

English Language Arts

Learner Outcomes

Grade 7

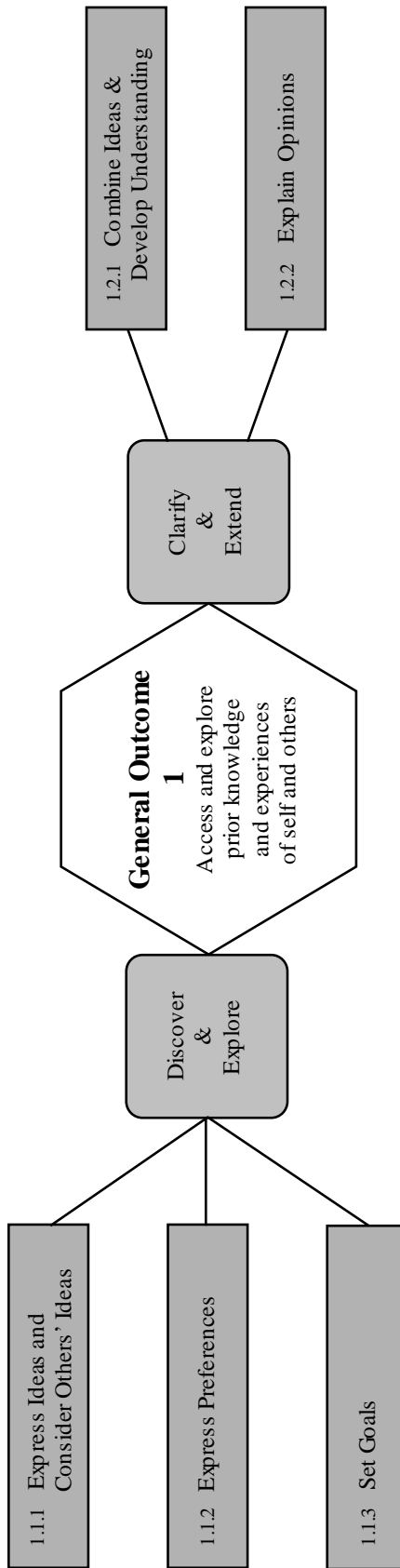


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.1 Grade 7

Discover and Explore

Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understanding about oral, print, and other media text

**It is important to be sensitive to cultural conventions when inviting students to interact.

**It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

Express Ideas and Consider Others' Ideas

General Example(s)

•conversations, exploratory talk, sharing circles, celebrations, inquiry, dramatizations, prompted activities, artistic representations, journals (response logs, dialogue journals, two-way journals, dual entry journals, reflection logs), Think Alouds, text explorations, responses, representations, appropriate questions and comments, Before-During-After (BDA), predictions, T-Charts, verifications, reflections, explanations, small group discussion, alternate point of view stories, role plays, question strategies, point of view writing, Role-Audience-Format-Topic activities (RAFT), literature circles, same and different charts, gallery walk, inside-outside circles, Venn Diagrams, conferences, surveys and interviews, inquiries, learning logs, inquiry notebooks, inquiry/ research response sheets, inquiry process, scientific method, anticipation guides, electronic mail messages, text reviews, inferences, Question-Answer-Relationships (QARs), ...

strategies: checking for accuracy, increasing flexibility and ability to see other points of view, persevering when the solution is not immediately apparent, using prior knowledge, using metacognition, using precise language, selecting relevant information

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Culture (2.2.3), Ask Questions (3.1.2), Use Language to Show Respect(5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

1.1.1 a. *Describes own observations and interpretations, including prior knowledge*

May talk about impressions from movies, books, poetry, etc. "The legend is going to explain why people feel that way. That's what legends do - they explain the stuff we can't really understand." "I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"

1.1.1 b. *Reflects on own observations and interpretations*

May say: "When I buy something now, I look at how much packaging there is - I think that's because of what we learned from that Michael Moore movie."; "How do you know when you buy something that says 'organic' that it really is? I always thought that companies had to tell the truth, but now I'm not so sure."

1.1.1 c. *Listens respectfully and seeks others' points of view*

May say: "My teacher says my IPod is going to ruin my hearing. I need to find something that will show her she's wrong."; "My mom's uncle is a shaman, but he won't ever tell me anything about it. He says I'm not ready, but I want to learn about it. I guess I need to be more patient"; "I want to know what Nasif thinks about what happened on the news last night."

1.1.1 d. *Talks about connections between own and others' observations and interpretations*

May say: "Bobby and I both think that Jesse was wrong to play for the slaves. I would have..."; "Sylvie shared her pictures from camp with me, when we were skinning martens. She's using them for her Historica project and I'm going to use them for a "how-to" book for the grade 2's."

1.1.1 e. *Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding in a variety of situations*

May say: "Do you remember when we read Visions and the way Jaime told us her grandpa used to 'see' into the past? I wonder if this is the same kind of thing with being like a medium and knowing what's happening to people?"; "Let's find the site map for this web site and see if we can figure out where it really comes from, like Sarah showed us - that way we can decide if the information is accurate."

1.1.1 f. *Extends questions and answers to clarify others' ideas, information, and experiences (from oral, print, and other media texts)*

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "Some research leads us to make different conclusions, so what does this all mean? And how do we work with that mixed up information?" "I think that the character did that to prove a point. Once I was mean to my brother to show him how I felt. Don't you think that sometimes it is OK to do something if it helps you to explain and then things will be better? Isn't that what happened in this book?"

1.1.1 g. **** 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.**

1.1.1 h. *Begins to discuss the differences in personal interpretations and understandings with those of others (in oral, print, and other media text)*

May say, "In our poem about school, we were wondering if all the dark colours meant that the person was sad or if the author wanted us to think and feel that it was night." "The sounds and music used in the cartoon made me think that it was a happy time, but my partner thinks that the music was used to laugh at the character."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.2 Grade 7

Discover and Explore

Explore a variety of genres, authors and artists in oral, print, and other media texts, including those recommended by peers

Express Preferences

General Example(s)

•preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

1.1.2 a. *Chooses appropriate texts independently and/or following recommendations*

May say "My friend said I'd really like this book because it's written by an author I like, but it's a whole different set of characters, and I can't get into it."; "I thought this biography of Jason Spezza would be good - I really like him - but it's just all statistics, and it's boring!"; "I got this new series from Kozumi Shinozawa and it's really good. I like everything he writes."

1.1.2 b. *Explains personal preferences using examples*

May say: "I like the way manga authors can give so much information through the drawings as well as the words. It's like reading in two different ways, and then putting the pieces together to make sense."; "I really like fantasy and sci/fi, but not that 'girlie' stuff - there needs to be lots of action, like in Eragon or Lord of the Rings"; "I read all the VC Andrews books because I liked the way some of the characters moved from book to book. I like it when you get to know a character better."

1.1.2 c. *Highlights aspects of genres and/or forms in discussions with peers*

May say: "Manga gives you a whole different set of information - way better than you could get with just words."; "I love horror stories that make you use your imagination, instead of spelling it all out; it's the same with mysteries. I want to figure it out myself!"; "I like rap because it says what it means. You don't have to try to figure things out and think 'deeply!'"

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.3 Grade 7

Discover and Explore

Set Goals

Describe and assess personal language use and revise personal goals to enhance language learning and use

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

1.1.3 a. *Considers examples of, and participates in discussions about, the purposeful and effective use of language*

May say: "I like the way that TV commercial uses music to contrast with the words and pictures on the screen. It makes you think."; "Do you think that the tag lines we remember from movies are always the most important ones?"

1.1.3 b. *Collaboratively develops criteria used to assess language use*

May say: "If the purpose of the presentation is to persuade people, then what should we put in our assessment rubric? It needs to look at our word choice, how we present the information, and how we thought about our audience. What else?"; "I think it's more important that you understand what you've read, rather than how fast you finish."

1.1.3 c. *Uses strengths and challenges to set goals to improve language use*

May say: "Our presentation was good, but we could have used more precise language. That is going to be my goal for next term."; "I keep choosing books by the same author in one series. I think I need to stretch a bit and pick something different."; "I started using sticky notes to track my thinking when I'm reading, but they keep falling out. I'm going to try two-column notes, instead."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.1 Grade 7

Clarify and Extend

Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings

Combine Ideas and Develop Understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

- 1.2.1 a.** *Extends questions and answers to clarify and connect others' ideas, information, and experiences (from oral, print, and other media texts)*

conversations, centres, readers' and writer's workshop, research projects, science experiments, author's chair, book talk, exploratory talk, I wonder charts, journals / reflection logs, think alouds, peer and teacher conferences, Who-What-Where-When-Why-How (5Ws + How), Know-Want to Know-Learned (KWL), Before During After (BDA), think alouds, interviews, Did You know?, Point of View charts, Know-Want to Know-Learned-How I Will Find Out (KWL +), anticipation guides, dual entry journals, ...

