



English Language Arts

Learner Outcomes

Grade 8



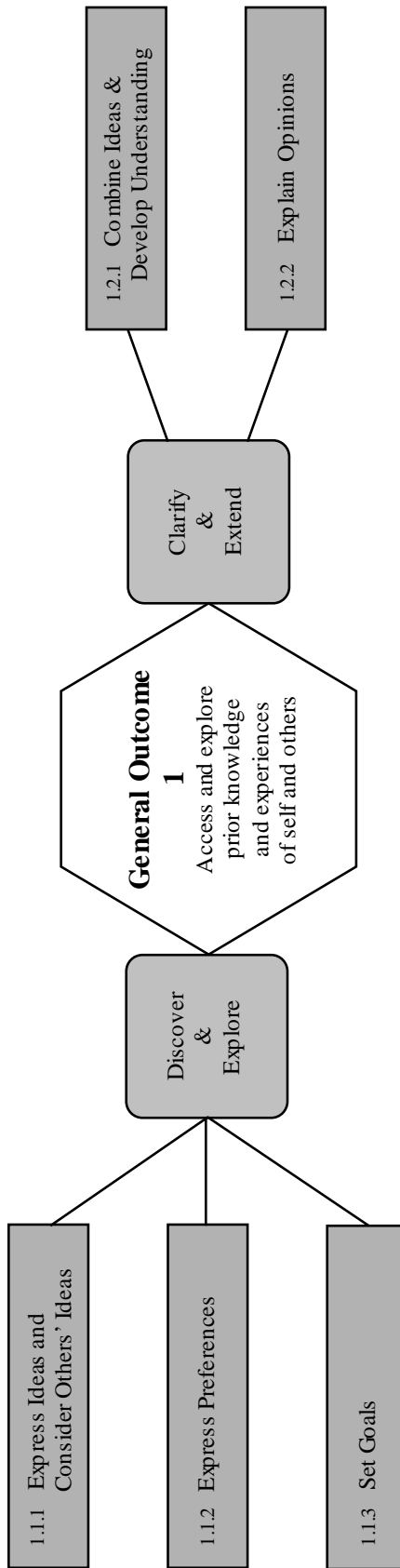


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

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 8

Discover and Explore

Listen critically and discuss the differences in interpretations and understandings

**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 8 the student...

1.1.1 a. Describes and compares own observations, using prior knowledge and interpretations

May say: "Whenever I see a problem that has two variables written like that, I always think to myself... and then I... Or sometimes I just visualize it as a 'big picture' and that gets me started."; "I think that Walter Dean Meyers' poetry works really well as a blues piece, because of the rhythm of the language. The repetition is the same pattern as Quincy Jones' stuff."; "If the mysterium is really a symbol of evil in the world, then maybe the whole idea of tesseracting is the same thing - symbol of some kind"

1.1.1 b. Reflects on own observations and interpretations

May say: "Maybe I'm trying to make Jeb's character more important than it really is. Maybe Max was just mistaken about him at the beginning."

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

May say: "I really want Makayla to rent that movie to see what she thinks about..."; "I told my mom about what the public health nurse said about... She says that..."

1.1.1 d. *Talks about similarities and differences between own and others' observations, ideas, and interpretations.*

May say: "I don't understand why most girls only want to watch 'chick flicks'. Action movies are way better. I'd rather watch stuff than listen to all that talking."; "Nellie thinks the best summer holiday is to go to Edmonton, but I'd rather go to my uncle's cabin. She wants the new stuff, but I like learning about the old ways"; "When I look at the painting the colours make me feel cold and lonely. Simon says it makes him feel calm because it reminds him of being out in the boat on a really calm day."

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

May say: "Did you know that almost half the people in our community who smoke don't think they will get lung cancer? If the statistics we found on the internet are true, then at least half of them will!"; "If we want to get kids to quit smoking, we have to give them the information. Maybe we can make a video..."

1.1.1 f. *Discusses the differences in personal interpretations and understandings with those of others (in oral, print, and other media text)*

May say, "I think ... because when I ... ", "I thought she'd ... because ...", "Our group is divided. Some of us feel that the poem is about loneliness and others think that the author is showing how strong the character is because she can make it on her own. What's the poem really about?" "I think that more exploration of our land would be good for us because it would benefit our economy. The presenter thinks the Mackenzie Valley pipeline affected caribou migrations and that that is not good for us even if it does bring in money. But what's better for us?"

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 integrate others' ideas, perspectives (points of view), and responses (in oral, print, and other media texts), to develop personal understanding*

May say, "In the interview with the Premier, I learned why we should be building the diamond polishing industry here in the NWT. I used to think that it didn't matter if the diamonds were exported, but now I see that we are giving away our natural resources at a very low price." "I am not sure that I understand your point of view about stopping the MacKenzie bridge project. Both of us need to do more research to understand both sides of the story. I am going to try to find some information on the Internet. Could you talk to the Chief about how he feels and if he could explain the Deh Cho position to us?"

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 8

Discover and Explore

Pursue personal interest in specific genres by particular writers, artists, storytellers, and film makers, including seeking recommendations from others

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 8 the student...

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

May use recommendations from newspapers, magazines, websites (Amazon, Chapters, etc.), book chats, etc.

