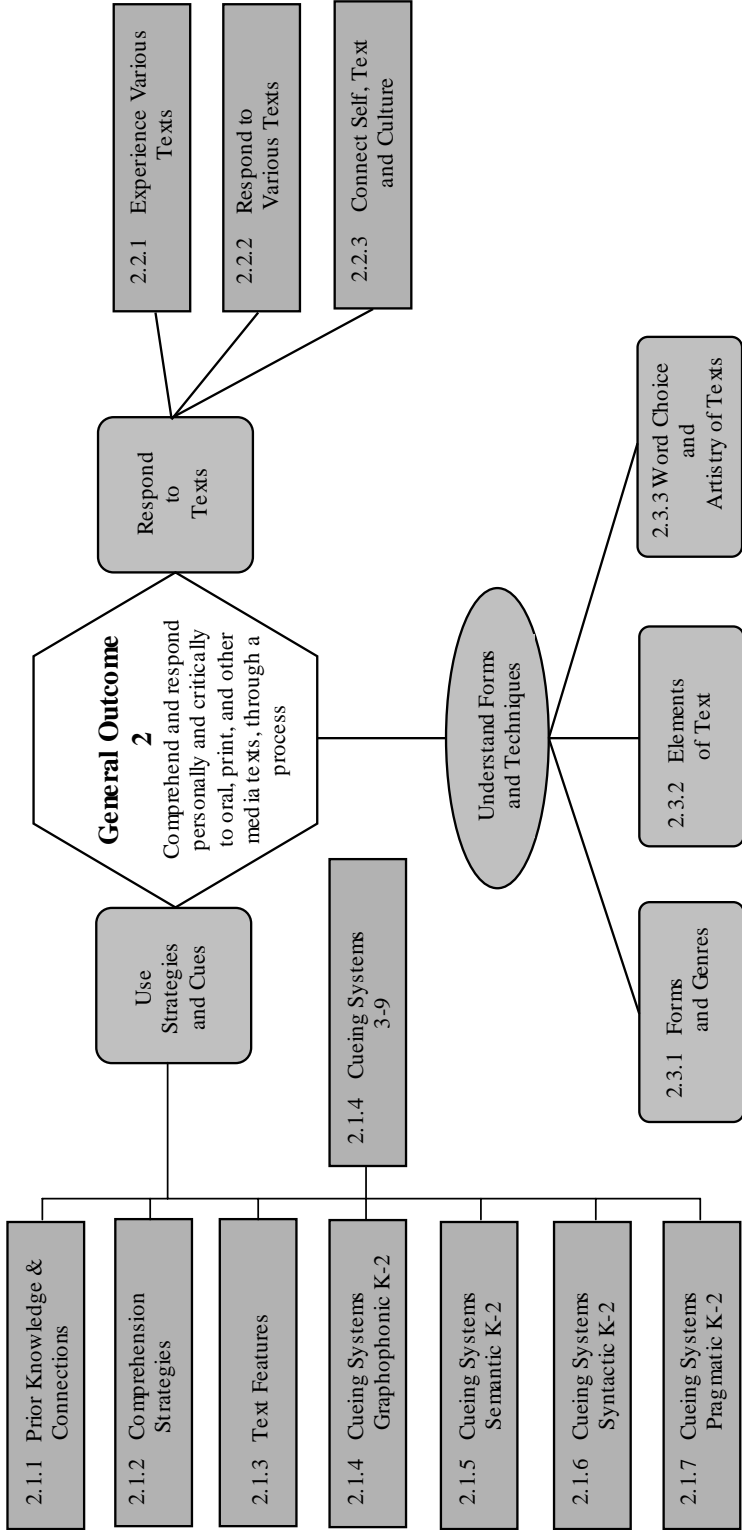
voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.1.1

Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

General Example(s)

•talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

7 Specific Outcome 2.1.1

Make and explain connections between previous experiences, prior knowledge, and texts

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

Prior Knowledge and Connections

8 Specific Outcome 2.1.1

Make and explain connections between previous experiences, prior knowledge and texts

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

- See Combine Ideas and Develop Understanding (1.2.1)

9 Specific Outcome 2.1.1

Make, explain, and evaluate connections between previous experiences, prior knowledge and texts

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

- See Combine Ideas and Develop Understanding (1.2.1)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.1

Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding

Grade 7 Specific Outcome 2.1.1

Make and explain connections between previous experiences, prior knowledge, and texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.1 a. Integrates new ideas and information into personal understanding

** new ideas and information evolved from the connections between self and texts*

See Synthesize Information (3.3.4)

May say, "So, if our worm farm improves the quality of soil in the bin, farmers should buy worms and put them in their gardens or fields."

2.1.1 b. Represents the connections that evolved from conversations and the exploration of texts (oral, print, and other media)

**May choose to use graphic organizers to represent the connections that evolved from conversations*

May say, "After we had talked about moving weights with simple machines in class, our, we worked in the town shop to figure out a lever and pulley system to try to lift the new playground equipment."

**graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...*

2.1.1 c. Seeks to understand, through discussion, the connections others have identified

May say, "I don't see it the way you do; can you explain what you learned about / or how you arrived at that, again?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.1 a. Integrates new ideas and information (developed from the connections between prior knowledge and experiences and texts) into personal understandings

See Synthesize Information (3.3.4)

May say: "I listened to all the stories Maggie's auntie told about how they treated illness long ago. I didn't really believe any of it, but the other night I had a bad headache and I tried drinking some willow tea and it helped. Maybe some of those things really do work."

2.1.1 b. Seeks to understand, through discussion, connections others have identified

May say, "I don't understand why you still think that we do not need to worry about how many trees we are cutting down every year: just look at the stories about how the settlers cut trees all around the communities they built and how much further they had to go for wood every year."

Prior Knowledge and Connections

Grade 8 Specific Outcome 2.1.1

Make and explain connections between previous experiences, prior knowledge and texts

Grade 9 Specific Outcome 2.1.1

Make, explain, and evaluate connections between previous experiences, prior knowledge and texts

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

- 2.1.1 a. Explains how new ideas and information (developed from the connections between prior knowledge and experiences and texts) are integrated into personal understandings**

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See Synthesize Information (3.3.4)

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May say: "I never really thought about the wheel as a piece of technology - I mean it's been around forever. But in reading about early agriculture in Central America, I can see how having wheels on a cart to move the harvested food would have hugely changed how much time it would have taken the women to bring the food home from the fields. I can't imagine what it would be like to not have wheels."

May say: "We've been watching all the stuff on TV about going "green" and there are so many different ideas about how to improve our carbon footprint. Some are easier to do than others, and some wouldn't work here at all. Our class has decided we should do more reusing and recycling and we should try using those compact fluorescent lights where we can. According to my calculations, that could save hundreds of dollars for the school in electricity costs, especially in the winter."

- 2.1.1 b. Uses questioning and paraphrasing in discussion to understand connections others have identified.**

- 2.1.1 b. Uses questioning and paraphrasing in discussion to understand and evaluate connections others have identified.**

May say: "So, are you saying that if everyone quits hunting polar bears, then they won't be endangered any more? To me, that doesn't make sense. I thought that it was global warming that was destroying the sea ice and that's why the numbers were so low. That's what David Suzuki said, wasn't it?"

May say: "According to this article, Canada is going to stay in Afghanistan even longer now. After your cousin who just came back from there came to talk to us, it sure sounds like they do a lot of fighting, as well as building schools. Why do they keep calling it a "peacekeeping mission" when there's still so much fighting going on?"

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Grade 6 Specific Outcome 2.1.1

Use prior knowledge and connections between self and texts (oral, print, and other media) to expand personal understanding

Grade 7 Specific Outcome 2.1.1

Make and explain connections between previous experiences, prior knowledge, and texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

- 2.1.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
- 2.1.1 e. **Begins to explain the connections that evolved from the exploration of texts (oral, print, and other media)**
- May say, "I changed my mind about sharing natural resources because ..."*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

- 2.1.1 c. **Explains connections developed through exploration of texts (oral, print, and other media)**
- May say: "I used a chart to organize all the different stories Celine's granny told us about life long ago. I looked for all the different Dene skills we've been talking about with Joseph and I highlighted them. Some of those skills were the same back then as they are today, like making dry meat and playing hand games, but some have really changed from back then."*
- *graphic organizers can be used to represent connections and may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, charts/comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles/alouds, bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow chart, story maps, plot diagrams, word maps, pyramids, KWHLAQ (Know-Want to Know-How to find out-What I learned-Applied learnings-Next questions), KWPL (Know-Want to know-Predict-Learned), Prediction frames, Slim Jims, Process Notes, Plus-Minus-Interesting (PMI), Jot charts, outlines, information comic strips, paragraphs, think alouds, bibliographies, information flip books, sequential map, sketch-a-sequence frame, cause-and-effect flow chart, self-check tool, rubrics, Y-charts, chapter maps, anticipation guides, Dancing boxes, continuum, fishbone, matrix, spread sheets, Decision Making Graphic Organizer, Problem Solving Graphic Organizer, Experimental Graphic Organizer, Herringbone frame, I-search, hierarchical map, continuum, ...*

Prior Knowledge and Connections

Grade 8 Specific Outcome 2.1.1

Make and explain connections between previous experiences, prior knowledge and texts

Grade 9 Specific Outcome 2.1.1

Make, explain, and evaluate connections between previous experiences, prior knowledge and texts

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

2.1.1 c. Explains how connections developed from exploration of texts (oral, print, and other media) lead to new understandings

2.1.1 c. Compares how different connections developed from exploration of texts (oral, print, and other media) lead to different understandings

May say: "We've found lots of different opinions on the polar bears - whether or not they're in danger, what's causing it, and what we should do. Let's find a way to record it all and then we can make a better decision about to think."