May ask and answer open ended questions to satisfy curiosity and information needs, for clarification, extension, exploration, and investigation: "I don't understand, why...." "Tell me more about...." "So, if..." "Does this mean ...?" "What if ..." "What do you mean by?" "Is that the same as ... or would that be like ...?" "That reminds me of ..."

see Ask Questions (3.1.2)

- 1.2.1 b.** *Chooses and applies methods of organizing ideas and information that clarify main ideas*

•Venn diagram, t-chart, story charts, fishbone illustrations, Before-During-After (BDA) maps, graphs, tallies, ...

May say, "Suppose we are stranded on a northern island. We would have to hunt animals and find ways to prepare the hides or we would freeze once our clothes got too small or wet or winter came." "But on an southern island, we would have to learn to protect ourselves from the sun. I wonder if we would use animal skins or something else?"

- 1.2.1 c.** *Recognizes that understandings and/or conclusions may change based on new information*

May say "We thought it would be good to have a shorter recess, because then we could go home sooner. When we brought it to the student council, they thought so, too. But when we went to the principal, she said that we had to have breaks during the day because that was in the Education Act. So I guess we need to think of another way."; "I was sure that Snape was a good guy, right until the end of the book. I could hardly believe it when he turned out to be evil."

- 1.2.1 d.** *Applies current understandings and / or conclusions to new contexts*

May say "When we read "A Wrinkle in Time", we learned that they tesseract through time and space. I'm thinking that in "A Wind at the Door" it will be the same."; "When we watched the movie "Holes", I think it helped that we read the book first. It made it easier to figure why some of the stuff happened."; "When we read "Tracking Triple Seven" I didn't really understand the parts that were set in the camp. Since we got to visit Ekati, it makes a lot more sense."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.2 Grade 7

Clarify and Extend

Summarize and represent personal viewpoints in clear and purposeful ways

Explain Opinions

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

1.2.2 a. Summarizes personal viewpoints with a specific audience in mind

May say: "Spending all that money on a bridge is wrong, because ... We need to tell our MLA how we feel. We can write a letter to the editor, too"; "People shouldn't be allowed to smoke in their cars if there are kids in there. I keep telling my sister she's going to make my niece sick"

1.2.2 b. Uses features of oral language, visuals, and/or other media to present personal viewpoints

May use: video, slide shows, posters, brochures, drama, dance, poetry, songs, music, rap ...

May say: "I made a poster on recycled newspaper to show how we need to recycle paper to save the forests"; "Mickey and I made up a rap with lots of moves and a fast rhythm to show how we feel about over-hunting and how that hurts all of us"; "I have a poem with lots of imagery about how racism hurts people that I want to read at assembly"



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

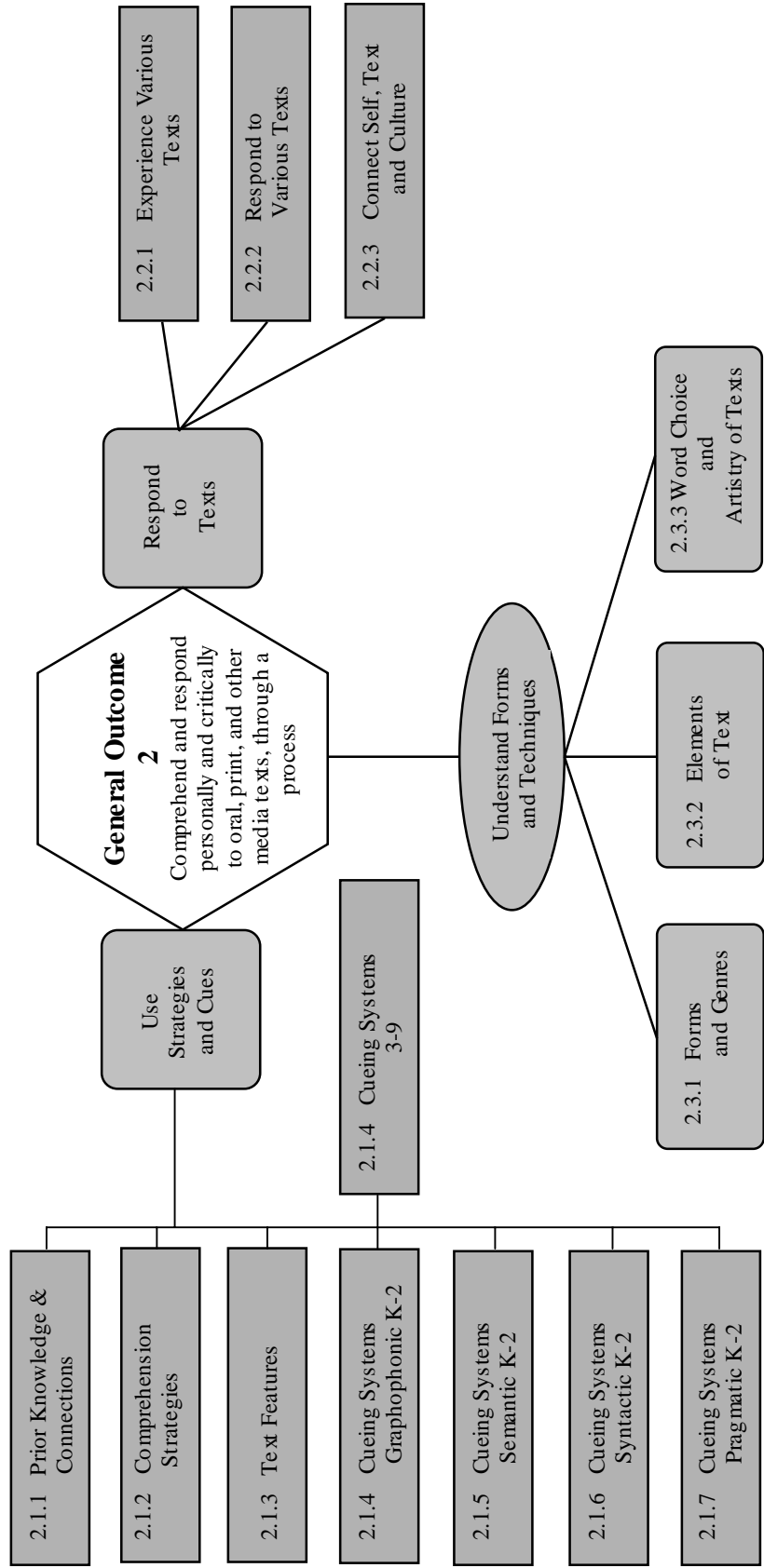
voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

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.

Specific Outcome 2.1.1 Grade 7

Use Strategies and Cues

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

Prior Knowledge and Connections

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1)

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."

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- 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."

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, ...*

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.

Specific Outcome 2.1.2 Grade 7

Use Strategies and Cues

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

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

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

Comprehension Strategies

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)

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."

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.

Specific Outcome 2.1.3 Grade 7

Use Strategies and Cues

Use textual cues to construct and confirm meaning

**cues in narrative, expository, and poetic texts

Text Features

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)

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."

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

***in grade seven, 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: "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."

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..."

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.

Specific Outcome 2.1.4 Grade 7

Use Strategies and Cues

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.**

Cueing Systems

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)

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.

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.

Specific Outcome 2.2.1 Grade 7

Respond to Texts	Experience Various Texts
<p>Explore a variety of oral, print, and media texts</p> <p>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</p> <p>*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors</p> <p>*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.</p>	<p>General Example(s)</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p> <p>Specific Outcome Links</p> <p>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)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 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 expresses preferences for particular texts*

****required** texts to **explore** in grade seven:*

- novels (longer chapters, few illustrations, featuring action, dialogue, considerable description, varied sentence length, challenging vocabulary)*
- narratives*
- fantasy*
- editorials*
- reviews*
- interviews*
- ballads*
- lyrics*
- essays*

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.