May say: "I saw this book on Amazon and it had really good reviews."; "We watched Freedom Writers last night because my mom thought Maggie and I would like it."; "I started to read The Crossing because it was by Gary Paulsen and I thought it would be like Hatchet. This is set in Mexico and it's about illegal immigrants. I wasn't going to finish it because it's uncomfortable to read, but then I really got into it and I had to know how it ended."

1.1.2 b. Explains personal preferences for specific genres, works, and/or authors/artists, using examples

May say: "I like to read fantasy because I can use my own imagination to escape to a totally different world that's separate from my every day life."; "I like Godson's rap - it talks about the North but in a real way that I can relate to."; "I started watching Biography with my grandma; I thought it was boring at first, but now I like learning about all different people."; "After listening to Anita Daher read from her new book, and listening to her tell the stories she based it on, I think I'd rather hear the stories than read the book."

1.1.2 c. Highlights craft and artistry of preferred genres, works, and/or authors/artists, using examples

May say: "I love the way Sharon Creech uses the kid's poetry in Love That Dog. I can just hear that kid's voice all the way through!"; "Have you noticed all the weird camera angles and sound effects they're using in CSI now? It really makes it more interesting to watch."; "I like the way Bern Will Brown makes his art work look so realistic - it's just like a picture."

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 8

Discover and Explore

Describe, assess, and monitor personal language 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

Set Goals

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student...

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

May say: "Did you see the headline in today's paper? I couldn't wait to read the article!"; "I thought the captions under the photographs at the museum were really good - they made me really think about what I was looking at."; "When we listened to the speeches from the student council candidates I thought Bertha's really persuaded me to vote for her."

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

May say: "I thought that if I just checked my word choices, that would tell me if I was writing more persuasively, but I think I also need to look at the whole piece and get another opinion."; "We said that to be effective, we needed to have lots of description, but this book doesn't use lots. It's still really clear what the author is saying, so maybe it's not about how much you use, but using it well."

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

May say: "I need to read more non-fiction so I can get better at making sure I understand the ideas in the text. I'm going to try reading more magazines like Sports Illustrated and Hockey News."; "My research paper didn't have enough information in it. I'm going to use two column notes when I'm reading to keep track of all the information so I can include the facts as well as my opinions."

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 8

Clarify and Extend

Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise conclusions and 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 8 the student...

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

May ask and answer open ended questions for clarification of others' ideas: "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/or adapts and applies methods of organizing ideas and information that synthesize ideas from various sources*

May use: Concept of Definition maps, semantic features analysis, magnet summaries,

May say: "We are collecting examples of leadership stories from across North America. We are using a Semantic Features chart to look at characters, events, and lessons. We are going to find similarities to create our own definition of strong leadership"; "We've been doing interviews with elders about strong leaders in our communities. We recorded the information and then did magnet summaries around the key ideas"

- 1.2.1 c.** *Revises understandings and/or conclusions based on new information*

May say: "We thought that having shorter recess would be good for us; we wondered why the Education Act said we had to have breaks throughout the day, so we asked the MLA. We got information about how we need regular exercise throughout the day, and how that's really important for students because of increasing numbers of kids who are overweight. I guess that's why we have gym and recess every day."

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 8

Clarify and Extend

Summarize, explain, 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 8 the student...

1.2.2 a. *Summarizes and explains personal viewpoints with a specific audience in mind*

May say, "We've been watching NASA's exploration of Mars for several years now. Some reports show molecules that are similar to water molecules. I am starting to think that there could be life on other planets. We should have a class discussion about this."; "Our research at the CARS station shows that there has been a change in temperatures over the last ten years. Our Elders say that they remember colder winters. We read about the polar caps shrinking. Maybe we need to do a Power Point to show what we learned and share it with the Band council"

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

May say: "I want this poem to be really powerful and have strong words, to show how I feel about the polar bears"; "We're going to have the video fade to black at the end to reinforce what happens when you drink and drive"; "Angie used lots of fast music in the middle of the dance to show how confusing all the decisions we have to make can be"