May say: "When I looked at all the information in the pro/con chart we made for the Mackenzie pipeline, I decided that it was an important project that would bring in money and jobs. But Steve looked at the same chart and decided that the environmental cost was going to be too high, and we should be doing all we can to block the development."

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General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.1.2

Anticipate meaning of text; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- **activating prior knowledge:** making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
- **determining importance:** identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- **question generating:** to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- **visualizing:** creating mental images that include visual, auditory, and other sensory connections to the text
- **inferring:** drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.
- **synthesizing:** retelling and summarizing; bringing together pieces of information within a text, during or after reading
- **monitoring for meaning:** thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)

7 Specific Outcome 2.1.2

Select and use appropriate comprehension strategies to construct, revise and explain understanding of texts

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

*reading process stages include: pre-reading, reading, responding, exploring, and applying

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Comprehension Strategies

8 Specific Outcome 2.1.2

Select, adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

*reading process stages include: pre-reading, reading, responding, exploring, and applying

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General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- **activating prior knowledge:** making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
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Specific Outcome Links

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9 Specific Outcome 2.1.2

Create and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

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General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

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General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.2

Anticipate meaning of text; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding

Grade 7 Specific Outcome 2.1.2

Select and use appropriate comprehension strategies to construct, revise and explain understanding of texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.2 a. Understands what is read (using texts with an appropriate complexity of content and sophistication of style)

***recognizes when what is read makes sense or does not make sense**

conversations, self monitoring approach to reading (SMART) think alouds, think-pair-share (TPS), conferences, learning logs, dialogue journals, cloze activities, literature circles, peer/teacher conferences, paired/guided/shared/independent reading, ...

May say, "During our group's reading conference, we talked about why the main character chose to act as he did. It doesn't tell exactly yet, so we have made a list of what we think along a continuum of events. We will check it as we read further and learn more about the character."

2.1.2 b. Uses the seven key thinking / comprehension strategies to construct and confirm understanding

****Keep in mind text and purpose when matching the reading comprehension strategies to the task**

****Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones**

reading comprehension *activities and recording tools* might include: conversations, reader's workshop, brainstorming, predicting, drawing (beginning, middle, and predicting the ending), reenactments, dramatizations, Know-Want to Know-Learned (KWL), Know-Want to Know-Predict-Learned (KWPL), prediction frames, anticipation guides (advance organizers), listen-sketch-share (LSS), think-pair-share (TPS), predict-connect-check, Directed Reading-Thinking Activity (DRTA), shared reading, guided reading, Before-During-After (BDA) chart, literature circles, book talks, guided reading, Before-During-After (BDA) chart, literature circles, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look -it-over, conferencing, exploratory talk, Question the Author (QtA), Then and Now activities, Self-monitoring approach to Reading and Thinking (SMART), story mapping, prereading question strips, Question-Answer Relationships (QAR), Survey-Questions-Read-Recite-Review (SQ3R), reciprocal teaching and questioning, Know-Want to Know-Learned (KWL +), Know-Want to Know-How to find out-What I Learned-Applied learnings-Next questions (KWHLAQ), Questioner-Answerer-Paraphraser-Connector (QAPX), ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.2 a. Monitors understanding of texts with an appropriate complexity of content and sophistication of style

May say: "During each big event in the story, I am making a mini-movie in my head. When it doesn't make sense, then I know I have to go back and check."; "I keep jot notes as I am reading to remember the key ideas."; "I skim through each section looking for the key words we identified. If I see one of them, I slow down and read more thoroughly."

2.1.2 b. Selects and uses thinking/ comprehension strategies to construct and confirm understanding

****Keep in mind text and purpose when matching the reading comprehension strategies to the task**

****Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones**

May say: "I'm going to use jot notes to keep track of my ideas, and then compare them to Susan's notes; that way we can make sure we have all the important information."; "I kept playing out the story in my head, like a slide show, as I was reading."

2.1.2 c. Explains revised understandings of text based on new information (using texts with an appropriate complexity of content and sophistication of style)

May say: "Matthew did a great cartoon sequence to summarize the key events in the story, but I don't think it really explains why Mullet acts the way he does - I think we need to include that because it's important to the way the story makes sense."

2.1.2 d. Reflects upon and explains own reading behaviours

May say: "I like to curl up and read novels, but if I'm reading boring stuff for school I have to sit at the table or I can't concentrate."; "I like to write notes in the margins when I'm reading for information, to help me remember the important ideas."

Comprehension Strategies

Grade 8 Specific Outcome 2.1.2

Select, adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts

Grade 9 Specific Outcome 2.1.2

Create and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 2.1.2 a. Monitors understanding of texts with an appropriate complexity of content and sophistication of style**

May say: "I have to remind myself to slow down and concentrate when I'm reading my Science book, otherwise I don't remember what I've read."; "As I'm reading, I write down my questions on sticky notes. If I can't answer them when I've finished reading the section, I go back and check to see if I've missed something."

- 2.1.2 b. Selects, adapts and uses thinking/comprehension strategies to construct and confirm understanding**

May say: "I'm using picture notes to map out the steps they used to build the Mayan pyramids. If I can follow the pictures, then I think I'll have all the steps in place."; "I'm putting my questions on sticky notes as I read. When I'm finished, if I don't know the answers, I'll see if I can find another source to check."

- 2.1.2 c. Explains revised understandings of text based on new information (using texts with an appropriate complexity of content and sophistication of style)**

May say: "I always thought that... but now that I've read I'm thinking that maybe I was not really looking at it critically."; "Reading that website gave me a whole new understanding of Greenpeace!"

- 2.1.2 d. Reflects upon and explains own reading behaviours**

May say: "I have to make sure I leave enough time to read through my notes before the test. If I go too fast, then it just makes me confused and I can't remember anything!"; "I like to read on Sunday mornings, when it's quiet and before anyone else is up at my house."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 2.1.2 a. Monitors understanding of texts with an appropriate complexity of content and sophistication of style**

May say: "I use the "rollover" feature or click on the links when I'm not sure what the text means, when I'm reading on a website."; "Sometimes I think I'm paying attention to what I'm reading, but then when I get to the end I realize that it doesn't make sense so I have to go back and reread."

- 2.1.2 b. Selects, adapts and uses thinking/comprehension strategies to construct and confirm understanding**

May say: "I want to make some notes from this website - I'll start a "power thinking" outline in a new window and just add key words as I go."

- 2.1.2 c. Explains revised understandings of text based on new information (using texts with an appropriate complexity of content and sophistication of style)**

May say: "I never realized that Canada had such close connections with The Netherlands; after I read about D-Day and what the Canadian soldiers did in Holland, I was amazed."; "Did you know that mangoes and oranges share a similar chemical composition? My cousin found out she was allergic to oranges and they told her to stay away from mangoes, too. We looked it up on WebMD, and it's true!"

- 2.1.2 d. Reflects upon and explains own reading behaviours**

May say: "Please don't bother me right now - I need quiet so I can learn these science terms."; "I want an easy-to-read book to take along to read in the car when we drive to Edmonton."

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.2

Anticipate meaning of text; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding

Grade 7 Specific Outcome 2.1.2

Select and use appropriate comprehension strategies to construct, revise and explain understanding of texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.2 c. *Revises understanding of text, based on new information (using texts with an appropriate complexity of content and sophistication of style)*

May say, "When I prepared my outline, I reread what I had first understood from my research and I realized that I had completely misunderstood the information. Now, I have to find other material to prove my part of the debate."

2.1.2 d. *Reflects upon own reading behaviours*

See Set Goals (1.1.3), Synthesize Information (3.3.4) and Evaluate Group Process (5.1.3)

talking, journaling, logging, peer conferencing, teacher conferencing, parent conferencing, goal setting, ...

May say, "I need to work with someone who is good at making the connections between texts when we do that QAPX activity. I find that is not my strength."; "When I paraphrase I get caught up in repeating too much and then it feels like I am just copying. Who has a trick to help me figure that out?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.2 . *Information is on previous page(s)*

Comprehension Strategies

Grade 8 Specific Outcome 2.1.2

Select, adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts

Grade 9 Specific Outcome 2.1.2

Create and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.1.2 . *Information is on previous page(s)*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.1.2 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

****cues in narrative, expository, and poetic texts**

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3))

7 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

****cues in narrative, expository, and poetic texts**

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3))

Text Features

8 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

****cues in narrative, expository, and poetic texts**

Specific Outcome Links

- see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

9 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning within and across texts

****cues in narrative, expository, and poetic texts**

Specific Outcome Links

- see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

Grade 7 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.3 a. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text*

***in grade six, narrative textual cues include:*

- book covers,
- titles,
- logical organization (sequential (beginning, middle, end) plot lines (elements), cause and effect relationships, problem-solution)
- sentence patterns,
- paragraphs,
- illustrations,
- photographs (in text, of author, of topic, ...),
- authors' profiles,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- opening shots to videos,
- lighting (time, mood, feelings), and
- composition

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, story mapping, ...

predictable books, films / movies, story books, picture books, oral stories, fairy tales, chapter books, comic books, junior novels, folk tales, novels, ..