Specific Outcome 2.2.2 Grade 7

Respond to Texts	Respond to Various Texts
<p>Respond to texts creatively and critically</p> <p>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p>	<p>General Example(s)</p> <p>**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging</p> <p>*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic</p> <p>*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)</p> <p>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, ...</p> <p>Specific Outcome Links</p> <p>•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

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

**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)*

**the distinction between grade levels is the depth of the response*

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

•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: "Circumpolar countries are those that are north of 60 degrees North."

•Comprehension may say: "Based on this, there have been several migrations of people throughout the circumpolar world."

•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."

•Analysis may say: "Changes in health care delivery helped to increase life expectancy across the circumpolar world."

•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.'"

•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."

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.

Specific Outcome 2.2.3 Grade 7

Respond to Texts

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

Connect Self, Texts, and Culture

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)

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!"

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.

Specific Outcome 2.3.1 Grade 7

Understand Forms and Techniques

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.

Forms and Genres

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)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

2.3.1 a. *Identifies characteristics of a variety of forms and genres*

** 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...]....)*

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."

2.3.1 b. *Discusses the strengths and limits of various forms and genres*

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."

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 think that I want to read more biographies. I like finding out about other peoples' lives."; "Do you think that Who is Frances Rain? is more historical fiction or fantasy? I can't decide."

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.

Specific Outcome 2.3.2 Grade 7

Understand Forms and Techniques

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.

Elements of Text

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

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*

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*

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.

Specific Outcome 2.3.3 Grade 7

Understand Forms and Techniques

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.

Word Choice and Artistry of Texts

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)

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?"

General Outcome 3

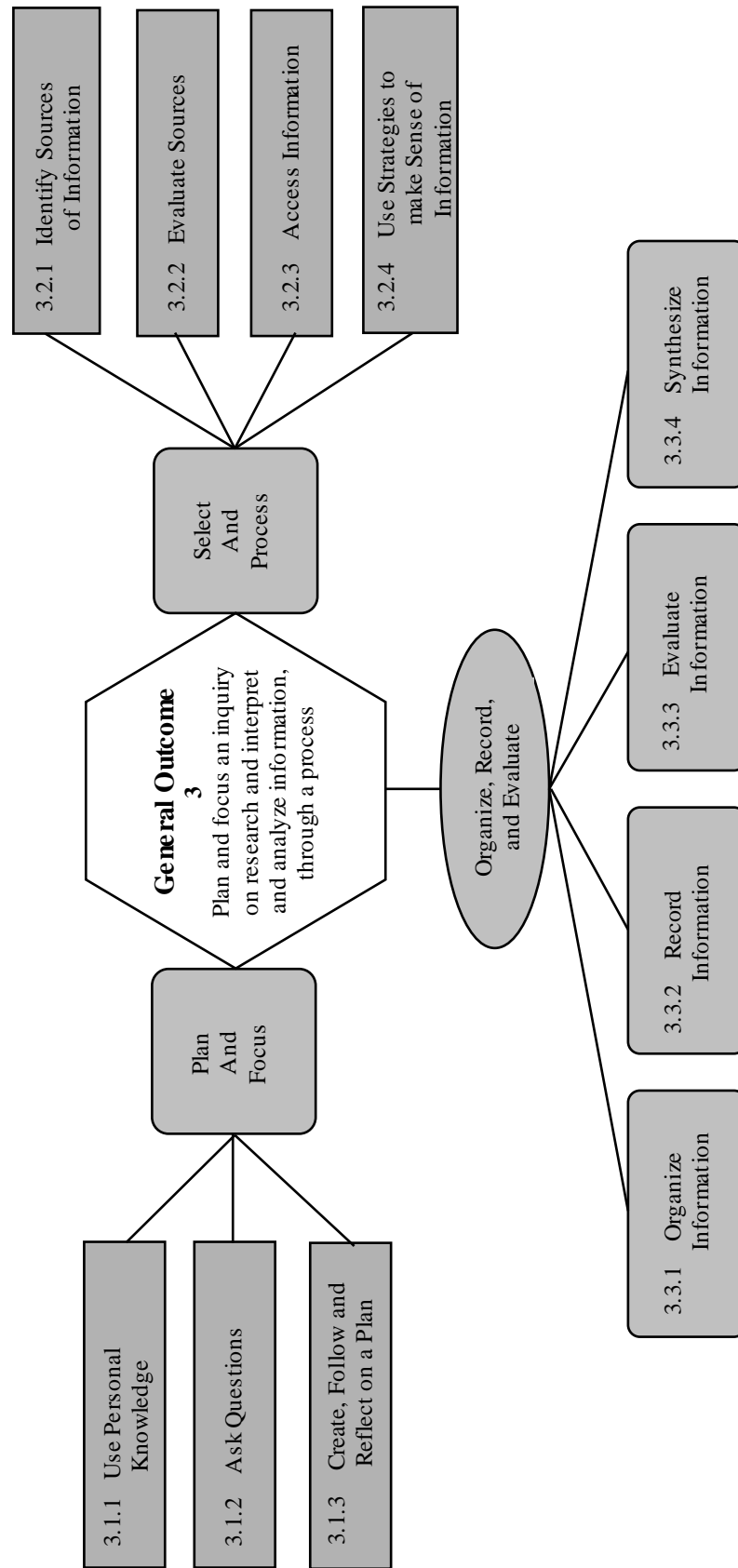


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.1 Grade 7

Plan and Focus

Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry

Use Personal Knowledge

General Example(s)

- Conversations, guided discussions, discussion webs, reflections, journals, sharing circles, Think-Pair-Share (TPS), organizational frames, Know-Want to Know-What I Learned (KWL) charts, charts, current event charts, science observations, data interpretations, graphs, inquiry notebooks, learning logs, outlines, mind maps, survey, preview, question, ...

Specific Outcome Links

- See Organize Information (3.3.1) for list of graphic organizers

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.1.1 a. Summarizes prior personal and factual knowledge related to a topic

May say: "These resources all talk about what scientists think about climate change, and over here I've mad a list of all the examples I can think of that we see right here."; "I made a list of all the groups who have land claims negotiations that are ongoing and those that are settled. I also made a list of why I think we need to have self-government."

3.1.1 b. Identifies missing categories and information gaps in knowledge about a topic

May say: "I have lots of information about the melting polar ice caps, but not enough on climate change in the sub-Arctic."; "I thought I knew lots about... but when my group started asking questions about it, I realized I needed to get more information."

3.1.1 c. Uses self-questioning to choose a focus for inquiry

May say: "I want to look at what aboriginal people did during World War 2, but there's too much information. What if I found one person from the NWT and just wrote about him?"; "Does this book really talk about what I want to know?"; "Is this film really about what I want to learn?"

3.1.1 d. Uses categories, gaps in knowledge, and questions to plan next steps for inquiry

May say: "I have all the background information I need for the introduction, but I don't have enough specific data, so I need to do some interviews with elders."; "I don't understand the approval processes for development they talked about in the video, so I'm going to the band office to see if they can help me."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.2 Grade 7

Plan and Focus	Ask Questions
Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry	General Example(s) •Conversations, brainstorming, guided questions, think-alouds, peer and teacher conferences, classroom question box, Exit slips, I wonder charts, Who- What- Where- When- Why (5W's) web, Who- What- Where- When- Why- How (5W's + H), journals, learning logs, I Wonder..., I Learned..., T-charts, Y-charts, Know-Want to Know-What I Learned (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), Know-Want to Know-How I will Learn It-What I Learned-How I Will Apply-What Questions am I left with? (KWHLAQ), question cube, fishbone diagrams, Venn diagram, Frayer Model, Concept Webs, Outlines, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.1.2 a. *Develops a variety of open-ended questions on an inquiry topic*

- uses primarily "how" and "why" questions

May say: "Why would people still want to drive huge vehicles that use so much gas when...?"; "How would those changes affect us?"

3.1.2 b. *Asks relevant questions to deepen and extend thinking throughout the inquiry process*

May say: "I'm confused by this information. Does it mean... or ...?"; "Is the video really saying that.... or is it ...?"

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.3 Grade 7

Plan and Focus

Create, follow, and reflect on plans to collect, record, and synthesize information in own and group inquiry

Create , Follow, and Reflect on a Plan

Specific Outcome Links

See Identify Sources of Information (3.2.1), Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), Evaluate Information (3.3.3), and Synthesize Information(3.3.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.1.3 a. Identifies purpose and audience for the inquiry

May say: "We are going to look at different family structures around the world, to show that there isn't just one right kind of family. Then we're going to share that information with the primary classes, to..."