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

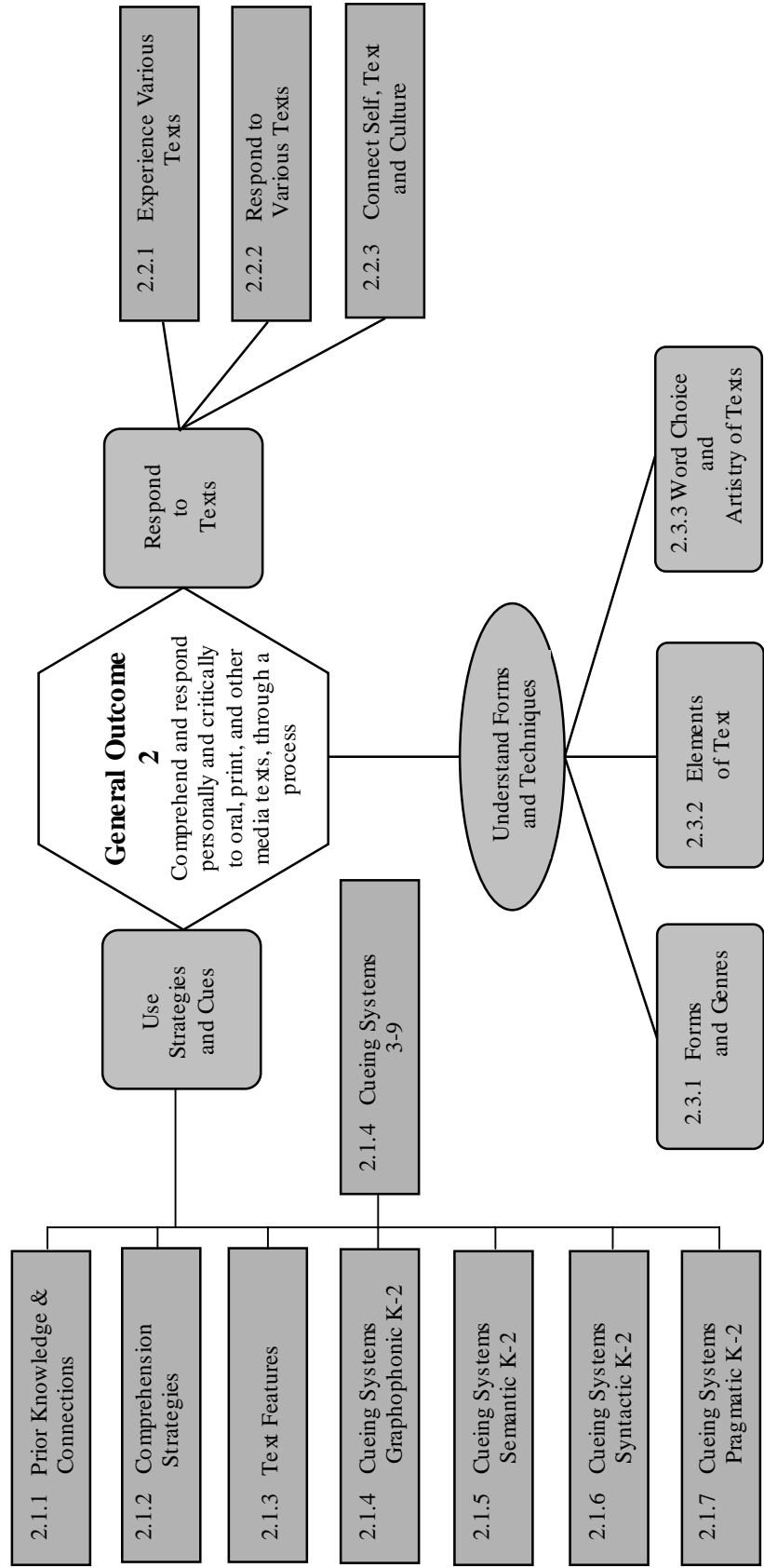
voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

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 8

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 8 the student...

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

See Synthesize Information (3.3.4)

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

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

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

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

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

**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 8

Use Strategies and Cues

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

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

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

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

*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 8 the student...

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

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

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

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

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

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

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

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

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 8

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 8 the student...

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

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

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

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

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

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

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

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

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

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

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

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

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 8

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 Middle 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 8 the student...

- 2.1.4 a.** *Selects, adapts, and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words*
- 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.*
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- 2.1.4 b.** *Describes and explains how text structures, punctuation, and word order relate to the meaning of the text*
- Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.*
- It occurs at higher levels of text organization than just the sentence.*
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- 2.1.4 c.** *Explains personal interpretations of author's/creator's purpose, audience, and choice of structure or form*
- Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.*
- 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.*
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General Outcome

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

Specific Outcome 2.2.1 Grade 8

| 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 8 the student...

- 2.2.1 a.** *Sets a purpose for reading, listening to, or viewing oral, print, and other media texts from diverse cultures*
- enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...*
- Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...*
- guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...*

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

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

- novels*
- short stories*
- scripts*
- critiques*
- memoirs*

Digital texts examples:

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

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 8

| 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 8 the student...

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

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 8

Respond to Texts

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

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

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

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

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

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

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 8 the student...

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

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

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

December 2005, Human Right Commission

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

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

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

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

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

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

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

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

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

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

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 8

Understand Forms and Techniques

Examine the relationship between genres/forms and audience/purpose

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

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

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 8 the student...

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

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

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

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

2.3.1 c. *Discusses literature in reference to sub-genres*

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

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

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 8

Understand Forms and Techniques

Compare how techniques and elements are used in texts

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

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

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

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 8 the student...

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

In grade eight, elements include:

- **subtext**
- **motive**
- **antagonist**
- **protagonist**

Maintain from previous grades:

Narrative-

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

Expository-

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

Poetic-

- *description (senses)*
- *rhyme,*
- *repetition*
- *onomatopoeia (sounds)*
- *alliteration (tongue twisters)*
- *imagery*
- *simile*

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

In grade eight, techniques include:

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

Maintain from previous grades:

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

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 8

Understand Forms and Techniques

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

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

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

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 8 the student...