May say, "The composition of the movie was different from the book's. In the movie, the story started 200 years ago, then we were brought to the present time. In the book, the story starts in the present and it isn't until the problem shows up that we are told about the character's family history." "The composition of our film needs editing because we did not consider how lighting could set the mood and the time of our story." "After watching their movie, I think they should change the music that they chose. It just doesn't seem to be the right message in that song for a story about ..."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.3 a. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative text*

***in grade seven, narrative textual cues include:*

- book covers,
- titles,
- logical organization (sequential (beginning, rising action, climax, resolution) plot lines (elements), cause and effect relationships, problem-solution)
- sentence patterns,
- paragraphs,
- illustrations,
- photographs (in text, of author, of topic, ...),
- authors' profiles,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- opening shots to videos,
- lighting (time, mood, feelings), and
- composition
- theme
- perspectives

May say: "I'm thinking that the solution to this mystery is going to have to come pretty soon - the clues are coming together faster and faster now."; "You can always tell when somebody is going to get voted off on those reality shows because they go from being really popular to everyone hating them in only one episode."

Text Features

Grade 8 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

Grade 9 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning within and across texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.1.3 a. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative text*

***in grade eight, narrative textual cues include:*

- book covers,
- titles,
- logical organization (sequential (beginning, rising action, climax, resolution) plot lines (elements), cause and effect relationships, problem-solution)
- sentence patterns,
- paragraphs,
- illustrations,
- photographs (in text, of author, of topic, ...),
- authors' profiles,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- opening shots to videos,
- lighting (time, mood, feelings), and
- composition
- theme
- perspectives

May say: "The book was really good right up until the climax, but I didn't like the way the author ended it. There were too many loose ends."; "I love it when the author gives you all those little clues right at the beginning, and then you have to keep trying to match things up as you read."; "I watched the alternate ending on the DVD last night, and now I can't decide which one I like best!"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.1.3 a. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across narrative texts*

***in grade nine, narrative textual cues include:*

- book covers,
- titles,
- logical organization (sequential (beginning, rising action, climax, resolution) plot lines (elements), cause and effect relationships, problem-solution)
- sentence patterns,
- paragraphs,
- illustrations,
- photographs (in text, of author, of topic, ...),
- authors' profiles,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- opening shots to videos,
- lighting (time, mood, feelings),
- composition
- theme
- perspectives

May say: "This is a typical love story, except that she dies in the end instead of them living happily ever after."; "I really liked this short story because it's told from the kid's perspective."; "It took me a while to figure out that they were talking from inside the jail. Once I figured out which character was the narrator, it made more sense."

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

<p>Grade 6 Specific Outcome 2.1.3</p> <p>Use textual cues to construct and confirm meaning</p>	<p>Grade 7 Specific Outcome 2.1.3</p> <p>Use textual cues to construct and confirm meaning</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>2.1.3 b. <i>Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text</i></p> <p><i>**in grade six, expository textual cues include:</i></p> <ul style="list-style-type: none"> - titles and chapter titles, - logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive), - photographs (in text, of author, of topic, ...), - illustrations and corresponding captions, - key words and placement, - capitalization, - punctuation and pauses, - sentence patterns, - table of contents, - hot links, - headings and subheadings - dictionary guide words, - paragraphs, - indices, - glossaries, and - bullets - margin notes / side bars, - thumbnails, and - menu bars <p><i>discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, 5 Ws and H charts, active listening, read on, skimming, scanning, ...</i></p> <p><i>May say, "The side bar that goes with this information is a list of important definitions. I am going to use those to study for this unit." "If you read the margin notes, it's more clear." On the website we found about erosion, there are lots of thumbnails to go to. I think those subheadings could help us to clean up our research project."</i></p>	<p>By the end of Grade 7 the student ...</p> <p>2.1.3 b. <i>Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from expository text</i></p> <p><i>**in grade seven, expository textual cues include:</i></p> <ul style="list-style-type: none"> - titles and chapter titles, - logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive), - photographs (in text, of author, of topic, ...), - illustrations and corresponding captions, - key words and placement, - capitalization, - punctuation and pauses, - sentence patterns, - table of contents, - hot links, - headings and subheadings, - dictionary guide words, - paragraphs, - indices, - glossaries, and - bullets - margin notes / side bars, - thumbnails, and - menu bars <p><i>May say: "Let's use the glossary to get quick meanings for some of these terms. Then if we need more information, we can go deeper into the text."; "That article is presented like it's all fact, but there's no supporting evidence given, so I don't think..."; "This piece talks about why energy drinks aren't bad for you, but when I looked at where it's from, it's off the Pepsico website."</i></p>

Text Features

Grade 8 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

Grade 9 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning within and across texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.1.3 b. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from expository text*

***in grade eight, expository textual cues include:*

- titles and chapter titles,
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- key words and placement,
- capitalization,
- punctuation and pauses,
- sentence patterns,
- table of contents,
- hot links,
- headings and subheadings,
- dictionary guide words,
- paragraphs,
- indices,
- glossaries, and
- bullets
- margin notes / side bars,
- thumbnails, and
- menu bars

May say: "Go to the "site map" page and look for what you want. That's faster than scrolling through all those choices."; "Find the summary at the end of the chapter and check that you've recorded all the key points."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.1.3 b. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across expository texts*

***in grade nine, expository textual cues include:*

- titles and chapter titles,
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive, persuasive),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- key words and placement,
- capitalization,
- punctuation and pauses,
- sentence patterns,
- table of contents,
- hot links,
- headings and subheadings,
- dictionary guide words,
- paragraphs,
- indices,
- glossaries, and
- bullets
- margin notes / side bars,
- thumbnails, and
- menu bars
- abstract or summary

May say: "Check the information in the summary to see if the data we need is going to be in there."; "If we search the newspaper archive for those key words, we should be able to get the most current information."

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

Grade 7 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.3 c. *Uses textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text*

***in grade six, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses,
- placement and size of words,
- syllabication, and
- white space

May say, "It's easier to figure out the author's message in a cinquain because of the structure - all the words are images that connect to the beginning, so that helps me. Haiku is harder, because you have to take all three lines and figure out the overall image"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.3 c. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from poetic text*

***in grade seven, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses,
- placement and size of words,
- syllabication,
- white space, and
- cadence

May say: "I love the way the rhythm of the repeated line makes you feel like you can hear the horse's hoof beats, and you can feel him coming closer throughout the poem."; "The last three verses in the song really move it along quickly, and make you feel like..."

Text Features

Grade 8 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning

Grade 9 Specific Outcome 2.1.3

Use textual cues to construct and confirm meaning within and across texts

**Learning Outcomes &
 Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.1.3 c. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from poetic text*

***in grade eight, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses,
- placement and size of words,
- syllabication,
- white space, and
- cadence

May say: "I never know if I'm really 'getting it' when I read his poetry...do you suppose the worms are a symbol of death, or are they just worms?"; "I love Godson's rap. There's a real story in all that rhyme."

**Learning Outcomes &
 Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.1.3 c. *Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across poetic texts*

***in grade nine, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition, comparisons, stanzas, lines, verses, choruses,
- font,
- type size,
- music / sounds,
- volume,
- colour,
- movement,
- key words and placement,
- capitalization,
- punctuation and pauses,
- placement and size of words,
- syllabication,
- white space, and
- cadence

May say: "My mom loves Leonard Cohen. I always thought he was an old has-been, but then I listened to 'Tower of Song' and decided I wanted to read more of his stuff. He's pretty good for an old man. He makes some powerful images with his words."; "I'm going to try taking one of my little brother's Dr. Seuss books, like maybe Fox in Socks, and setting it to a rap beat..."

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.1.4

Use vocabulary, language structure and context to construct meaning of a text

**** This SO includes semantic, syntactic and pragmatic cueing systems. Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.**

General Example(s)

*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Specific Outcome Links

See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

7 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

**** This SO includes semantic, syntactic and pragmatic cueing systems. Phonics is no longer a useful cueing system for students in upper Elementary School and beyond; it is replaced by word analysis.**

General Example(s)

*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Specific Outcome Links

See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

Cueing Systems - Graphophonic

8 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

**** This SO includes semantic, syntactic and pragmatic cueing systems. Phonics is no longer a useful cueing system for students in Middle School and beyond; it is replaced by word analysis.**

General Example(s)

*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Specific Outcome Links

See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

9 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

**** This SO includes semantic, syntactic and pragmatic cueing systems. Phonics is no longer a useful cueing system for students in Middle School and beyond; it is replaced by word analysis.**

General Example(s)

*Cueing Systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Specific Outcome Links

See Comprehension Strategies (2.1.2), Express Ideas & Consider Others' Ideas (1.1.1), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.4

Use vocabulary, language structure and context to construct meaning of a text

Grade 7 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.4 a. Reads for meaning; monitors, and self corrects

**using texts with an appropriate complexity of content and sophistication of style*

See Comprehension Strategies (2.1.2)

monitoring strategies might include: in addition to those listed in previous grades: outlining, summarizing, skimming, scanning, paraphrasing, tracking notes, ...