3.1.3 b. Chooses appropriate strategies for collecting and recording information

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, Know-Want to Know-How I learned-Learned (KWHL), inquiry/ research response sheet, 2-column notes, mind map, Power Notes ...

May say: "We put the key ideas into the power notes, then added examples under each one for support."; "We have to remember to write our observations in the log, as well as entering the measurement data each day."

3.1.3 c. Chooses strategies and formats for organizing, synthesizing, and sharing inquiry information

Diagrams, lists, graphs, journals, logs, inquiry notebooks, charts, webs, T-charts, math equations, observation charts, Venn diagrams, concept webs, outline, graphic organizers, Know-How I learned-Learned (KWHL), inquiry/ research response sheet, 2-column notes, mind map, Power Notes ...

May say: "Here is all the information from the survey. How can we present it in a way that will make sense to the other students?"

3.1.3 d. Creates a plan to meet a specified time frame for inquiry

day timer, time frames, agenda books, electronic agenda, PDA,...

3.1.3 e. Reflects on the plan during and at end of inquiry

May say: "We should have checked our progress more often against the time line. We waited too long, and now we're really far behind."; "We're ahead of where we thought we'd be right now. What should we do?"

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.1 Grade 7

Select and Process

Identify relevant primary and secondary sources to answer inquiry or research questions

Identify Sources of Information

General Example(s)

•People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, various multimedia, songs, folk tales, plays / scripts, series by the same writer, diaries, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

- 3.2.1 a.** *Identifies primary (experiential and/or firsthand account) and secondary (text based and/or secondhand account) sources of information relevant to inquiry topic*

Guest presenters (elders from the community, storytellers, and others) , experts and speakers, field trips and excursions, natural habitats, first hand experiences (drum dances, drama presentations, performances, and other live experiences), ...

Newspapers, information text, CD ROMS, almanacs, encyclopedias, text books, atlases, classroom displays and interest centers, class or school or community libraries, slide shows, movies, songs, videos, Internet sites, art work, sculptures, prints, ...

May say: "I found a video and some internet sites that talk about the pollution the Tar Sands development is causing, but I can't find any relevant firsthand accounts from people who live there."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.2 Grade 7

Select and Process

Evaluate Sources

Use criteria to evaluate usefulness and reliability of sources

See support documents for examples of citing sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.2.2 a. Matches source(s) to the focus and/or purpose of inquiry using criteria

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "Rio Tinto has lots of information available at their office and on their website. It will give us some good background information on open pit mining."

3.2.2 b. Determines usefulness of source(s) using specific criteria

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "The pictures in this article are great, but since we're presenting this on the radio, I don't think this article is going to be very useful."

3.2.2 c. Determines reliability of source(s) using specific criteria

Criteria may include: title, author, copyright date, author's expertise in field, fact or fiction or opinion, viewpoint or perspective, primary (experiential and/or firsthand account) or secondary (text based and/or secondhand account) source, information contained in more than one form, answers inquiry question completely, provides useful information, information is suitable, readability, comprehension, perspective (validity), ...

May say: "These articles from "Up Here" all have good information and pictures about the diamond mines. They are current and cite sources for their information, so we can use them in our open-pit mining research."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.3 Grade 7

Select and Process	Access Information
Use text features and references tools to identify relevant information	<p>General Example(s) Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)</p> <p>Specific Outcome Links • See Text Features (2.1.3) and Cueing Systems (2.1.4)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.2.3 a. *Uses a variety of text features to locate information in oral, print, and other media texts*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, icons, colour coded words, font, letter size, charts, graphic organizers, opening shots to videos / DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, ...

sounds, music, words, noises, pauses, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pause, intonations, ...

See Text Features (2.1.3) for further list of narrative, expository, and poetic textual cues

3.2.3 b. *Uses the library's organizational system to locate relevant information*

Areas designated for fiction, nonfiction, easy reading, new books, picture books, informational texts, references (dictionaries, atlases, maps, almanacs, thesauri,), magazines, posters, videos, audio tapes, CD Roms, library files, electronic media, alphabetization of resources, card and electronic catalogues, Internet search engines / tools, ...

3.2.3 c. *Uses the computer to locate and access information*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

see Identify Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, blogs, wikkis, web casts, ...

3.2.3 d. *Accesses information from reference materials*

conversations, calendar/agenda, number line, labels, learning centers, print and electronic dictionaries, maps, environmental print, informational texts, atlases, maps, Internet sites, time lines, charts, graphs, thesauri, spell check functions, directories, Net-directories, search engines, objects, artifacts ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.4 Grade 7

Select and Process

Use Strategies to Make Sense of Information

Use strategies to understand and relate information in texts

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

- 3.2.4 a.** *Uses prior knowledge, connections, predictions, and inferences to make sense of and relate information within and across texts*

May say: "We already know that open pit mining is bad for the environment; I think the section titled 'Drawbacks' will give us more specific information about that."

- 3.2.4 b.** *Uses textual cues and organizational patterns to preview and construct meaning within and across texts*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

illustrations, titles, key words, labels, colour coded words, opening shots to videos, author's name, publication information, table of contents, captions, headings and subheadings, diagrams, hot links, index, glossary, dictionary guide words, main ideas, supporting ideas, explanation, compare and contrast, cause and effect, sequence, problem and solution, ...

Main idea map, main idea chart, visualizing and verbalizing, Directed Reading-Thinking Activity, guided reading, sketching, story mapping, 5 Ws and H charts, active listening, rereading, and reading on, ...

discuss, question, reQuest, read, reread, view, review, examine, reexamine, test, retest, write, rewrite, compare and contrast,

- 3.2.4 c.** *Selects and summarizes key ideas and details from texts related to inquiry topic*

May say: " So let's make a chart with the key ideas that support the idea that open pit mining is bad for the environment. Then we can add a supporting detail and an example for each one."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.1 Grade 7

Organize, Record, and Evaluate

Organize ideas and information using headings

Organize Information

General Example(s)

strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.3.1 a. Chooses and uses appropriate strategies and format to organize information

**see Specific Outcome for a list of strategies*

graphic organizers: journals, lists, pictographs, picture maps, 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, ...

May say "We brainstormed all the pros and cons and recorded them on this T-chart. Now we'll get evidence to support our thinking." " I made a chart that listed my sub-topics across the top and then broke it down on the side with 'key points', 'supporting details', and 'examples', so I could make sure I had all the information ready that I would need to write the essay."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.2 Grade 7

Organize, Record, and Evaluate

Record Information

Record key ideas and details; cite sources appropriately

Specific Outcome Links

Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.3.2 a. *Records ideas and information from one or more sources using categories with headings*

See 3.3.1 for list of graphic organizers

May say "I used a magnet summary to record the key idea from each section in this video. Now I'll put them in a chart and add the supporting ideas and details so I can start looking at how I want to put the information together." "When I knew I was going to get most of my information from these two web sites and this video, I made a chart with the topic subheadings across the top to help me organize the information, with each source in a different row, so I would know where to go back and look if I wanted more information."

3.3.2 b. *Cites sources of information*

authors, titles, publication date, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.3 Grade 7

Organize, Record, and Evaluate

Identify relevance, importance, and gaps in information within and across sources

Evaluate Information

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.3.3 a. *Describes information in terms of relevance to inquiry, importance of information, and currency*

***Keep in mind form, audience, and purpose when evaluating information*

identifying question, identifying subtopics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

May say: "This part is really good. It lists the key ideas, and it was published just two years ago."; "Your pictures are beautiful, but they're more than ten years old. I wonder if the town has changed a lot in that time... ours certainly has!"

3.3.3 b. *Identifies gaps in information*

May say "Let's look at our chart now. We have supporting details for all the ideas except for the one that caribou won't cross the actual pipeline. Let's talk to the guys at ENR... maybe they can help us." "I used this chart to organize my information and collected key ideas, supporting details, and examples for each subheading. Now I can see right away where I don't have enough information."