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

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

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

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

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

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

General Outcome 3

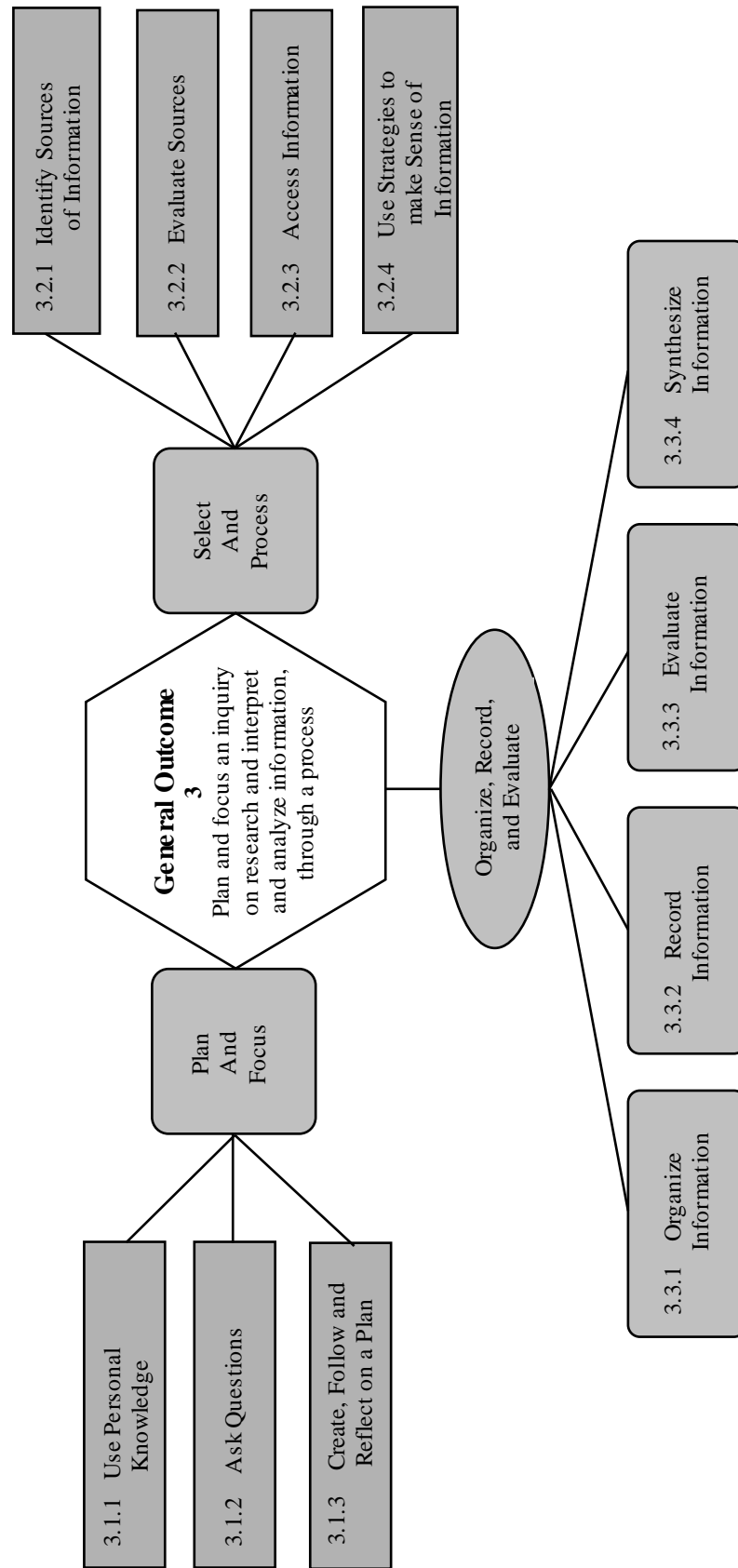


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

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 8

Plan and Focus

Identify prior knowledge of, and prior experiences and issues 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 8 the student...

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

May say: "I know that light bends when it passes through water - that's why the paddle always looks different when it's in the water."; "Blood pressure goes up when you're stressed or angry. When my uncle gets mad, my aunt always tells him to calm down and talk his pills."

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

May say: "I have lots of good main ideas and supporting examples for this section, but only one in this section."; "I need to get more information about the natural causes of high blood pressure."

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

May say: "How does... fit with...?"; "Does this information help explain my main idea?"

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

May say: "I have good examples for the positive uses of microwaves but I think I need to look at possible damage they can cause. I'll do an internet search to see what I can find."; "I need to expand the section on slavery in my research on Ancient Egypt. I'm going to look on the National Geographic website to see if I can find anything 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 3.1.2 Grade 8

| Plan and Focus | Ask Questions |
|---|---|
| Develop broad and specific 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 8 the student...

3.1.2 a. *Develops broad and specific open-ended questions on an inquiry topic*

- uses primarily "how", "why", "what if...", and "if...then" questions

May say: "If most of the scientists agree about the effects of global warming, then why...?"; "How do the effects of air pollution affect our health care system?"

3.1.2 b. *Generates broad and specific relevant questions to deepen and extend thinking throughout the inquiry process*

May say: "I'm thinking that... so if that's true, then what...?"; "How does this information change my thinking about...?"; "How would I deal with...?"

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 8

Plan and Focus

Create and /or adapt 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 8 the student...

3.1.3 a. *Identifies purpose and audience for the inquiry*

3.1.3 b. *Chooses and/or adapts and reflects on use of strategies for collecting and recording information*

May say: "We wanted to use a RAN chart but we found that it didn't let us organize into main ideas and supporting details, so we switched to Power Notes."