May say, "In this paragraph, the author is saying," "I think the poster talks about the dangers of second hand smoke."

2.1.4 b. Reads new texts (grade appropriate) with fluency (accuracy, expression, automaticity)

intonation, pace, rate volume, attending to punctuation, attending to context, ...

2.1.4 c. Applies phonetic rules, strategies, and generalizations to decode unfamiliar words in context

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**using texts with an appropriate complexity of content and sophistication of style*

2.1.4 d. Selects and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.4 a. Selects and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

2.1.4 b. Identifies and describes text structures, punctuation, and word order used in texts

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

It occurs at higher levels of text organization than just the sentence.

2.1.4 c. Infers author's/creator's purpose, audience, and choice of structure or form, in support of personal interpretations of text

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

Cueing Systems

Grade 8 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Grade 9 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

2.1.4 a. Selects, adapts, and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words

2.1.4 a. Selects, adapts, and explains strategies used to construct and confirm meanings of both known and unfamiliar words

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

2.1.4 b. Describes and explains how text structures, punctuation, and word order relate to the meaning of the text

2.1.4 b. Evaluate the impact of text structures, punctuation, and word order on the purpose(s) and meaning(s) of the text

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

It occurs at higher levels of text organization than just the sentence.

It occurs at higher levels of text organization than just the sentence.

2.1.4 c. Explains personal interpretations of author's/creator's purpose, audience, and choice of structure or form

2.1.4 c. Explains and evaluates interpretations of author's/ creator's purpose, audience, and choice of structure or form

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.4

Use vocabulary, language structure and context to construct meaning of a text

Grade 7 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.4 e. *Identifies and describes text structures, punctuation, and word order used in texts*

**attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)*

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

Narratives have beginning, middle and end or other specific sequences; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, Informational texts have headings, paragraphs, subheadings, and margin organizers, Essays follow a paragraph structure, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.4 . *Information is on previous page(s)*

Cueing Systems

Grade 8 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Grade 9 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.1.4 . *Information is on previous page(s)*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.1.4 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.1.4

Use vocabulary, language structure and context to construct meaning of a text

Grade 7 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.1.4 f. *Infers author's/creator's purpose, audience and choice of structure or form, in support of personal interpretations of text*

**using texts with an appropriate complexity of content and sophistication of style*

**it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

see Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), Create Originals Texts (4.1.3), and Enhance Artistry (4.2.4)

conversation topics in literature circles may include: students' background and prior knowledge / experience, author's / creator's intent, characters' feelings, how a quotation / selection might be read / interpreted, author's / creator's message, multiple intended meanings or interpretations, author's / creator's point of view, ambiguity of text (conflicting messages), ...

May say, "Maybe the author wrote it that way; so that we wouldn't know his exact opinion. We can take it either way."; "I'm really confused with this essay. Sometimes I think the author is saying ... and sometimes it sounds like the opposite."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.1.4 . *Information is on previous page(s)*

Cueing Systems

Grade 8 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

Grade 9 Specific Outcome 2.1.4

Explain how vocabulary, language structure and context help readers construct meaning of a text

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.1.4 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.1.4 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

See Connect Self, Texts, and Culture (2.2.3), Techniques and Elements (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

7 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

See Connect Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

Experience Various Texts

8 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

See Connect Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

9 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

See Connect Self, Texts, and Culture (2.2.3), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.2.1 Explore a variety of oral, print, and other media texts	Grade 7 Specific Outcome 2.2.1 Explore a variety of oral, print, and media texts
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>2.2.1 a. Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures</p> <p><i>Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...</i></p> <p><i>guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...</i></p> <p>2.2.1 b. Sets a purpose for reading</p> <p><i>enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...</i></p>	<p>By the end of Grade 7 the student ...</p> <p>2.2.1 a. Sets a purpose for reading, listening to, or viewing oral, print, and other media texts from diverse cultures</p> <p><i>enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...</i></p> <p><i>Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...</i></p> <p><i>guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...</i></p> <p>2.2.1 b. Explores a variety of narrative, expository, and poetic texts and expresses preferences for particular texts</p> <p>*required texts to explore in grade seven:</p> <ul style="list-style-type: none"> - novels (longer chapters, few illustrations, featuring action, dialogue, considerable description, varied sentence length, challenging vocabulary) - narratives - fantasy - editorials - reviews - interviews - ballads - lyrics - essays <p><i>Digital texts examples: web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....</i></p>

Experience Various Texts

Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.2.1 a. Sets a purpose for reading, listening to, or viewing oral, print, and other media texts from diverse cultures

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. Explores a variety of narrative, expository, and poetic texts and explains preferences for particular texts

**required texts to explore in grade eight:*

- novels
- short stories
- scripts
- critiques
- memoirs

Digital texts examples:
web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.2.1 a. Sets a purpose for reading, listening to, or viewing oral, print, and other media texts from diverse cultures

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. Explores a variety of narrative, expository, and poetic texts and explains preferences for particular texts

**required texts to explore in grade nine:*

- satire
- essays
- government documents/publications
- reports
- free verse
- biopoem

Digital texts examples:
web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

Grade 7 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.2.1 c. *Explores a variety of narrative texts*

**for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

**required narrative texts to explore in grade six:*

- oral, print, and other media representations of narrative,*
- story books (high proportion of text and increasingly sophisticated themes),*
- plays (scripts),*
- traditional tales: such as fairy tales, fables, legends, tall tales, folk tales, myths,*
- short stories, and*
- novels (chapters are relatively short (10 pages), with few or no illustrations, featuring action, minor dialogue, considerable description, varied sentence lengths, challenging vocabulary, often written in the first person or narrated, each chapter usually presents and solves a problem or a new attempt at solving the same problem, range 100-180 pages)*
- narratives where the main and minor characters are: predictable (inferences can be made about character's actions and feelings), often stereotypical, but some complexity in character evident (main character is partly "good" or partly "bad" and may improve because of a lesson learned), main is clearly identifiable, relationships between characters are central,*
- narratives where setting (time and place) is: obvious and singular (in novellettes two settings are possible), some foreshadowing or flashbacks,*
- narratives where plot includes: clear sequence (beginning, middle, end), action, problem is solved and there may be a simple twist at the end, clear cause-effect pattern, often features suspense, and*
- narratives where ideas / content / vocabulary / theme: are grade appropriate*

suggested narrative texts to explore include: sculptures, dances, narrative poems, songs, tableaux, comic strips or cartoon strips in the form of a narrative, scripts / dramas (television programs, radio plays, ...), slide shows (power point presentations), ...

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.2.1 . *Information is on previous page(s)*

Experience Various Texts

Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.2.1 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.2.1 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

Grade 7 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.2.1 d. *Explores a variety of expository texts*

**required expository texts to explore in grade six:*

- manuals
- book & movie reviews
- task cards & instructions
- biographies
- study notes
- documentaries
- text books
- instructions
- book reports (games, character sketches, maps, book and movie reviews...)
- observations
- histories
- prologues
- news and weather reports
- letters (officials or editors)
- autobiographies
- speeches
- varied forms of data collections
- thesauri
- brochures
- newspaper
- pamphlets
- science experiments

Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)

in addition to those listed in previous grades: manuals, essays, letter (letter of application, ...), book reports (critical responses, critiques, ...), debates, minutes of a meeting, manuals, ...

Digital texts examples: web sites, wikis, blogs, Twitter, social networking sites, audio and video downloads, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, pod casts, interactive sites/chats, bulletin boards and mailing lists.....

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.2.1 . *Information is on previous page(s)*

Experience Various Texts

Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.2.1 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.2.1 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.2.1

Explore a variety of oral, print, and other media texts

Grade 7 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

2.2.1 e. *Explores variety of poetic texts*

**for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)*

**required poetic texts to explore in grade six:*

poems with:

- lots of repetition (refrain, lines, phrases),*
- strong rhythm,*
- description (grade appropriate vocabulary / qualifiers),*
- rhyming pattern, and*
- some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration, simile / comparison, personification, metaphor, hyperbole (exaggeration: overstatement and understatement))*

**suggested grade five poetic texts include: pictures, visual representations, songs, shape / concrete poems, couplets, raps, readers' theatre, diamantes, spoonerisms, riddles, jokes, free verse, limerick, cinquains, puns, epitaphs, lyrics, ballads, odes, haiku poems, ...*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 7 the student ...

2.2.1 . *Information is on previous page(s)*

Experience Various Texts

Grade 8 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

Grade 9 Specific Outcome 2.2.1

Explore a variety of oral, print, and media texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.2.1 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.2.1 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.2.2

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, applying**

General Example(s)

****Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging**

***responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic**

***all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)**

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

7 Specific Outcome 2.2.2

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, applying**

General Example(s)

****Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging**

***responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic**

***all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)**

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

Respond to Various Texts

8 Specific Outcome 2.2.2

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, applying**

General Example(s)

****Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging**

***responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic**

***all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)**

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

9 Specific Outcome 2.2.2

Respond to texts creatively and critically

***the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, applying**

General Example(s)

****Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging**

***responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic**

***all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)**

responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, literature study), listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...

