

English Language Arts

Learner Outcomes

Grade 10

Specific Outcome 1.1.1

Grade 10

Discover and Explore

Express Ideas

Engage in exploratory communication to develop personal opinion and deepen understanding

**It is important to create an open atmosphere in the classroom community that is inviting and safe.

General Example(s)

- possible methodologies include: Mind Maps, "Think-Pair-Share" (TPS), "Draw & Discuss", Y-Charts, "Know-Want-To-Know-What-I-Learned" (KWL), collages, role playing, movie reviews, "Agree-Disagree", anticipation guides, Venn diagrams, ...
- possible strategies to share and examine opinions/points of view: making observations, asking questions, making predictions, forming opinions, talking, listening, gathering information, ... (see description of GO)
- possible graphic organizers include: Mind Maps, "Think-Pair-Share" (TPS), "Draw & Discuss", Y-Charts, "Know-Want-to-Know-What-I-Learned" (KWL), collages, role playing, movie reviews, "Agree-Disagree", anticipation guides, Venn diagrams, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

1.1.1 a. *Accesses background information from both primary and secondary sources, with guidance*

Reading preface to texts, researching author background

See Record Information (3.3.2)

May say, "I really didn't get the poem at all. Then the teacher went through some information about the poet with us, and I could understand some of the symbols that she used."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

1.1.1 b. *Identifies text creator's opinion (oral, printed and other types of media text)*

Class discussions, "Think-Pair-Share" (TPS), music reviews, conversations, readers' workshops, writers' workshops, exploratory talks, letters, scientific method, inquiry process, literature journals and circles, literature response, science journals, anticipation guides, "Think Alouds", electronic mail messages, peer dialogue journals, online dialogue journals, ...

May say, "The photographer really appreciates the beauty of different flowers."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Thinking Skills

1.1.1 c. Communicates an opinion related to the classroom discussion (pairs, small group, large group) in person or using various technologies

Suggested methodology particular to this LO:

Class discussions, "Think-Pair-Share" (TPS), journals, exit slips, storytelling, music reviews, dialogue, collage, opinion pieces. answer a question and begin articulating reason for thinking related essential skills, ...

May say, "Sometimes we discussed things in person in class, but we also used a wiki this year to share our ideas and edit each others' work."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Thinking Skills

Working with Others

1.1.1 d. Reflects upon and supports personal opinions

Answering a question and beginning to articulate reason for thinking, journals, ...

Conversations, journals, response logs, dialogue journals, two-way journals, dual entry journals, "Think-Pair-Share" (TPS), prediction frames: "I observe, I predict, I think, I now know...", "Before-During-After" (BDA), learning logs, inquiry notebooks inquiry/research response sheets, inquiry process, scientific method, ...

Question frames: "How might", "I wonder if ...", "Would it be the same as ...?"; prediction frames: "I observe, I predict, I think, I now know ..."

May say, "I didn't like that song because the singer's voice was really nasal."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

General Outcome

Explore thoughts, ideas, feelings, and experiences

DRAFT

Specific Outcome 1.1.2

Grade 10

Discover and Explore

Consider Others' Ideas

Exchange ideas and opinions with others to deepen thinking and understanding

General Example(s)

- paraphrasing, dialogue and response journals, conversations, plays, sharing circles, guest speakers, literature circles, book talks, role playing, discovery circles, presentations, celebrations, class meetings, problem-solving activities, questions, reflections, descriptions, predictions, verifications, revisions, graphic organizers, surveys, interviews, correspondences, explanations, paraphrases, elaboration, hypotheses, opinions, inferences, analyses, evaluations, syntheses, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

- 1.1.2 a. **Identifies and explores strategies to provide feedback that is helpful and respectful and encourages the receiver to consider other ideas and information**

Reflecting, questioning, paraphrasing, synthesizing, ...

PMI charts, dialogue/response journals, point form notes, exit slips, ...

May say, "The teacher had us read each other's work and give some feedback. We tried different tools, like PMI charts, sticky notes, and dialogue journals."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Working with Others

- 1.1.2 b. **Identifies and explores strategies to receive constructive criticism in a respectful manner**

Role playing, questioning for clarification, fact vs. opinion, reflecting and making appropriate changes, personal reflection, ...