3.1.3 c. *Chooses and/or adapts strategies and formats for organizing, synthesizing, and sharing inquiry information*

May say: "We have lots of information on these sheets. Most of the sources gave the same data, but there were a couple that were different. How can we present that there is more than one viewpoint about this?"

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

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

learning log, journal, conference, discussion, checklist...

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 8

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 8 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: "My sister is in Ottawa. She says lots of people can't understand why we don't want the pipeline. They just think it will bring lots of money and be good for our economy. Lots of the editorials in the newspaper and in Maclean's magazine say the same thing."

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 8

Select and Process

Evaluate Sources

Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student...

3.2.2 a. *Matches source(s) to the focus and/or purpose of inquiry using criteria developed by/with students*

May say: "We said we were going to focus on smoking affects physical fitness. This pamphlet has really good information about fitness, but it's mostly focused on obesity, which doesn't really fit our prupose."

3.2.2 b. *Determines usefulness of source(s) using specific criteria developed by/with students*

May say: "This handout from the nursing station has lots of really specific information on testing lung capacity. We can include that when we talk about how doctors figure out the effects of smoking on your fitness level."

3.2.2 c. *Determines reliability of and perspectives within source(s) using specific criteria developed by/with students*

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: "This website has some different information, but it's posted by the Canadian Tobacco Growers' Association, so I wonder if they are a bit biased and not a very reliable source."

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 8

Select and Process

Use text features and reference tools to identify relevant information

Access Information

General Example(s)

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

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 8 the student...

3.2.3 a. *Uses a variety of text features, including audio and visual cues, 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 8

Select and Process

Select and use strategies to understand and relate information in texts

Use Strategies to Make Sense of Information

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 8 the student...

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

May say: "We thought that the hockey players would have the best fitness levels, but the information we collected shows that soccer players did better on the lung function tests. I think we should look at the section on stamina in this book to see if that gives us some answers about why that was."

- 3.2.4 b.** *Selects and 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: "We highlighted the key ideas in these three articles, and Bobby made jot notes from the video. Now we need to put all this together in Power Notes and make sure we have supporting details for all our key points."

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 8

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 8 the student...

3.3.1 a. *Explains choice of strategies and format to record 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: "I chose to use sticky notes and highlighting to mark all the important pieces of information that I found."

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 8

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 8 the student...

3.3.2 a. *Explains method of recording ideas and information from one or more sources using categories with headings*

May say: "I used index cards to record my ideas and information. Then I tried a few different ways of organizing them to make sure they made sense from one point to the next. The cards made it easy to move things around."

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 8

Organize, Record, and Evaluate

Explain relevance, importance, perspectives, 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 8 the student...

3.3.3 a. *Explains use of 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, ...

3.3.3 b. *Identifies and explains gaps in information*

May say: "We have an example for each kind of weather change, but some of them are southern ones. Do we want to keep looking for northern examples?" " When I laid out all the information I had recorded on the index cards and started to look at how I wanted to organize my writing, I could see I hadn't spent enough time looking for solutions to the tar sands pollution. I think it's because there's so much stuff on how awful it is; I kind of forgot that I needed to provide some possible solutions, too."

3.3.3 c. *Identifies and compares perspectives within and across texts*

May say: "The way this editorial is written really makes it sound like all teenagers are irresponsible. But the letters to the editor show a different perspective. Is it because the editor is old and the letters are written by teenagers?"

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 8

Organize, Record, and Evaluate

Incorporate new information with prior knowledge and adjust inquiry to reflect changing perspectives

Synthesize Information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student...

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

May say: "I can't believe how quickly your lungs can heal after you quit smoking. I always thought that once you smoked there wasn't much point in quitting but after looking at all the evidence we found I can see that's not true."

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

May say: "After looking at all the information about smoking and healthy lungs, I'm going to really encourage my dad and mom to quit smoking. I can show them how their lungs will get better, but also how they'll be helping me and my brothers."

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

May say: "Now that I know what is happening to my lungs when I smoke, and how they can heal, I'm going to try to quit."

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

May say: "I think I need to ask more questions. I took good notes when I interviewed... but then when I got back to class, there were some parts that I realized I didn't understand really well."



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.