Specific Outcome Links

•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

<p>Grade 6 Specific Outcome 2.2.2 Respond to texts creatively and critically</p>	<p>Grade 7 Specific Outcome 2.2.2 Respond to texts creatively and critically</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>2.2.2 a. Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning</p> <p><i>*it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)</i></p> <p><i>*the distinction between grade levels is the depth of the response</i></p> <p><i>*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.</i></p> <p><i>•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)</i></p> <p><i>•Knowledge may say: "This whole power point presentation was about ..." "We made a game to help us to remember the facts about Canada."</i></p> <p><i>•Comprehension may say: "An example of static electricity is ..." "An example of series circuit are the Christmas lights. When one bulb is burned or broken, the whole series goes off."</i></p> <p><i>•Application may say: "To solve this problem, we have to use the same formula we used to calculate the answer in the problem about area."</i></p> <p><i>•Analysis may say: "When the presenter said, ... that was proof that ..." "The presenter's comment about ..., proves my argument that ..."</i></p> <p><i>•Synthesis may say: "So, if the data is correct, the community will vote for ..." "Our job is to write the debate arguing for ... and we are supposed to use the information we gathered for the Social Studies report."</i></p> <p><i>•Evaluation may say: "I preferred the movie over the book because ..." "The main character in the play was not believable. If the actor had ..." "The book did not give me enough information about ... to get into it or to agree with the character's reactions."</i></p>	<p>By the end of Grade 7 the student ...</p> <p>2.2.2 a. Discusses personal responses to shared and independent listening, reading, and viewing experiences</p> <p><i>*it is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)</i></p> <p><i>*the distinction between grade levels is the depth of the response</i></p> <p><i>*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.</i></p> <p><i>•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)</i></p> <p><i>•Knowledge may say: "Circumpolar countries are those that are north of 60 degrees North."</i></p> <p><i>•Comprehension may say: "Based on this, there have been several migrations of people throughout the circumpolar world."</i></p> <p><i>•Application may say: "If we want to take serious action on global warming, we should start by bringing together the circumpolar countries because they are the most affected by it."</i></p> <p><i>•Analysis may say: "Changes in health care delivery helped to increase life expectancy across the circumpolar world."</i></p> <p><i>•Synthesis may say: ""All the countries except Iceland have aboriginal populations as part of a bigger population; self-government is harder if you don't form the majority."</i></p> <p><i>•Evaluation may say: "We need to be more economically self-sufficient if we want to control our own destiny. That's why things like the pipeline, and mining, and oil and gas exploration are so important for us."</i></p>

Respond to Various Texts

Grade 8 Specific Outcome 2.2.2

Respond to texts creatively and critically

Grade 9 Specific Outcome 2.2.2

Respond to texts creatively and critically

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.2.2 a. Explains personal responses to shared and independent listening, reading, and viewing experiences

- See *Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)*
- Knowledge may say: "All animals gather food."
- Comprehension may say: "All cells need food, from an amoeba to a grizzly bear to a birch tree."
- Application may say: "Blood circulates through our body the way oil circulates through an engine."
- Analysis may say: "Red blood cells carry oxygen from the lungs to the whole body. If I have too few red blood cells, that would mean my body would not get enough oxygen."
- Synthesis may say: "Blood cells circulate through our body the way oil circulates through an engine. But oil only lubricates the engine parts, whereas blood brings in food and oxygen and removes waste."
- Evaluation may say: "Blood cells circulate through our body the way oil circulates through an engine. But oil only lubricates the engine parts, whereas blood brings in food and oxygen and removes waste. So that means..."

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.2.2 a. Explains and supports personal responses to shared and independent listening, reading, and viewing experiences

- See *Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)*
- Knowledge may say: "Treaties are agreements between the Queen, the Government of Canada, and the aboriginal peoples."
- Comprehension may say: "Dene people view the treaties as intentions of peace and goodwill."
- Application may say: "Self-government is getting to make your own decisions about your land and your future. It's kind of the same as growing up and making your own decisions about jobs and education, and friends, and so on."
- Analysis may say: "The self-government negotiations have been very different in different areas of the NWT; the COPE agreement was signed more than 20 years ago, but there are still some Dene communities with limited powers of self-government."
- Synthesis may say: "The peace treaties being negotiated in places in the Middle East are similar to the Dene treaties of long ago - they are looking at land, peace, and settlement."
- Evaluation may say: "Without self-government there will be no equality between people. We all have the right to make our own decisions and do what we want."

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.2.2

Respond to texts creatively and critically

Grade 7 Specific Outcome 2.2.2

Respond to texts creatively and critically

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

2.2.2 . Information is on previous page(s)

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 7 the student ...

2.2.2 b. *Responds through creative writing and representation to shared and independent listening, reading, and viewing experiences*

•*Knowledge responses may include: lists, "Did You Know?", Jeopardy-style or other games, maps, surveys...*

•*Comprehension responses may include: learning logs, Point of View diaries, explanations, webs, summary, inferences, predictions ...*

•*Application responses may include: script adaptations, descriptions, directions, instructions...*

•*Analysis responses may include: compare/contrast, classifications, interpretation, dance, sculpture, drama, posters, illustrations, charts, outlines, data interpretation...*

•*Synthesis responses may include: reports, essays, multimedia presentations...*

•*Evaluation responses may include: opinions, editorials, reflections...*

Respond to Various Texts

Grade 8 Specific Outcome 2.2.2

Respond to texts creatively and critically

Grade 9 Specific Outcome 2.2.2

Respond to texts creatively and critically

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.2.2 b. Responds through creative writing and representation to shared and independent listening, reading, and viewing experiences

- Knowledge responses may include: lists, "Did You Know?", Jeopardy-style or other games, maps, surveys...
- Comprehension responses may include: learning logs, Point of View diaries, explanations, webs, summary, inferences, predictions ...
- Application responses may include: script adaptations, descriptions, directions, instructions...
- Analysis responses may include: compare/contrast, classifications, interpretation, dance, sculpture, drama, posters, illustrations, charts, outlines, data interpretation...
- Synthesis responses may include: reports, essays, multimedia presentations...
- Evaluation responses may include: opinions, editorials, reflections...

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.2.2 b. Responds through creative writing and representation to shared and independent listening, reading, and viewing experiences

- Knowledge responses may include: lists, "Did You Know?", Jeopardy-style or other games, maps, surveys...
- Comprehension responses may include: learning logs, Point of View diaries, explanations, webs, summary, inferences, predictions ...
- Application responses may include: script adaptations, descriptions, directions, instructions...
- Analysis responses may include: compare/contrast, classifications, interpretation, dance, sculpture, drama, posters, illustrations, charts, outlines, data interpretation...
- Synthesis responses may include: reports, essays, multimedia presentations...
- Evaluation responses may include: opinions, editorials, reflections...

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.2.3

Identify bias and stereotype in texts to extend personal perspective of cultural representations (oral, print, and other media) and real life

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, and applying**

General Example(s)

****discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions**

***cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...**

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

7 Specific Outcome 2.2.3

Identify ideas, points of view, and bias in texts

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, and applying**

General Example(s)

****discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions**

***cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...**

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

Connect Self, Texts, and Culture

8 Specific Outcome 2.2.3

Identify and compare ideas, points of view, and bias, in and across texts

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, and applying**

General Example(s)

****discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions**

***cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...**

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

9 Specific Outcome 2.2.3

Compare and critique ideas, points of view, and bias, in and across texts

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors**

***reading process stages include: pre-reading, reading, responding, exploring, and applying**

***viewing process stages include: pre-viewing, viewing, responding, exploring, and applying**

***listening process stages include: pre-listening, listening, responding, exploring, and applying**

General Example(s)

****discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions**

***cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...**

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.2.3

Identify bias and stereotype in texts to extend personal perspective of cultural representations (oral, print, and other media) and real life

Grade 7 Specific Outcome 2.2.3

Identify ideas, points of view, and bias in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.2.3 a. *Describes how groups of people are portrayed in texts*

****Awareness and sensitivity to bias and stereotype are critical.**

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...**

December 2005, Human Right Commission

"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."

May say, "Isn't it odd that we use names of some cultures for sports teams or for selling some products: like the Edmonton Eskimos, the Atlanta Braves, and the Chicago Black Hawks and Chevrolet's Grand Jeep Cherokee. I think they picked those names because they used an idea that they thought people would understand right away. It is kind of a symbol."

2.2.3 b. *Identifies bias and stereotype in text (oral, print, and other media) and real life*

***be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others**

May say "Sign of the Beaver is an example of how people who don't know anything about aboriginal people think they can write about them."

2.2.3 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.2.3 a. *Compares how groups of people are portrayed in texts*

****Awareness and sensitivity to bias and stereotype are critical.**

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ..**

December 2005, Human Right Commission

"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."

May say "The way Paula Fox described the Africans in The Slave Dancer was really awful. But I guess that's how the slavers thought about them back then."

2.2.3 b. *Describes bias and stereotypes in texts*

May say "This editorial talks about teenagers like we're all juvenile delinquents. We aren't all like that."; "Why do adults think that just because we wear different clothes we're all bad?"

2.2.3 c. *Describes portrayals of various characters, communities and/or cultures in texts*

May say "I think the way fat people are described in the documentary "Supersize Me" is really mean and disrespectful."