May say, "I like using the PMI chart because then people mention the good things about my work and not just what I have to change."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Working with Others

General Outcome

Explore thoughts, ideas, feelings, and experiences

DRA

Specific Outcome 1.1.3

Grade 10

Discover and Explore Experiment with Language and Forms

Review and explore the effects of language use

General Example(s)

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

1.1.3 a. **Identifies the ways language and oral, printed, and other types of media texts change over time**

E.g. Consider the relationship between the local oral tradition to and the written tradition of the school-community resources

Slang, colloquialism, dialogue, community name changes, profanity, informal vs. formal language, email etiquette, types of writing, ...

May say, "That's old school."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

1.1.3 b. **Identifies how language has different meaning in different contexts**

Slang, colloquialism, dialogue, community name changes, profanity, informal vs. formal language, email etiquette, types of writing, ...

May say, "I didn't understand what the characters in the movie were talking about at first."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

1.1.3 c. **Identifies the effect of language variations on different circumstances**

Appropriate use of slang, profanity and tone, formal vs. informal language, ...

May say, "My boss chewed me out for swearing at work."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Writing

Oral Communications

Working with Others

Continuous Learning

General Outcome

Explore thoughts, ideas, feelings, and experiences

DRAFT

Specific Outcome 1.1.4

Grade 10

Discover and Explore

Express Preferences

Explore a variety of texts and learning styles

General Example(s)

- learning styles strategies, multiple intelligences, graphic novels, poetry, posters, collages, multimedia, music videos, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

1.1.4 a. *Explores a variety of text genres*

Conversations, book lists, collages, book clubs, video clubs, "Battle of the Books", websites/forums, song lyrics, ...

May say, "I'd never really listened to jazz before. And there's even lots of different styles of jazz."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Writing

Oral Communications

1.1.4 b. *Explores a variety of learning styles*

Online inventories, learning centers, ...

May say, "We did an exercise to compare drawing a map to somewhere and giving directions out loud."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Thinking Skills

Working with Others

Computer Use

Continuous Learning

1.1.4 c. *Understands that personal preferences in text is related to learning styles*

Conversations, book lists, collages, book clubs, video clubs, battle of the books, web sites/forums, song lyrics, ...

Choose to read, explore more than one genre, talk, discuss, ...

May say, "I like looking at pictures. I'd probably enjoy reading graphic novels."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Continuous Learning

Specific Outcome 1.1.5

Grade 10

Discover and Explore

Set Goals

Assess personal language use and needs

****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/representing, revising, editing, and publishing.**

Specific Outcome Links

See Create Personal Portfolio (5.3.1), Revise Content (4.2.2), and Enhance Clarity (4.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

1.1.5 a. Identifies and describes personal language use

Conferences, journals, personal dictionaries, considering context, note taking strategies, exit slips, personal reflection forms, ...

May say, "I always hated doing journals, but once the teacher started to let us draw in them, I now do it on most days."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Continuous Learning

1.1.5 b. Identifies and describes personal language challenges

Use of self-assessment, learning logs, reflections, peer review, conferencing, ...

May say, "Last year I had to write a letter asking for a donation for our class trip. It took me a long time because I wasn't sure to write that kind of letter."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Writing

Oral Communications

Thinking Skills

1.1.5 c. Sets goals and establishes plans to strengthen existing language skills, with guidance

Goal setting templates

May say, "I usually put too many words on our poster projects. This year, I'm going to work on using pictures better."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Writing

Oral Communications

Continuous Learning

General Outcome

Explore thoughts, ideas, feelings, and experiences

DRAFT

Specific Outcome 1.2.1**Grade 10****Clarify and Extend****Combine Ideas and Develop Understanding**

Manipulate ideas and information to reach understandings

General Example(s)

• journals, letters, blogs, collages, music, ...

Learning Outcomes & Corresponding Illustrative Example(s)**By the end of Grade 10 the student ...****1.2.1 a. Identifies personally meaningful ways of organizing ideas and information to clarify and extend understanding**

Variety of graphic organizers, "Question/Answer Relationships" (QARs), Anticipation Guides, peer conferences, ...

May say, "When I make notes in science class, I like to highlight the topic headings in pink and the subheadings in yellow."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Thinking Skills

1.2.1 b. Represents new understanding in a meaningful and relevant way

Contribute an opinion to a discussion, Venn diagrams, character studies, journal reflections, sharing circles, discussions, role-playing, ...