3.3.3 c. *Suggests possible perspectives within texts*

May say: "The way this editorial is written really makes it sound like all teenagers are irresponsible. I wonder if it's because the editor is old."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.4 Grade 7

Organize, Record, and Evaluate

Synthesize Information

Incorporate new information with prior knowledge and identify next steps in inquiry

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

3.3.4 a. *Describes how new information impacts prior knowledge of inquiry topic*

May say: "My hypothesis was that... but now that I did some more research I think..."

3.3.4 b. *Synthesizes information from a variety of sources to explain new understanding(s) and/or point of view about inquiry topic*

May say: "Look at these different examples of open pit mining. You can see how each one shows different environmental problems..."

3.3.4 c. *Makes reasoned judgments related to new understandings supported by evidence*

May say: "Based on the evidence we've collected, we should be sure that there is a plan in place now to clean up the Ekati mine once the diamonds are all gone."

3.3.4 d. *Generates goals for next steps in inquiry or research process*

May say: "I think that I need to be more careful in making sure I record my sources when I'm taking notes. Sometimes I forget, especially with websites, and then I can't remember where I got the information."



Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

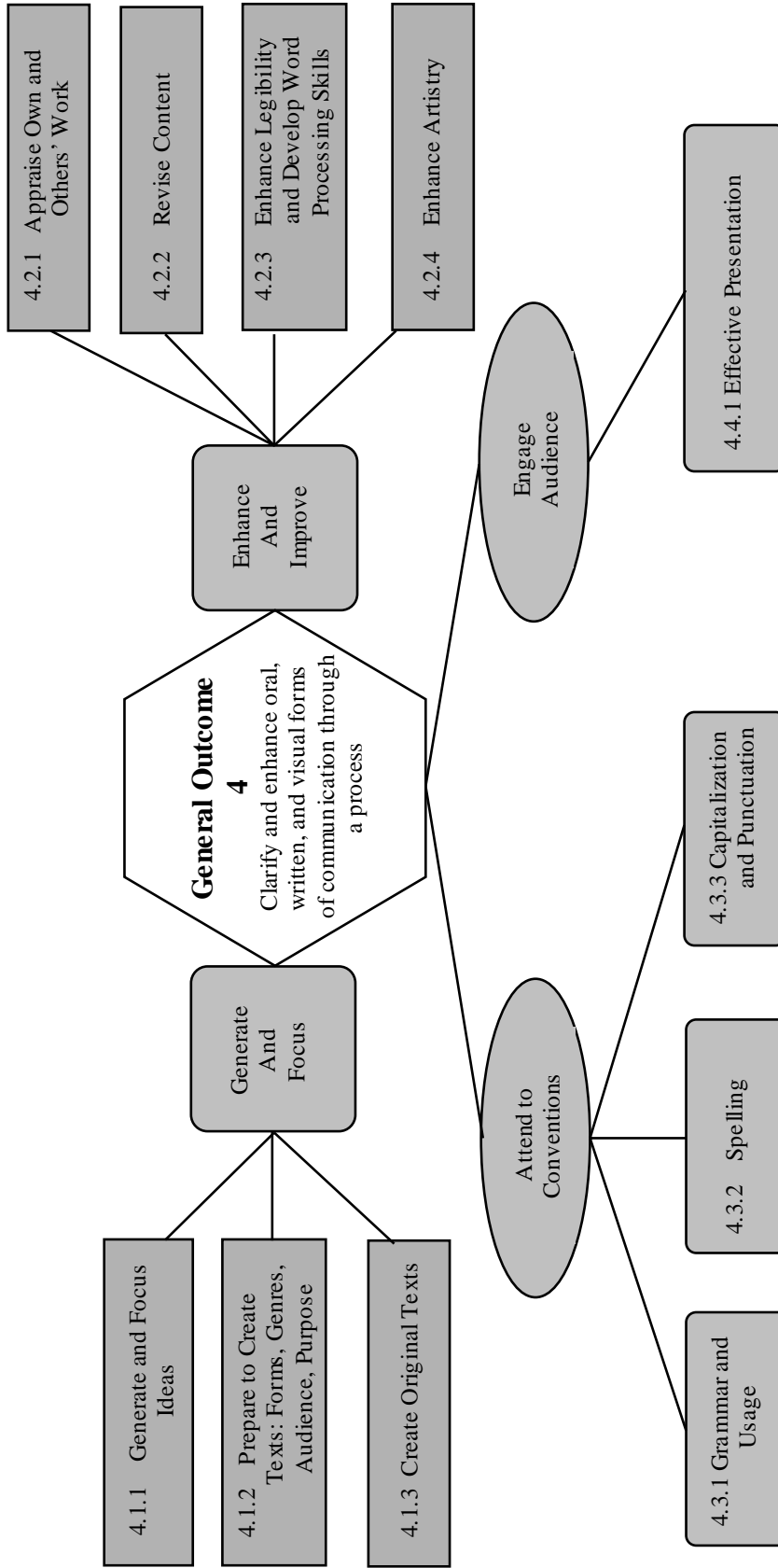
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

*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.

Writing process stages include: drafting, writing, revising, editing, and publishing



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 clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.1 Grade 7

Generate and Focus	Generate and Focus Ideas
<p>Generate ideas and develop a topic using a variety of strategies</p> <p>*writing process stages include: drafting, writing, revising, editing, and publishing</p>	<p>General Example(s) idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, interviewing, organizing, processing (logs), summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, mind mapping, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...</p> <p>Specific Outcome Links see Express Ideas & Consider Others' Ideas (1.1.1), Prior Knowledge & Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)</p> <p>*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT ELA Support Documents</p> <p>*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.1.1 a. *Identifies possible ideas from a variety of sources using a variety of strategies*

**the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

**In developing ideas for representations, other sources of information naturally shape one's thinking
conversations, sharing circles, centres, book talks, inquiries, improvisations, ...*

May say: "I've been reading and listening to the elders talk about the importance of learning your own language and culture. I watched a couple of movies over the weekend about kids getting in trouble because they have no pride in who they are. I think I want to write about why we need to have Aboriginal Language and Culture classes."

4.1.1 b. *Chooses a focus from among ideas*

May say: "I want to write letter to the editor about the importance of learning your own language and culture - I've been listening to the elders and I think I want to focus on how you have to be strong and proud of who you are and how you need your language to do that."

4.1.1 c. *Relates ideas to develop a topic for an oral, print, or other media text*

May say: "I want to write about why ALC classes are so important. I've made a list of the key ideas I want to talk about. I want to make sure that they all fit together before I start."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.2 Grade 7

Generate and Focus

Use appropriate form and genre to organize ideas and information for a particular audience and purpose

*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.

Prepare to Create Texts: Forms, Genres, Audience, Purpose

General Example(s)

See Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.

Specific Outcome Links

•See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.1.2 a. *Identifies possible form(s) and genre(s) when preparing to create oral, print or media texts*

***Guided practice may be required for newly introduced forms; individual or group independence may be expected with familiar ones*

**keep in mind that audience and purpose determine form*

May say: "I am trying to decide how I want to share my learning from my research. I think I might do a slide show and write a script to go with it, or else I'll print the pictures and write captions and put it together like a scrapbook."; "I want to write about seeing Victoria Falls for the first time, but I can't decide if I want to do it as a poem or a memoir."

4.1.2 b. *Identifies organizational structures needed to create texts*

conversations, dramatization, puppetry, book talks, think-pair-sketch, lists, class-created books, making wordless picture books, class books, journals, paintings, labels, predictable books, shared writing, timelines, life cycles, poems, songs, chants, journals, captions, lists, pattern books, stories, directions, recipes, rebus stories, cartoons, story vines, story boards, Information Pyramid, graphic organizers, templates, ...

See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)

See 3.1.3 for list of graphic organizers

May say: "If we're going to make this book for the primary class, we need to make sure that the pictures are clear and that we only use a few words on each page."; "This letter is going to the government, so let's make sure we have the complete sending and return address and all the other parts."; "This story has no resolution - you need to tie up the loose ends and make sure that the audience is satisfied."

4.1.2 c. *Identifies possible audience(s) and sets purpose when preparing to create a variety of texts*

**keep in mind that audience and purpose determine form*

May say: "We want to share what we learned about how driving the quads along the river bank is making the banks erode. We need to tell the young people but also parents. Do we need two different things, or can we create one thing that will work for everyone?"