2.2.3 d. *Describes how personal understandings of cultures and communities are influenced by texts*

May say "I never realized how different the East Indian culture was until I watched "Bend it Like Beckham". They have really different rules and expectations for their kids."

2.2.3 e. *Identifies how similar ideas and themes are explored in texts from various cultures and communities*

May say "Look at all the different 'Cinderella' stories we've collected - from Japan and from Germany, and a lot of aboriginal legends, too!"

Connect Self, Texts, and Culture

Grade 8 Specific Outcome 2.2.3

Identify and compare ideas, points of view, and bias, in and across texts

Grade 9 Specific Outcome 2.2.3

Compare and critique ideas, points of view, and bias, in and across texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.2.3 a. *Compares how groups of people are portrayed in and across texts*

****Awareness and sensitivity to bias and stereotype are critical.**

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ..**

December 2005, Human Right Commission

"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."

May say "We think that everybody should get an education, but some places, like Afghanistan, don't let girls attend school."

2.2.3 b. *Compares bias and stereotypes in and across texts*

May say "It makes me laugh to look at these old readers - look at Mother in her high heels and apron, feeding the chickens! Families have sure changed since this was written."

2.2.3 c. *Compares portrayals of various characters, communities and/or cultures in and across texts*

May say "In The Boy in the Striped Pajamas, even though you know the father is a Nazi, he doesn't seem bad. It's a really different point of view from the Diary of Anne Frank and Number the Stars."

2.2.3 d. *Compares how personal understandings of cultures and communities are influenced by different texts*

May say "I changed my mind about Greenpeace after I read those articles online about how they're trying to make us stop hunting caribou."; "I never really thought about homeless people until we moved to Yellowknife and started reading about all the problems in the newspaper."

2.2.3 e. *Compares how similar ideas and themes are explored in texts from various cultures and communities*

May say "Sometimes it's hard to remember that there are children affected by war - we hear so much about the soldiers, but look at the stories we've been reading about how war affects children too... Zlata's Diary, The Lost Boys, The Diary of Anne Frank... even though it's more than 50 years between those books, the problems are still the same."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.2.3 a. *Critiques how groups of people are portrayed in and across texts*

****Awareness and sensitivity to bias and stereotype are critical.**

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ..**

December 2005, Human Right Commission

"Every individual is free and equal in dignity and rights without regard to: race, colour, ancestry, nationality, family or marital status, religion, age, social condition, disability, sex, sexual orientation, gender identity, political belief, and pardoned criminal conviction."

May say "I think the way Will Hobbs describes the Dene in his books is pretty one-dimensional - they are alleither rebel teenagers or wise old elders."

2.2.3 b. *Critiques bias and stereotypes in and across texts*

May say "You can tell that many of these people writing letters to the editor about gun control have never been anywhere in the North where people use guns to hunt for food. If they had some other experiences, maybe they would understand our point of view."

2.2.3 c. *Critiques portrayals of various characters, communities and/or cultures in and across texts*

May say "In Maus, the author shows the Nazis as cats and the Jews as mice. I understand that part. But the Polish people are drawn as pigs, and that doesn't seem fair."

2.2.3 d. *Evaluates how own and others' understanding of cultures and communities may be influenced by different texts*

May say "If more people read Richard Van Camp's The Lesser Blessed, then maybe they would understand what it's like to be an aboriginal teenager in the North."

2.2.3 e. *Evaluates how similar ideas and themes are explored in texts from various cultures and communities*

May say "I read Men of Stone and Touching Spirit Bear. Rob read Monster. All three books looked at how young guys deal with their problems. Even though all three books are set in different cultures, it all comes down to knowing who you are, staying in touch with your roots, and being true to what you really believe."

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.2.3

Identify bias and stereotype in texts to extend personal perspective of cultural representations (oral, print, and other media) and real life

Grade 7 Specific Outcome 2.2.3

Identify ideas, points of view, and bias in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.2.3 d. Begins to interpret the portrayals of the various characters, communities and / or cultures in texts (oral, print, and other media)

**information is embedded in narrative, expository, poetic, and persuasive texts*

**connecting self to text to world*

See Experience Various Texts (2.2.1)

May say, "May say, "Soldiers are often seen of as the bad guys or rough people. They are trained to defend themselves; but we know that humans are not built to hurt other humans. The soldiers are making choices because of their training. I don't think that I could make those choices because I have not lived the same experiences."

2.2.3 e. Begins to explore how personal understandings of cultures and communities are influenced through texts (oral, print, and other media)

**connecting self to text to world*

May say, "When I read my novel about the settlers, it made me think about the responsibility that went with coming to a new land. I also thought about what it must have felt like to have those new people coming to your land."; "When we read the Anne Frank's diary, it made me think that things are not that different for some people today. We have lots of war in our world."

2.2.3 f. Begins to identify how similar ideas / themes are explored in texts (oral, print, and other media) from various cultures and communities

themes might include: love, hate, envy, survival, strength, courage, loyalty, pride, greed, ambition, ...

May say, "We have read quite a few books about survival, like Paulsen's Hatchet, Taylor's The Cay, and Houston's Fire on Ice. The Elders describe the challenges they had to survive. Things are different today, but we still struggle with survival. There are natural disasters and economic ones too---there are lots of street people in our country and everywhere in the world. People in those situations have to work on staying alive."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.2.3 . Information is on previous page(s)

Connect Self, Texts, and Culture

Grade 8 Specific Outcome 2.2.3

Identify and compare ideas, points of view, and bias, in and across texts

Grade 9 Specific Outcome 2.2.3

Compare and critique ideas, points of view, and bias, in and across texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.2.3 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.2.3 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.3.1

Discuss the strengths and limits of various forms and genres

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

7 Specific Outcome 2.3.1

Describe attributes of genres and/or forms

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Forms and Genres

8 Specific Outcome 2.3.1

Examine the relationship between genres/forms and audience/purpose

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

9 Specific Outcome 2.3.1

Evaluate the relationship between genres/forms and audience/purpose

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

<p>Grade 6 Specific Outcome 2.3.1</p> <p>Discuss the strengths and limits of various forms and genres</p>	<p>Grade 7 Specific Outcome 2.3.1</p> <p>Describe attributes of genres and/or forms</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>2.3.1 a. Talks about the relationship between genre / form and audience / purpose</p> <p>**Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones</p> <p><i>See elements of narrative, expository, poetic, and persuasive forms in Elements of Text (2.3.2)</i></p> <p><i>May say, "Why do the candidates for the Prime Minister's office hold a debate? Both kinds of presentations are to persuade us to vote for them. Do they choose that, instead of a speech, because they can talk to lots of different kinds of people by answering all kinds of questions?"</i></p> <p>2.3.1 b. Discusses the strengths and limits of various forms and genres</p> <p><i>May say: "There is more information in a news article in a journal, than a news clip on TV, so if you want more information you have to watch the news reports that are longer. You can't only listen to the news clip and expect to get the whole story." "There is a difference between news clips and news articles because some people don't want too much information." "Business letters have to be different than personal ones because you have to get right to the point to ask something or to complain about something. The person you are writing to does not usually know you; so he does not need to know what you did last weekend." "This is my personal journal to myself; it's private. My response journal is the one where I write my thoughts about what we are reading. You can only look at the response one."</i></p> <p>2.3.1 c. Discusses literature in reference to sub-genres</p> <p>*sub-genres include: adventure , autobiography, biography, contemporary, epic, fantasy, graphic novels, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional...</p> <p><i>May say, "All the <u>Harry Potter</u> books are fantasies. There is no way that they could be real." "I want to read books with lots of action because that keeps me interested. I'm looking for a good adventure book."</i></p>	<p>By the end of Grade 7 the student ...</p> <p>2.3.1 a. Identifies characteristics of a variety of forms and genres</p> <p>* forms and genres may include: fiction (adventure, fantasy, biography, science fiction, historical fiction...), poetry (free verse, rap, lyrics, ballads...), expository (narrative non-fiction, text and resource books, reports, functional writing [instructions, social networking sites, letters...].)</p> <p><i>May say: "I like the way rap always has a strong beat and regular rhyme; free verse is harder for me to follow."; "Graphic novels have lots of the story in the pictures. That's why they're more fun to read."</i></p> <p>2.3.1 b. Discusses the strengths and limits of various forms and genres</p> <p><i>May say: "We saw a powerpoint presentation today when the Armed Forces came to the gym. I think that it was a persuasive example because they were wanting us to join the Rangers. They used a style to persuade us that got our attention; it was just like watching TV."</i></p> <p>2.3.1 c. Discusses literature in reference to sub-genres</p> <p>*sub-genres include: adventure , autobiography, biography, contemporary, epic, fantasy, graphic novels, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional, free verse, rap, lyrics, ballads, narrative non-fiction, ...</p> <p><i>May say: "I think that I want to read more biographies. I like finding out about other peoples' lives."; "Do you think that <u>Who is Frances Rain?</u> is more historical fiction or fantasy? I can't decide."</i></p>

Forms and Genres

Grade 8 Specific Outcome 2.3.1

Examine the relationship between genres/forms and audience/purpose

Grade 9 Specific Outcome 2.3.1

Evaluate the relationship between genres/forms and audience/purpose

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.3.1 a. Identifies how genre or form of texts are related to audience and purpose

May say: "You can tell that the government is trying to target young smokers with these anti-smoking posters. Look at the pictures they use, with the insets and cutaways, and the typeface, and the language. It's all supposed to make kids notice."; "If you want people to really pay attention to your Facebook stuff, you need to get a better picture, and add some interesting notes and photos and stuff."