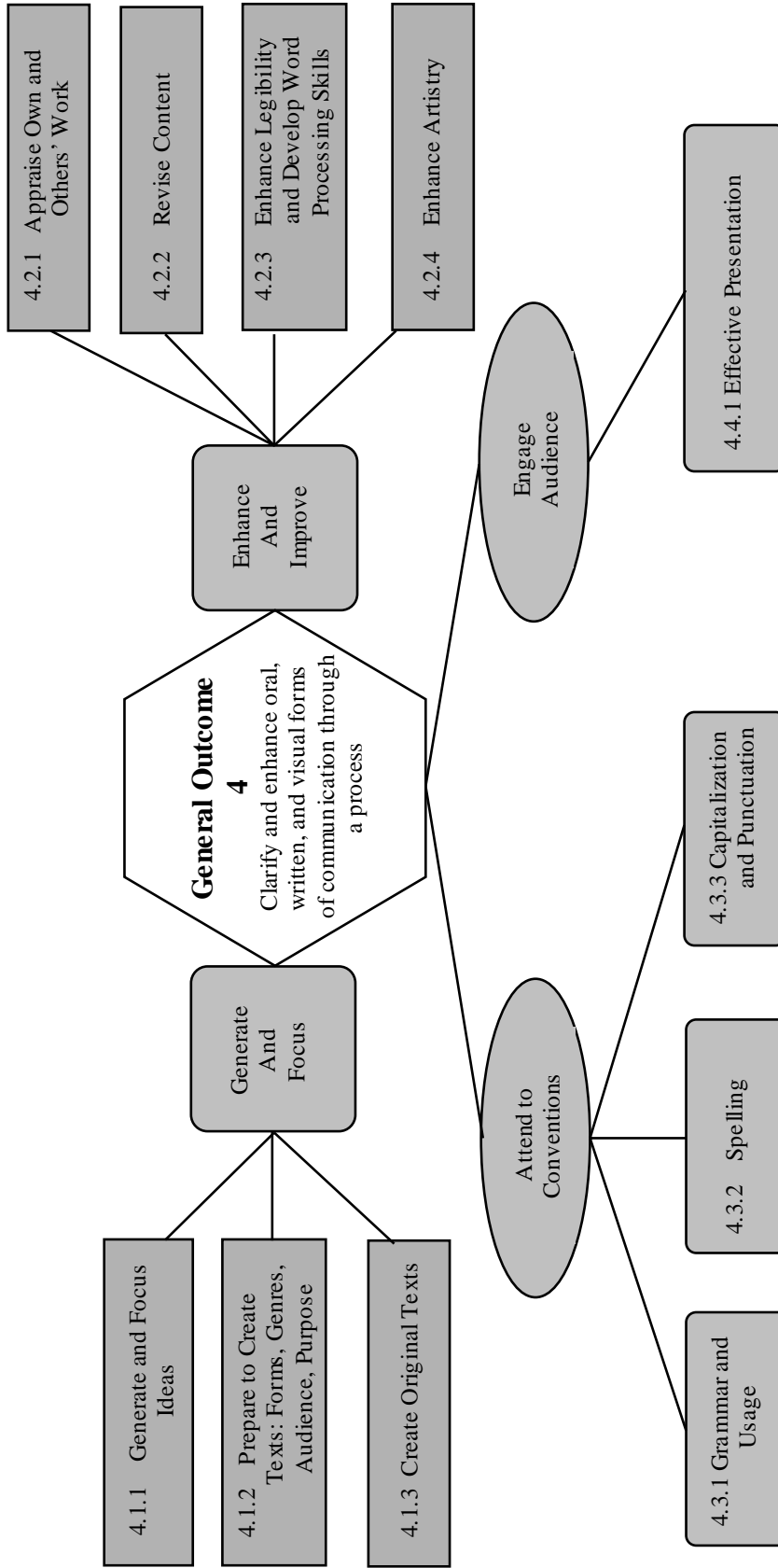
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

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 8

Generate and Focus

Generate ideas and develop a topic using a variety of strategies

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

Generate and Focus Ideas

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, ...

Specific Outcome Links

see Express Ideas (1.1.1), Consider Others' Ideas (1.1.2), Prior Knowledge (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Share Ideas and Information (4.4.1), and Work in Groups (5.1.2)

*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

*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student...

4.1.1 a. *Identifies and compares 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*

May say: "We started talking about Dene talents last week. I'd like to use something from that for my Historical project, but I'm not sure which one to pick. When Jonas talked about drumming I thought that would be good, but then I talked to my grandma about making dry meat. I'm already good at that, so it would be easier. And then we just found out we're going to go to Ontario to learn how to make birch bark canoes this spring. There are so many ideas that I'm having a hard time deciding..."

4.1.1 b. *Explains choice of focus from among ideas*

May say: "I decided to do my Historica project on making dry meat. I can already do that part, but I'm going to get my grandma to teach me how to make a traditional drying rack, so I'm expanding my talent."

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

May say: "Now I know what I'm going to do for my project. I'm going to get my grandma to teach me how to make the drying rack, then I will make the dry meat using it. We'll take pictures and record the process as we go. Then we can use the presentation to teach others how to do it."

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 8

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 8 the student...

4.1.2 a. *Explains choice of form(s) and genre(s) when preparing to create texts*

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

May say: "We decided to use a timeline to explain the cultural changes in the community over the last 75 years. We thought it would make it a more visual way to see the passage of time."

4.1.2 b. *Explains choice of organizational structures needed to create texts*

May say: "We're going to use pictures to represent the key changes - like arrival of the church, ... Then we'll add captions, and then a list of changes that happened in the community as a result of that key change."

4.1.2 c. *Relates decisions about form and organizational structure to audience and purpose*

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

May say: "We wanted everybody to be able to understand what we were saying, since this was going in the library, so we used lots of pictures and graphics to help some of the Elders who don't read English very well."

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: "I wonder if we could add a translation beside the list of effects of the key changes. Or maybe we could do an audio recording to go with it. That would help people who are not good readers in English."

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 8

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 8 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, sequels ...

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

**elements of narrative texts typical in grade eight 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, critiques, travelogues ...

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

**elements of expository texts typical in grade eight 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, ballads ...

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

**elements of poetic texts typical in grade eight 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 Word Processing 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 8

Enhance and Improve

Reference criteria during 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 8 the student...