4.1.2 d. *Adapts ideas and information, form, and organizational structures for purpose and audience when preparing to create a text*

**keep in mind that audience and purpose determine form*

May say: "Let's make a poster that shows pictures of the quads on one side and the river bank erosion on the other, with big 'equals signs' in between. That will work for our big audience. Then let's make pamphlets that give more information. We can have really simple ones for the younger kids and ones with more scientific information for the high school students."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.3 Grade 7

Generate and Focus

Demonstrate understanding of elements of texts when creating oral, print, and other media texts

**Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

*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.

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Create Original Texts

Specific Outcome Links

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.1.3 a. *Communicates ideas using narrative forms*

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories (adventures, fantasies, ...), comic strips or cartoon strips, folk tales, scripts (plays, puppet plays, television programs, radio plays ...), tableaux, fables, legends, tall tales, traditional stories, stories (mysteries, fiction, ...), slide shows (Powerpoint representations), stories (autobiographies ...), serialized stories, biographies, cliff-hangers, memoirs, chapter books ...

4.1.3 b. *Applies understanding of elements of narrative texts when creating texts*

**elements of narrative texts typical in grade seven include:*

- *beginning-middle-end*
- *rising action or events*
- *climax*
- *cause and effect (problem and solution)*
- *characters (main and minor)*
- *setting (time and place)*
- *resolution*
- *background information*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 c. *Communicates ideas using expository forms*

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, learning logs, calendars, thank you notes, invitations, notes, cards, letters (to family, to friends, to characters, to familiar adults, to pen pals, letters of request or information, ...), book reports (summaries, sketches, cartoons, puppet plays, role plays, conversations, sculptures, learning logs, responses...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, envelopes, commercials, cookbooks, itineraries, schedules, agendas, tips (for bicycle, bus, fire, water safety, ...), research projects / reports, classifieds ads, brochures or travel guides, guides, surveys, interviews, questionnaires, timelines, slide shows (Powerpoint representations), movie reviews, observations, histories, prologues, news and weather reports, autobiographies, speeches, riddles, jokes, plot diagrams, author studies, letters of application, book reports (critical response), minutes of a meeting, newspaper articles, essays, magazine articles, study notes ...

4.1.3 d. *Applies understanding of elements of expository texts when creating texts.*

**elements of expository texts typical in grade seven include:*

- *title*
- *headings and subheadings*
- *content (topic and related information and details, 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, descriptive, comparison-contrast, problem-solution) - graphics (charts, maps, diagrams)*
- *illustrations and captions*
- *conclusion*
- *publication information*
- *perspectives*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 e. *Communicates ideas using poetic forms*

The writer creates forms that **are not parallel to those he/she reads.*

pictures, visual representations, tongue twisters, list poems, modeled patterns, modeled songs, chants, rhymes, jingles, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, shape / concrete poems, couplets, diamantes, spoonerisms, free verse, puns, epitaphs, lyrics, limericks, haiku ...

4.1.3 f. *Applies understanding of elements of poetic texts when creating texts*

**elements of poetic texts typical in grade seven include:*

- description (senses)*
- rhyme*
- repetition*
- similes*
- onomatopoeia (sounds)*
- alliteration*
- line breaks*
- white space*
- personification*
- imagery*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 g. *Creates texts using a computer*

See Enhance Legibility and Improve Keyboarding Skills (4.2.3)

narrative, expository, poetic (see previous outcomes)

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.1 Grade 7

Enhance and Improve

Use criteria to focus conversations about own and others' texts and representations

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Appraise Own and Others' Work

Specific Outcome Links

Techniques and Elements: the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose.** The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems (2.1.4), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.2.1 a. *Participates in development of criteria for a variety of texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques, Elements and / or Content*

whole group discussions, mini-lessons, small group work, think-pair-share, ...

May say: "Because the purpose of these things is to persuade people to use cloth bags instead of plastic, we need to make sure that each one includes all the important details. Put that in the checklist."; "Poems need to have a clear message - let's pick some good ones to use as examples."

4.2.1 b. *Uses criteria when suggesting revisions for own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques, Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "I like the way your main character is both good and bad; I think if you did more 'showing' of the ways he treated his his brother, that would be clearer to the reader. The criteria for good character says that it has to be developed, not just told."

Techniques and Elements

May say: "I think you need shorter, more specific examples spread through the story, rather than those two longer ones at the beginning. That way, you build up the reader's interest more. That's from the 'voice' section in the criteria"

4.2.1 c. *Uses criteria when requesting feedback for draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

**the distinction between grade levels is the depth of focussed conversations based on the appropriate grade level Techniques and Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "Do you think I have included enough information about Tulita so my penpal will understand a littler bit about what it's like to live here?"

Techniques and Elements

May say: "Do you think I should do a Powerpoint or a short video for my penpal?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.2 Grade 7

Enhance and Improve

Revise ideas and organizational structures to meet criteria

*writing process stages include: drafting, writing, revising, editing, and publishing

* Criteria should include voice, audience, and purpose, as well as content, organization, word, choice, sentence fluency, conventions, ...

Revise Content

General Example(s)

Revision strategies include: A.R.R.R. (Adding, Rearranging, Removing, Replacing), RAG (Read around the Group, ARMS (Add, Remove, Move Around, Substitute), Read it Aloud, Reread, Reread and Self-Correct, Support it with Detail, Hearing the Voice, Proof-Read

**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts

Specific Outcome Links

see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.2.2 a. *Selects specific aspects of text to revise based on own and others' feedback and criteria*

See strategy list in SO (4.2.2)

May say: "Both my partner and I have read my research project twice. We both think I need to work on the conclusion and why it's important to try to do something about climate change. I think I need to give more specific examples to make it stronger."; "I shared my poem with Ms. Jones - she suggested I could try changing the line breaks to add more impact to the middle part, so I'm going to try that."

4.2.2 b. *Reviews effect of revisions*

May say: "I rewrote the examples in my letter to the editor to make them more specific, and I think they make my point better."; "Putting the date, time, and cost at the bottom of the poster rather than in the middle makes it easier to read."

4.2.2 c. *Compares revised text to criteria and repeats the revision process as needed*

- by adding some detail*
- by adding some information*
- by adjusting sequence or organization*
- by "showing" rather than "telling"*
- by deleting some details*
- by deleting some information*
- by engaging the intended audience*
- by meeting the intended purpose*
- by incorporating supporting details*

May say: "I shortened the lines in my poem in the middle and added more breaks. It makes the poem seem faster and more powerful. I'm going to do the same thing with the beginning now, and see how that works."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.3 Grade 7

Enhance and Improve

Develop fluency and proficiency with keyboarding and word processing

Enhance Legibility and Develop Word Processing Skills

Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.2.3 a. *Writes legibly, fluently, and efficiently*

**Legibility refers to: shape, slant, and spacing*

**It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

**For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

4.2.3 b. *Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

- uses letter and numbers keys*
- uses with paint tools*
- uses with drawing tools*
- uses directional arrow keys*
- uses the space bar*
- prints texts*
- uses the mouse to point, click, and drag*
- open, enter text, save, close, and print files*
- spaces consistently*
- highlights text*
- backspaces*
- capitalizes*
- deletes text*
- spaces sentences*
- uses spell check*
- cuts and pastes*
- varies fonts*
- varies type size*
- uses templates*
- uses formatting tools (tab, margins)*
- develops accuracy*
- increases speed*
- uses titles and headers*
- incorporates graphics*
- uses borders*

4.2.3 c. *Develops an expanding repertoire of vocabulary associated with keyboarding and word processing*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.4 Grade 7

Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

*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.

*writing process stages include: drafting, writing, revising, editing, and publishing

**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

Enhance Artistry

General Example(s)

*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.2.4 a. *Chooses and uses descriptive and figurative language to create effects*

Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.

**Keep in mind audience and purpose when discussing appropriateness of language*

**the distinction between grade levels is the sophistication of vocabulary*

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)

May say: "Let's use the line from R.E.M.... 'It's the end of the world as we know it' as the lead-in music for our video on climate change. Then we can cut to those pictures you found of the flooding and erosion."

4.2.4 b. *Chooses and uses vocabulary to create effects, sometimes taking risks with new words*

May say: "Do you think that 'eerie' really fits the mood we're trying to create? Maybe 'ominous' would be better."; "I tried to use all the 'real' words in my pamphlet on diabetes, like 'glucose' and 'plasma', but I'm afraid that people might not understand it all now."