2.3.1 b. Compares strengths and limits of various forms and genres

May say: "I prefer to get my research information from Wikipedia, but it's not very reliable when it's about Northern issues; CBC is more accurate."; "I found I got more information from the National Geographic video on Ancient Egypt than I did from the library books. The books didn't have enough illustrations and there were parts I didn't understand."

2.3.1 c. Discusses literature in reference to sub-genres

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, graphic novels, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional, free verse, rap, lyrics, ballads, narrative non-fiction, ...*

May say: "I've been reading lots of fantasy; I enjoy imagining the worlds the authors create."; "I love manga. I can actually see what's happening as well as reading it."; "Do you think that story was really true? It seemed too horrible to really happen. I think it was more like a horror story."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.3.1 a. Evaluates effects of genre or form of texts on audience and purpose

May say: "Because this advertisement is written like a testimonial, some people may believe that it's really a true story. That's kind of misleading."; "This new book cover is way better than the old one - it pulls you in and makes you want to read it."; "Look at the way the newspaper has written this headline... it makes it sound like everyone here is out drinking and vandalizing things."

2.3.1 b. Evaluates strengths and limits of texts based on forms and genres

May say: "I really like using Google to search for information on the web, but sometimes it's hard to find the right search words to get what you want. And sometimes the articles are way too hard to read."; "I think the best way to get the exact information we want is to contact the Renewable Resource Officer and get a list from her. That way, we'll know it's up-to-date and accurate."

2.3.1 c. Discusses literature in reference to sub-genres

**sub-genres include: adventure, autobiography, biography, contemporary, epic, fantasy, graphic novels, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional, free verse, rap, lyrics, ballads, narrative non-fiction, ...*

May say: "I enjoyed reading about the Franklin expedition - I like the journals better than the historical fiction because it gave me a sense of seeing and feeling what those people were seeing and feeling all those years ago."; "I don't usually like short stories, because there's no time to really develop a character, but I thought 'On the Sidewalk Bleeding' was really good. I can't believe I learned so much about the guy in just a few pages."

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.3.2

Listen, read, and view texts to understand how the techniques and elements interact to create effects

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

7 Specific Outcome 2.3.2

Describe how techniques and elements are used in texts

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT ELA Support Documents

Elements of Text

8 Specific Outcome 2.3.2

Compare how techniques and elements are used in texts

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Specific Outcome Links

- See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT ELA Support Documents

9 Specific Outcome 2.3.2

Evaluate how techniques and elements are used in texts

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Specific Outcome Links

- See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT ELA Support Documents

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.3.2

Listen, read, and view texts to understand how the techniques and elements interact to create effects

Grade 7 Specific Outcome 2.3.2

Describe how techniques and elements are used in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.3.2 a. Talks about and identifies the elements of narrative texts to explore their connections

in grade six, narrative elements include:

- background information-problem-rising action-climax-falling action/resolution/denouement
- theme

maintain from previous grade:

- beginning, middle, end, (story events), problem and solution*
- main and minor characters
- setting (time and place)
- problem-rising action-climax-falling action- resolution

2.3.2 b. Talks about and identifies elements of expository texts that guide an inquiry

in grade six, expository elements include:

- content (thematic)

maintain from previous grades:

- content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- perspectives

See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.3.2 a. Identifies and describes elements within narrative, expository, and poetic texts

In grade seven, elements include:

- static/dynamic characters
- exposition
- conflict
- message

Maintained from previous grades:

Narrative

- beginning, middle, end, (story events), problem and solution*
- main and minor characters
- setting (time and place)
- problem-rising action-climax-falling action- resolution
- background information-problem-rising action-climax-falling action/resolution/denouement
- theme

Expository

- content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- perspectives
- thematic content

Poetic

- description (senses)
- rhyme,
- repetition
- onomatopoeia (sounds)
- alliteration (tongue twisters)
- imagery
- simile
- personification
- rhythm
- metaphor
- exaggeration/hyperbole
- overstatement/understatement

Elements of Text

Grade 8 Specific Outcome 2.3.2

Compare how techniques and elements are used in texts

Grade 9 Specific Outcome 2.3.2

Evaluate how techniques and elements are used in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.3.2 a. *Compares elements within and across narrative, expository, and poetic texts*

In grade eight, elements include:

- subtext
- motive
- antagonist
- protagonist

Maintain from previous grades:

Narrative-

- problem-rising action-climax-falling action- resolution
- background information-problem-rising action-climax-falling action/resolution/denouement
- theme
- static/dynamic characters
- exposition
- conflict
- message

Expository-

- content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- perspectives
- thematic content

Poetic-

- description (senses)
- rhyme,
- repetition
- onomatopoeia (sounds)
- alliteration (tongue twisters)
- imagery
- simile
- personification
- rhythm
- metaphor
- exaggeration/hyperbole
- overstatement/understatement

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.3.2 a. *Evaluates the use of elements within and across narrative, expository, and poetic texts*

In grade nine, elements include:

- allusion
- irony

Maintain from previous grades:

Narrative-

- problem-rising action-climax-falling action- resolution
- background information-problem-rising action-climax-falling action/resolution/denouement
- theme
- static/dynamic characters
- exposition
- conflict
- message
- subtext

Expository-

- content (topic and related information and summaries, paragraphing: topic sentence, supporting sentences or details, concluding sentence; multiple paragraph text: main idea, supporting ideas or details, conclusions; related vocabulary)
- logical organization (sequential, categorical, cause and effect relationships, comparison-contrast, problem-solution, descriptive)
- perspectives
- thematic content

Poetic-

- description (senses)
- rhyme,
- repetition
- onomatopoeia and alliteration
- imagery
- simile
- personification
- rhythm
- metaphor
- exaggeration/hyperbole
- overstatement/understatement

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.3.2

Listen, read, and view texts to understand how the techniques and elements interact to create effects

Grade 7 Specific Outcome 2.3.2

Describe how techniques and elements are used in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.3.2 c. *Talks about and identifies elements of poetic texts to explore their effectiveness*

in grade six, poetic elements include:

- *overstatement, understatement*

maintain from previous grades:

- *description (senses),*

- *rhyme,*

- *repetition,*

- *onomatopoeia (sounds)*

- *alliteration (tongue twisters)*

- *imagery*

- *simile*

- *personification*

- *rhythm*

- *metaphor*

- *exaggeration/hyperbole*

May say: "In the ballad, of Sam McGee, the author makes me feel and even imagine that I am running with a dog team, just by the rhythm he uses ...";

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.3.2 b. *Identifies and describes techniques used to support narrative, expository, and poetic texts*

In grade seven, techniques include:

- *atmosphere*

- *camera angles*

Maintain from previous grades:

- *type size*

- *photographs*

- *illustrations and corresponding captions,*

- *colour*

- *colour coded words*

- *opening shots to videos*

- *book covers*

- *graphics including: charts, maps, and diagrams*

- *music / sounds*

- *volume*

- *imagery*

- *font*

- *title*

- *lighting choices*

- *publication information*

- *costumes and props*

- *subtitles*

- *graphics including: figures, tables, timelines*

- *action (fast or slow)*

- *expression*

- *humour (physical, situational, visual)*

- *tone and mood*

- *point of view*

- *flashback and foreshadowing*

- *symbolism*

Elements of Text

Grade 8 Specific Outcome 2.3.2

Compare how techniques and elements are used in texts

Grade 9 Specific Outcome 2.3.2

Evaluate how techniques and elements are used in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.3.2 b. *Compares techniques used to support narrative, expository, and poetic texts*

In grade eight, techniques include:

- *prologues*
- *epilogues*
- *camera shots*

Maintain from previous grades:

- *type size*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *font*
- *title*
- *lighting choices*
- *publication information*
- *costumes and props*
- *subtitles*
- *graphics including: figures, tables, timelines*
- *action (fast or slow)*
- *expression*
- *humour (physical, situational, visual)*
- *tone and mood*
- *point of view*
- *flashback and foreshadowing*
- *symbolism*
- *atmosphere*
- *camera angles*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.3.2 b. *Evaluates the use of techniques used to support narrative, expository, and poetic texts*

In grade nine, techniques include:

- *camera movements*
- *scene transitions*

Maintain from previous grades:

- *type size and font*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *title*
- *lighting choices*
- *publication information*
- *costumes and props*
- *subtitles*
- *graphics including: figures, tables, timelines*
- *action (fast or slow)*
- *expression*
- *humour (physical, situational, visual)*
- *tone and mood*
- *point of view*
- *flashback and foreshadowing*
- *symbolism*
- *atmosphere*
- *camera angles*
- *prologues*
- *epilogues*
- *camera shots*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.3.2

Listen, read, and view texts to understand how the techniques and elements interact to create effects

Grade 7 Specific Outcome 2.3.2

Describe how techniques and elements are used in texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 6 the student ...