4.2.1 a. *Participates in development and revision 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: "We said we wanted to make sure that each piece in the collection included all the drafts. Looking at what we have, I think we need to be more specific than that, and say there needs to be a first draft and then the revisions attached to that."

4.2.1 b. *References 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: "Our criteria says you need to have at least two strong examples for each key point. Your second example in the second section doesn't really work to support the point you're trying to make. Maybe you could..."

Techniques and Elements:

"The main idea in your essay isn't as clear as the ones in the examples we have. What if you used a question as your lead sentence? That might help the reader focus on your main idea."

4.2.1 c. *References 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: "Can you look at my essay conclusion and see if it is a good enough summary of my main idea?"

Techniques and Elements

May say: "I tried to use the fading of the light in the photo essay to show how I was feeling. Do you think meets the criteria of showing strong emotion?"

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 8

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 8 the student...

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

See strategy list in SO (4.2.2)

May say: "We supposed to be looking at strong word choice. I'm going to look at my lead and see if I can shorten it, but use stronger words. That might be a better way to hook my reader."

4.2.2 b. *Explains effect of revisions*

May say: "I rewrote my lead and introductory paragraph. I think my topic is clearer now."; "I decided I needed more precise words in my poem to really make the meaning clear. I think the revisions make it better 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'm trying to make the connections between my two examples clear; I've tried moving the pieces around a couple of different ways, but it's still confusing. Maybe I need better transition words."

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 8

Enhance and Improve

Enhance Legibility and Develop Word Processing Skills

Develop fluency and proficiency with keyboarding and word processing

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 8 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*

- 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 8

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 8 the student...

4.2.4 a. *Chooses and uses descriptive and figurative language to develop ideas and 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: "I want to make my audience really feel how terrifying it was to be trapped in the elevator - even though I knew I would eventually get out, I was panicking. I think if I use short sentences and strong describing words, that will help to show how I was hyperventilating!"

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

May say: "I just love the word 'epiphany'; I'm writing a found poem with it"

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

May say: "I want people to remember the key points of my presentation when I'm finished, so I'm going to end my PowerPoint with the five key ideas in a bulleted list."

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 eight 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 8

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 8 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*
- appropriate tone*
- eliminate misplaced modifiers*

May say: "I don't think 'sneaky' is the right adjective there... it makes him sound like the bad guy, when really you're trying to show ..."; "He didn't 'almost run the whole way'; you mean he 'ran almost the whole way', right?"

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: "Does it matter if the adverb goes in front of the verb or after? 'Quickly jumped' or 'jumped quickly' doesn't seem to make a whole difference..."

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 8

Attend to Conventions

Apply spelling conventions to texts using a variety of strategies and resources

*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.

*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.

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.

Conventional Stage: most words which a child at that grade level could be expected to spell correctly are spelled correctly.

*keep in mind Canadian spelling conventions

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.

Spelling

General Example(s)

*some of the most common words spelled differently in Canadian English include:

- acknowledgment
- aging
- analyse
- burned, learned
- cancelled
- catalogue
- centre, centred
- cheque
- civilization
- colour, labour
- criticize
- favour, flavour
- fulfill
- grey
- licence (n), license (v)
- moustache

Specific Outcome Links

•see Cueing Systems (2.1.4) and Grammar and Usage (4.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 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 8

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 8 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

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 8

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 8 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, gestures, 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: "The brochure was good, but I think we had too much text. Some people didn't want to read that much. Next time, maybe we should make our key points with bullets instead of writing it all out."; "The music we used in the play had too much background noise and static, so it was quite distracting for the audience."



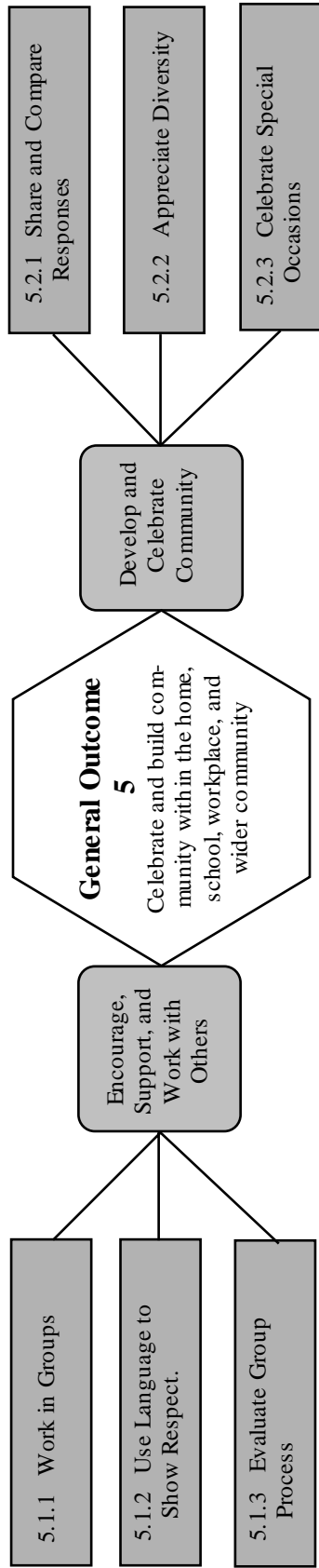
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

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 8

Encourage, Support, and Work With Others

Make decisions collaboratively to modify or create group processes for specific purposes, 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 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 8 the student...