4.2.4 c. *Uses a variety of sentence lengths and structures to create effects*

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

4.2.4 d. *Uses a voice that is individual, expressive, and engaging with an awareness of and respect for intended audience and purpose*

*****In developing an awareness of voice the writer must ask:***

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

In grade seven developing an awareness of voice in text typically involves:

- creating tone that reflects feelings / emotions*
- using punctuation to show emphasis (exclamation points and question marks)*
- incorporating dialogue*
- using some unique expressions*
- choosing specific words to reflect the main characters' feelings and age*
- choosing words to add clarity and detail*
- using vivid, expressive language*
- writing that elicits emotional response from the audience*
- creating a tone that is easy to describe (funny, joyful, sarcastic, angry, ...)*
- using new and accurate vocabulary*
- repeating words only for emphasis*
- using writing / phrases / expressions that "sounds" like the character*
- directing "comments" to the intended audience*
- choosing appropriate vocabulary for the intended audience and purpose*
- writing that is individual, expressive, and engaging*
- using varied sentence lengths and structures including: simple, compound, complex*
- varying sentence beginnings (strong leads)*
- using figurative language*
- using language that is honest: point of view is evident*
- writing that is clear and focused*
- using writing / phrases / expressions that portrays the character's personality*
- taking risk to include personal details that reveal the author*
- showing strong commitment to the topic*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.1 Grade 7

Attend to Conventions

Use an editing process to enhance communication

Dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not clearly identifiable: words have a habit of being used in various ways (i.e. shade can be a noun, a verb, or an adjective).

Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence; these functions can be played by single words or groups of words.

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

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Grammar and Usage

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, grammar-checkers...

Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.3.1 a. *Uses an editing process, with guidance, to identify grammar and usage problems that impact meaning*

*-inconsistent verb tense
-unnecessary repetition*

May say: "You used 'his' and 'he' too many times here... I can't tell if Mark fell out of the boat or Billy did."; "This story starts out happening in the past, but then it somehow switches to the present."; "I'm confused about which step comes first in the ore processing, because you keep switching tenses."

4.3.1 b. *Discusses the function of parts of speech as they impact meaning within a sentence*

- *noun,*
- *verb,*
- *adjective, (includes determiners or articles),*
- *adverb,*
- *conjunction,*
- *pronoun,*
- *preposition, and*
- *interjection*

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

**the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them by name*

May say, "There are too many pronouns in this sentence. Even I'm confused, and I wrote it!"; "When you string so many adjectives together before the noun like this, it's really more 'tell' than 'show'".

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.2 Grade 7

Attend to Conventions	Spelling
<p>Apply spelling conventions to texts using a variety of strategies and resources</p> <p>*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.</p> <p>*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling for final drafts and published work.</p> <p>Transitional Stage: all sounds are represented and the spelling is usually a possible English spelling, just not always the correct spelling. There is a move away from the reliance on phonics by using visual and memory based strategies. Determining if words looks 'right' may still be difficult.</p> <p>Conventional Stage: most words which a child at that grade level could be expected to spell correctly are spelled correctly.</p> <p>*keep in mind Canadian spelling conventions</p> <p>The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.</p>	<p>General Example(s)</p> <p>*some of the most common words spelled differently in Canadian English include:</p> <ul style="list-style-type: none">- acknowledgment- aging- analyse- burned, learned- cancelled- catalogue- centre, centred- cheque- civilization- colour, labour- criticize- favour, flavour- fulfill- grey- licence (n), license (v)- moustache <p>Specific Outcome Links</p> <p>•see Cueing Systems (2.1.4) and Grammar and Usage (4.3.1)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.3.2 a. *Spells most words conventionally so that errors do not interfere with communication*

4.3.2 b. *Uses a variety of strategies when spelling unfamiliar words*

spelling strategies may include: dictionaries, personal dictionaries, dictionaries, informational texts, atlases, maps, Internet, Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, visual memory, Picture the Word, Different Spellings (which one looks right?), Word in a Word, Read Backwards, Word Relationships (crime/criminal, act, action, activity), Exploding Words (prefixes and suffixes), Spelling Doozers, Break it Up (syllabication), Mnemonic devices, Canadian spelling conventions, Choose a Different Word, Word Origins, derivational relationships...

4.3.2 c. *Uses an editing process to check and correct spelling.*

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.3 Grade 7

Attend to Conventions

Use an editing process to check for punctuation and capitalization

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Capitalization and Punctuation

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (2.1.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.3.3 a. *Capitalizes most words conventionally so that errors do not interfere with communication*

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

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

4.3.3 b. *Applies rules for punctuation correctly in most writing so that errors do not interfere with communication*

- *periods at the end of simple sentences*
- *periods at the end of compound sentences*
- *question marks*
- *exclamation marks*
- *period after an abbreviation*
- *quotation marks (including new paragraphs for new speakers)*
- *commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters)*
- *apostrophes (possessives, contractions)*
- *commas to signal subordinate clauses (pauses)*
- *colons and semicolons*
- *dashes, ellipses, parentheses, slashes, hyphen...*

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

4.3.3 c. *Uses an editing process to check and correct capitalization and punctuation*

writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...

**Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.4.1 Grade 7

Engage Audience

Present and/or publish texts (oral, print, and media)

*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)

*presentations require planning and time for supported/scaffolded rehearsal

Effective Presentation

General Example(s)

*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ...

Specific Outcome Links

• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

4.4.1 a. *Uses a variety of techniques to engage audience and present texts (oral, print, and media) effectively*

Presentation techniques to maintain from previous grades:

- titles, subtitles,
- illustrations,
- colour,
- sounds, volume
- printed texts,
- type size, font
- simple graphics: diagrams, charts, graphs, tables, timelines, maps,
- costumes,
- props (overheads, artifacts, pictures, etc.),
- expression,
- openings/closings,
- tone/mood, and
- key ideas (emphasizing)

Audience engagement techniques to maintain from previous grades:

- understands the purpose for the presentation
- speaks with a clear voice
- faces the audience
- makes eye contact (culturally appropriate)
- uses appropriate body language (posture and gestures)
- introduces self
- uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, guests, font, print size, ...)
- maintains topic
- uses complete sentences
- uses specific vocabulary (theme / content related)
- responds to audience questions
- speaks fluently (pacing, phrasing)
- varies voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more / less volume, ...)
- follows a logical sequence for the topic (based on pre-established plan)
- introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)
- brings closure to presentation
- arranges presentation space to focus audience
- displays enthusiasm for topic
- varies facial expression appropriately
- choose / adapt form of presentation to match audience
- asks questions

4.4.1 b. *Experiments with media to enhance presentations*

audio, MP3, video, CDs, PowerPoints, digital imagery, interactive media, web sites, pod casts, webinars, SmartBoards, wikkis, blogs, ...

4.4.1 c. *Evaluates the effectiveness of presentation of texts (oral, print, and media) on audience*

May say: "I think that having the vignettes about ways to play nicely on the playground really helped the grade ones understand how they can be safe on the playground equipment."; "I don't think the elders really understood what was being said on the video. I wonder if the background music was too loud. Some of them don't hear very well any more..."



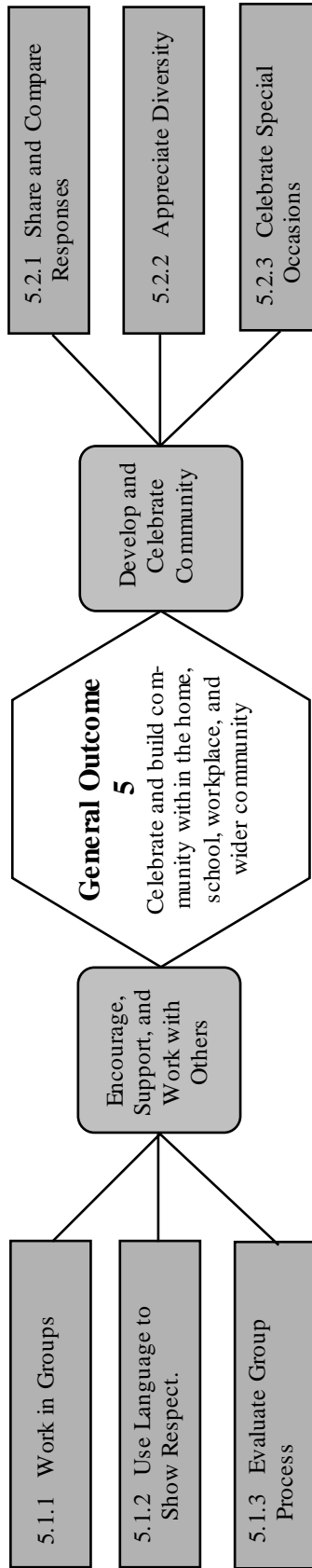
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.1 Grade 7