2.3.2 d. *Talks about and identifies techniques used to support texts (narrative, expository, poetic)*

in grade six, techniques include:

- *symbolism*

maintain from previous grades:

- *type size*
- *photographs*
- *illustrations and corresponding captions,*
- *colour*
- *colour coded words*
- *opening shots to videos*
- *book covers*
- *graphics including: charts, maps, and diagrams*
- *music / sounds*
- *volume*
- *imagery*
- *font*
- *title*
- *lighting choices*
- *publication information*
- *costumes and props*
- *subtitles*
- *graphics including: figures, tables, timelines*
- *action (fast or slow)*
- *expression*
- *humour (physical, situational, visual)*
- *tone and mood*
- *point of view*
- *flashback and foreshadowing*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 7 the student ...

2.3.2 . *Information is on previous page(s)*

Elements of Text

Grade 8 Specific Outcome 2.3.2

Compare how techniques and elements are used in texts

Grade 9 Specific Outcome 2.3.2

Evaluate how techniques and elements are used in texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.3.2 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.3.2 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

6 Specific Outcome 2.3.3

Explain how the author develops voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts

* using texts with an appropriate complexity of content and sophistication of style

***Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.**

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

7 Specific Outcome 2.3.3

Identify descriptive and figurative language and stylistic techniques

* using texts with an appropriate complexity of content and sophistication of style

***Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.**

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Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Text (2.3.2), and Enhance Artistry (4.2.4)

Word Choice and Artistry of Texts

8 Specific Outcome 2.3.3

Compare effects of descriptive and figurative language and stylistic techniques within and across texts

* using texts with an appropriate complexity of content and sophistication of style

***Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.**

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Text (2.3.2), and Enhance Artistry (4.2.4)

9 Specific Outcome 2.3.3

Evaluate effects of descriptive and figurative language and stylistic techniques within and across texts

* using texts with an appropriate complexity of content and sophistication of style

***Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.**

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension strategies (2.1.2), Cueing Systems (2.1.4), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Text (2.3.2), and Enhance Artistry (4.2.4)

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.3.3

Explain how the author develops voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.3.3 a. Extends vocabulary while speaking, reading, and writing

2.3.3 b. Explains how effective an author's choice of words, techniques, or elements are in clarifying and enhancing meaning (oral, print, and other media texts)

**exploring descriptive and figurative language*

May say, "The author used a simile, 'She went red like a tomato.' I didn't see that much differently than if it read, 'she was all red'. A tomato didn't help describe a real picture for me. Maybe if the author used , ..."

Grade 7 Specific Outcome 2.3.3

Identify descriptive and figurative language and stylistic techniques

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.3.3 a. Identifies and describes how word choice and stylistic techniques clarify and enhance meaning

May say: "It's cool the way they just have the words "skate it" on the cover of that video game - just really plain and simple with nothing else. It makes it all about the skateboarding."; "The way Sharon Creech uses the boy's journal entries and poems to tell the story of the dog is amazing. The story only takes a few lines, but she makes it so powerful. You can predict what's going to happen, and you don't want it to, but they way she writes it you just have to keep on reading."; "I thought it was clever the way the illustrators used images that would appeal to everyone when they did the DVD cover for... That way, they reach a wider market."

2.3.3 b. Begins to compare how authors express voice in oral, print, and other media texts

May say: "Lord of the Rings and Harry Potter both create magic worlds, but I think JK Rowling's voice is more appealing to younger kids. I think you have to be a more sophisticated reader to like Tolkein because of all the long descriptions."; "I read The Watcher, by James Howe, because I loved his Bunnacula stories, but this one was so different! There was no humour and I didn't recognize his voice at all."

2.3.3 c. Identifies instances of ambiguous and/or precise use of language and suggests meaning based on context

May say: "What does it mean when it says 'our home and native land?'. Is that about land claims?"; "When it says PG13, does that mean you have to go to the theatre with your parents or you have to be 13, or both?"

Word Choice and Artistry of Texts

Grade 8 Specific Outcome 2.3.3

Compare effects of descriptive and figurative language and stylistic techniques within and across texts

Grade 9 Specific Outcome 2.3.3

Evaluate effects of descriptive and figurative language and stylistic techniques within and across texts

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

2.3.3 a. *Compares effects of word choice and stylistic techniques within and across texts*

2.3.3 a. *Evaluates effectiveness of word choice and stylistic techniques within and across texts*

May say: "Look at the way Walter Dean Meyers uses such different word choices in these two poems - it makes them seem like they were written by two different authors."; "The way Philip Pullman puts all those 'made-up' words into his stories, like daemon and gyptians and alethiometer reminds me of how Lord of the Rings and Harry Potter created new words, too."

May say: "I think the first line in the short story 'Bus Stop' is really good. It's unrelated to the title, so it grabbed my attention right away. In fact, you don't get to the bus stop part until the last paragraph, which makes you want to keep reading."

2.3.3 b. *Compares how authors express voice in oral, print, and other media texts*

2.3.3 b. *Critiques the effectiveness of ways authors express voice in oral, print, and other media texts*

May say: "The way David Lubar writes about the kids and teachers in the 'alternative school' gives you such a vivid picture of a bunch of misfits - the teachers are weirder than the kids! It's very different than Walter Dean Meyers' Monster, where it's more realistic but leaves more to your imagination, too."; "I read James Patterson's Maximum Ride and really liked it. Then I read some of his 'adult' books, but they weren't as good. I think he writes with a different voice for teenagers."

May say: "I think that using the same director for all the movies in a series, the way Lord of the Rings or Pirates of the Caribbean do, is better than using different ones like they did for Batman or Harry Potter." When you use different directors, the voice changes and the characters aren't as consistent."; "I like watching the Olympic coverage on the American TV stations because they spend more time on basketball and stuff like that. My dad won't watch anything but Canadian coverage, because he says the American network only shows the US athletes, but the Canada covers everyone."

2.3.3 c. *Compares connotation and denotation of language choices using contextual evidence*

2.3.3 c. *Critiques effectiveness of ambiguous and/or precise language choices using contextual evidence*

May say: "The author used the word 'immature', and I think he meant 'young' but it made the piece sound kind of negative."; "I think 'adventurous' would have been a better choice than 'daredevil' in this newspaper article. It makes it sound like the kids are taking unnecessary risks, just to show off."

May say: "I like the way Indiana Jones uses the line 'I've got a bad feeling about this' in each of the movies. It's different each time, but it's always funny because you know what's going to happen."; "I hate reading gossip magazines like 'People' because everything is so vague - they never really tell you anything with facts, except how old everybody is!"

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.3.3

Explain how the author develops voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.3.3 c. *Explains how an author expresses his / her voice in oral print, and other media texts, with guidance*

****Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:**

1. *How does the author speak directly to the reader on an emotional level?*
2. *How does the author experiment with style to match the purpose and intended audience?*
3. *How does the author take risks to reveal the person behind the words?*

developing an awareness of voice in text, in grade six, typically involves:

- discussing the overall effect of the author's voice on a text to maintain from previous grades:

- responding to feelings in texts read aloud or viewed*
- dramatizing familiar texts expressively*
- taking on characters in improvisations / puppet plays*
- understanding that bolded or coloured text represents strong feelings, or importance*
- talking about adjectives or adverbs in texts*
- responding personally to a text*
- talking about the author's tone*
- talking about the author's purpose*
- reading dialogue with expression*
- attending to end punctuation when reading texts*
- identifying significant details in texts*
- identifying most effective or appropriate descriptors*
- reading with expression and appropriate tone for the subject / topic*
- talking about the intended audience*
- attending to internal punctuation when reading*
- discussing the author's point of view*
- discussing leads (strong, weak)*
- finding unique expressions in texts*
- discussing the effectiveness of the organization*

May say: "The author used dialogue to show what the kids were thinking and that really sounded like how kids talk. It made me understand why they decided to..."; "The book starts with a strong lead that drags you right into the action, and everything happens fast. There's no extra description, so you feel like the story is moving ahead really quickly."

Grade 7 Specific Outcome 2.3.3

Identify descriptive and figurative language and stylistic techniques

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.3.3 . *Information is on previous page(s)*

Word Choice and Artistry of Texts

Grade 8 Specific Outcome 2.3.3

Compare effects of descriptive and figurative language and stylistic techniques within and across texts

Grade 9 Specific Outcome 2.3.3

Evaluate effects of descriptive and figurative language and stylistic techniques within and across texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

2.3.3 . *Information is on previous page(s)*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

2.3.3 . *Information is on previous page(s)*

General Outcome:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Grade 6 Specific Outcome 2.3.3

Explain how the author develops voice through vocabulary, descriptive and figurative language, techniques, and elements in a variety of oral, print and other media texts

Grade 7 Specific Outcome 2.3.3

Identify descriptive and figurative language and stylistic techniques

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

2.3.3 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.3 e. **Begins to understand the subtle ambiguity of language and the importance of precise language in context**

***may include humour (physical, situational, visual)
puns, jokes, double entendres (multiple meanings), ...**

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

2.3.3 . **Information is on previous page(s)**

Word Choice and Artistry of Texts

Grade 8 Specific Outcome 2.3.3

Compare effects of descriptive and figurative language and stylistic techniques within and across texts

Grade 9 Specific Outcome 2.3.3

Evaluate effects of descriptive and figurative language and stylistic techniques within and across texts

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 8 the student ...

2.3.3 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 9 the student ...

2.3.3 . *Information is on previous page(s)*