5.1.1 a. *Modifies or creates group processes when collaborating with peers to accomplish a specific task*

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

appropriate group processes in grade eight include:

- *advocate points of view that recognize the ideas of others to advance the thinking of the group*
- *use opportunities as a group member to contribute to group goals and to extend own learning*

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*
- *drawing conclusions from consensus*

5.1.1 b. *Discusses, creates and 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.

May say: "To organize the author celebration, we'll need people to get the food, to look after setting up the room, to do the invitations and the program, and to publish the anthology. Should we get people to volunteer, or should we just assign them?"; "We're going to present our one-act plays that we wrote to the Elders. What do we need to do to get ready for that? What are the jobs, and who will take the responsibility for each one?"; "Jamie, Sam, and I are going to work on our family history for Historica. We're going to do the beginning work together and figure out a template for our interviews, then we'll split up and talk to as many of our relatives as we can."

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 8

Encourage, Support, and Work With Others

Use Language to Show Respect

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student...

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

**appropriate in grade 8:*

-asking probing or challenging questions

-explaining responses and opinions in detail

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*
- asking clarifying questions*

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

***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 and explores features of language in a variety of school and community contexts*

May say: "My mom doesn't care about the music I listen to, but my grandpa gets upset by the swearing in some of the rap I like. I think it's cause he's old. We don't listen to it when he visits so he doesn't get upset."; "If we talk about diversity of populations at the public meeting tonight, will most people understand what we mean, or should we make it simpler?"

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 8

Encourage, Support, and Work With Others

Evaluate the quality of own contributions to group processes and set goals and plans for development

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 8 the student...

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

May say: "This month we've really been focusing on summarizing as a comprehension strategy; I think our group criteria should include something about summarizing our information together"; "Ms. B says that we need to really be looking at how we craft our final product. Should we include revision in our checklist?"; "Since the books we're writing are for the Kindergarten class, we need a point that looks at considering the audience: clear pictures, simple words, stuff like that."

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

May say: "When Pam had trouble finding the information on the internet, Jake helped her do the search. That was good 'supporting others'"; "We spent way too much time arguing about things. We need more practice in coming to shared conclusions."

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 need to learn to share responsibility in the group. I took on too many parts of the work and didn't have enough time to do a good job on all of them"; "I was really frustrated because the boys kept playing music and games while we were researching. I have to have it quiet so I can think"; "I think I did a really good job encouraging others in the group"

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: "We ran out of time and really had to rush through the last part of our project. It looks messy. Next time we need to start faster and leave some time at the end to fix up any problems."; "Our presentation today was okay, but we did not do a good job of supporting each other to keep the audience engaged"

5.1.3 e. *Applies peer and/or group feedback about group process and personal actions in the group*

May say: "Sam made a good point about how we were really getting lots of information but that it wasn't all on topic. We did have a clear enough idea of what information we needed, so when we did the search we got lots of stuff right away, and from lots of different sources, but it wasn't all useful. Having relevant questions makes a difference, so we need to be clearer next time, before we start to search."

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 8

Develop and Celebrate Community

Compare personal reactions to and ways of thinking about a variety of experiences and texts with those of others

Share and Compare Responses

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 8 the student...

5.2.1 a. *Recognizes and appreciates differing perspectives of common experiences*

May say "I don't agree with your ideas about sport hunting, but you did a good job of explaining why you think it's a good idea."; "Mary can probably give you information about the seal hunt protesters. She's really into that."

5.2.1 b. *Summarizes and compares own and or others' responses*

May say: "Half of us think that we should be allowed to smoke at recess if we want to. The rest of the group says no one should be allowed to smoke at school."; "Teachers say that homework helps us learn. We don't think that's right."

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

May say: "The way you explained your ideas about having healthy food at school made me understand more about why it's important to make good food choices for lunch."; "I didn't understand what you meant in your presentation. Maybe a set of key points at the end would have helped me."

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 8

Develop and Celebrate Community

Identify and describe social issues related to 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 8 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 of diversity beyond the local community, including unethical positions, bias and prejudice*

5.2.2 d. *Identifies some perspectives on diversity that may be missing or not represented*

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 8

Develop and Celebrate Community

Select and use context-appropriate language and form to participate in public events or traditions

**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 8 the student...

- 5.2.3 a.** *Explains how context influences the selection of appropriate language and form to honour and celebrate others in public events or traditions*

***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, ...

May say "I had to welcome the Governor General to our school when she visited. I was surprised to learn about how careful you have to be with your words when you talk to her."; "We're going to sing at the True North Concert. Can you help me pick out some songs that will be good for that audience?"

- 5.2.3 b.** *Explains selection and use of 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, ...

May say "I'm going to write a poem, like a Dr. Seuss one, for Mandy's birthday, because it will make her laugh."; "I decided to make a welcome home banner for my sister - she's coming home from the hospital tomorrow, and it will show her how much I missed her."

- 5.2.3 c.** *Recognizes the value of own and others' contribution to many communities*

May say "I'm helping my little brother with his reading because his teacher says he needs to practice."; "I read to the little kids at the pre-school library night on Wednesdays."; "I'm helping my mom record my great-granny's life story on video, so that we can share her stories of long ago."