Encourage, Support, and Work With Others

Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups

**Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- role fulfillment (accepting responsibility)

Work in Groups

General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Personal Knowledge and Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

5.1.1 a. Follows or modifies pre-established group processes when collaborating with peers to accomplish a task

***variety of partnerships and groups may be self-selected or assigned*

appropriate group processes in grade seven include:

- drawing conclusions from consensus

see Evaluate Group Process(5.1.3) for details of categories of group processes: communication, participation, decision making, and role fulfillment

to maintain from previous grades:

- taking turns
- sharing ideas and information
- following directions
- accepting responsibility
- offering feedback
- accepting feedback
- responding to others' ideas
- asking and answering relevant questions
- stating expectations
- solving problems
- resolving conflicts
- decision making: majority vs. minority
- decision making: reaching consensus and agreeing to disagree

5.1.1 b. Selects appropriate roles for small/whole group task(s)

***tasks and / or roles may be assigned by the individuals, the groups, or the teacher*

Roles are determined by the purpose and the task. Students can begin to identify the components of the task and what roles would meet those, and then determine who will perform what role. The nature of cooperative learning speaks to the need for collaborative work, rather than a simple division of tasks.

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, editor, time keeper, negotiator, surveyor, interviewer, manager, explainer, summarizer, collector, assessor, evaluator, ...

May say: "If we're going to do this set of interviews, we don't all need to go to interview each person. We should draft our questions together, then we can each go and do one interview, and then we can come back and listen to them together and decide what we should do next."; "Rather than just giving everybody a job, let's do the research part together and figure out what we really want to say. Then we can divide up the presentation tasks - but let's not give everybody the same job they always get."; "I don't want to be the illustrator this time. I always have to do the drawing because you all think I'm a good artist; I want to try doing some of the writing for a change."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.2 Grade 7

Encourage, Support, and Work With Others

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Use Language to Show Respect

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

5.1.2 a. *Speaks, listens and views respectfully and carefully*

**appropriate in grade 7:*

- *asking clarifying questions*
- *responding to the speaker's nonverbal cues (tone, facial expression, proximity...)*

to maintain from previous grades:

- *staying in one place*
- *keeping respectful silence*
- *keeping hands to self*
- *accepting different communicative patterns and languages*
- *sitting in close proximity to the speaker/presentation*
- *focusing on presentation or speaker*
- *using courteous, respectful language (word choice, tone)*
- *asking questions or participating in discussion / activity*
- *attentive facial expression and body language*
- *showing interest*
- *asking relevant questions*
- *giving nonverbal encouragement*
- *showing encouragement and appreciation*
- *listening to opposing opinions*
- *acknowledging others' comments, ideas, perspectives, and questions*
- *giving polite feedback*
- *disagreeing respectfully*
- *responding respectfully with opinions*
- *showing evidence of comprehension (participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns)*
- *responding to the speaker's gestures*
- *responding to emotional aspects of the presentation*

5.1.2 b. *Adjusts language to fit the context (audience, purpose and situation)*

***Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, gender, age, culture, ...

Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, social and cultural settings / experiences, online ...

peers, staff, family, guests, Elders, wider community / global community, ...

5.1.2 c. *Discusses differences in language use in a variety of school and community contexts*

May say: "When I text, I use abbreviations all the time, but in my email to the teacher I have to use regular words."; "When I talk to my Grandma, I have to remember to not use so much street talk because she gets confused."; "When we write for the school newsletter, we have to remember who will be reading it, and make sure that our language is clear."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.3 Grade 7

Encourage, Support, and Work With Others

Evaluate group processes and personal contributions according to pre-established criteria

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

Evaluate Group Process

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

5.1.3 a. *Participates in the development of criteria to evaluate group processes*

May say: "Because most of our work was around finding the information I think our criteria should focus mostly on how we did that - sharing sources, sharing information, making group summaries - that kind of thing"; "Our group did a lot of individual work on this project so I think we should only evaluate the parts where we really all were working together - that would be when we did planned the project and then did the final presentation. Let's keep the criteria focused on those two areas."

5.1.3 b. *Assesses the effectiveness of the group process using the set criteria*

May say: "We were okay at sharing our information and at sharing the resources, except that Billy and Shane didn't want to do any of the reading. It was hard to do the summaries, because not everyone helped."; "We did a great job of following our timeline. Everyone completed the task right on time. I think that's a 4, for sure."

5.1.3 c. *Reflects on personal behaviours and/or learning style*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circles, reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...

May say: "I think that I didn't learn as much as I could have because I was not being a good listener. I need pictures or action or something to keep me focused"; "When I work in a group I am very good at keeping people on task. I need everybody paying attention, otherwise I get distracted and I can't learn"

5.1.3 d. *Reflects on personal behaviours that contribute to group success to set personal and/or group goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth*

May say: "Keisha did a great job of making sure we all got a chance to talk. Next time I'm the discussion leader, I'm going to do that, too"; "Our lit circle was really good today because we were all prepared. We need to make sure that each of us takes that responsibility seriously"; "It was hard to get much done today with Jonah away. I think it's important that we all are here so we can get this project finished."

5.1.3 e. *Applies peer and/or group feedback about group process*

May say: "Mandy told me if I spoke up more, people in my group would listen. She was right. I got to make two suggestions for how to do our backboard, and it looks good."; "After last week's lit circle we decided we all had to make sure we had our reading done so we could have a better discussion."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.1 Grade 7

Develop and Celebrate Community

Share and Compare Responses

Compare personal ways of responding and thinking with those of others

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

5.2.1 a. *Recognizes differing perspectives of common experiences*

circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, dialogue journals, bulletin board collages, audio tapes, video and photo essays, Role-Audience-Format-Topic activities (RAFT), point of view study guides, ...

May say "I always have fun when I go to the restaurant with my friends. We go for a pop. But Stanley says that in Yellowknife, he and his friends always got kicked out of the places because they don't want kids hanging around. That's not fair!"

5.2.1 b. *Paraphrases ideas and summarizes others' responses*

"Everyone in our group thinks we should be given a choice for what we can buy to drink at school. We should get pop or sports drinks if we want, not just juice."; "Most people at the meeting think our class gets too much homework."

5.2.1 c. *Offers feedback on ways others communicate ideas*

"I liked the way you showed everybody's suggestions on that big chart."; "That was a good example you gave about hunting and helping our elders."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.2 Grade 7

Develop and Celebrate Community

Identify and describe barriers to the acceptance or honouring of diversity

**It is important to create an open atmosphere in the classroom community that is respectful of diversity.

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

*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...

Appreciate Diversity

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

**Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, .

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, interests, and feelings or ideas*

5.2.2 c. *Discusses issues related to, or barriers blocking, the acceptance or honouring of diversity*

5.2.2 d. *Suggests issues of diversity beyond the local community*

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.3 Grade 7

Develop and Celebrate Community

Select and use context-appropriate language and form to celebrate events and accomplishments

**Be sensitive to cultural differences in celebrating cultural occasions and achievements

Celebrate Special Occasions

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student...

5.2.3 a. *Explains how context influences the selection of appropriate language and form to honour and celebrate others*

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

appropriate language may include: tone, register, word choice, intonation, and nonverbal cues, ...

forms may be written, verbal, dramatic, poetic, ...

student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...

"I want to use a rap to help people remember to reduce, reuse, and recycle; I'm going to teach it to the kids, though, so I have to watch to make sure I don't use any bad language."

5.2.3 b. *Selects and uses appropriate language and form to celebrate others, special events or accomplishments*

***Keep in mind audience and purpose when selecting forms*

forms may be written, verbal, dramatic, poetic, ...

student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...

May say "Ms. Bruno's back with her new baby. Maybe we should have a baby shower for her in the classroom to celebrate."; "I'm going to put an announcement on the radio to congratulate all the people who raised money for the Terry Fox Run."

5.2.3 c. *Recognizes the value of own contribution to many communities*

May say "I am good at looking after little kids, so I'm going to volunteer to baby-sit for the Grade 6 Authors' Night."; "I'm good at designing posters so I am going to help the Brownies advertise their bake sale."