May say, "When we get to pick how to respond to a story, I like to draw a picture of one of the characters in it."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

General Outcome

Explore thoughts, ideas, feelings, and experiences

DRA

Specific Outcome 1.2.2

Grade 10

Clarify and Extend

Explain Opinions

Explain own view in meaningful ways

General Example(s)

- letters to the editor, posters, brochures, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

1.2.2 a. **Summarizes ideas that contribute to own understanding or point of view**

Synopsis, position statements, "gossip" games, retelling, current events discussions, "U-Debate" (critical thinking), discussion webs, Venn diagrams, Clothesline Spectrums, Anticipation Guides, "Agree-Disagree", ...

May say, "The video we watched on Mexico showed the beautiful beaches that I always thought of. But they also showed the sh that many of the poor people live in, something I hadn't thought about much before."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Thinking Skills

1.2.2 b. **Selects ideas most relevant to a particular point of view**

May say, "To support a position against prohibition in our community, we could include data about how many people work at t bars, and what the loss of those jobs would mean to other businesses."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Thinking Skills

1.2.2 c. **States own view with references to the information and ideas that led to it**

May say, "I am in favour of prohibition because there are too many vehicle accidents when people drink and operate motorized vehicles. There are too many ski-doo accidents in the winter, and boat accidents in the summer that are related to drinking."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Working with Others

Specific Outcome 2.1.1

Use strategies and Cues

Grade 10

Prior Knowledge

Use prior knowledge and understanding to make connections between self and texts

General Example(s)

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

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

**Viewing process stages include: previewing, viewing, responding, exploring, and applying.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.1.1 a. **Makes connection with prior knowledge and experiences when constructing meaning and responding to texts, with guidance**

Talking, listening, drawing, journals, learning logs during reading strategies (see Manitoba chart in binder), note taking, personal response, "Know-Want-to-Know-What-I-Learned" (KWL), anticipation guides, ...

May say, "The character in the book lost her dog. We are writing a personal response about a time when we lost something special to us."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills
- Working with Others
- Continuous Learning

2.1.1 b. **Recognizes that reading, listening, and viewing are active processes in which readers/viewers/listeners interact with the text to construct meaning within the context of their own understanding and experiences**

Conversations, sharing circles, journals, learning logs, "Before-During-After" (BDA), story maps, note taking, ...

May say, "That's like the movie we watched, 'Moose Skin Boat' and the book we read, 'Whale Rider'. They're both about traditions."

The effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text
- Thinking Skills
- Computer Use

2.1.1 c. **Considers ideas of others as they relate to texts**

Note: new ideas and information evolved from the connections between self and texts

Talking, listening, drawing, journals, learning logs, reading strategies, personal response, "Know-Want-to-Know-What-I-Learned" (KWL), anticipation guides, ...

May say, "I was mad when Nick's friend dumped him in 'Breathing Underwater', but you said you could understand it. How come you think that way?"

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Working with Others

2.1.1 d. **Compares own and others' ideas relating to texts with guidance**

"Think-Pair-Share" (TPS), ...

May say, "We mad a list on the board of our likes and dislikes about different music styles."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills
- Working with Others

2.1.1 e. Represents connections made from conversations and explorations of texts

Graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splashes, diagrams, "Liste Sketch-Share", T-Charts, webs, graphs, same and different charts, sequence maps, character maps, charts/comparison charts, 1 Maps, clusters, "Know-Want-to-Know-What-I-Learned" (KWL), "Who-What-When-Where-Why-How" (5 W's + H), "Before-Du After" (BDA), "Think Alouds", bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection 1 concept frames, flow charts, story maps, plot diagrams, word maps, pyramids, "Know - Want to Know - How I will learn it - W1 Learned - How I will Apply - What Questions am I left with?" (KWHLAQ), "Know-Want-to-Know-Predict-Learned" (KWPL), Prediction frames, Slim Jims, Process Notes, "Plus-Minus-Interesting" (PMI), Jot charts, outlines, information comic strips, paragraphs, bibliographies, information flip books, sequential maps, "Sketch-a-Sequence" frames, "Cause & Effect" charts, se check tools, rubrics, Y-Charts, chapter maps, anticipation guides, Dancing boxes, continuums, fishbone diagrams, matrixes, sp sheets, Decision Making Graphic Organizers, Problem Solving Graphic Organizers, Experimental Graphic Organizer, Herring frame, I-search, hierarchical maps, collages, notes,...

May say, "I used a Venn diagram to show the difference between what I think about that song and what my partner thinks of it."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Computer Use

Specific Outcome 2.1.2

Use Strategies and Cues
Comprehension Strategies

Grade 10

Explore a variety of comprehension strategies to construct, confirm, revise, and explain understanding

**All forms of response, before, during, or after reading, help to construct meaning from text (including oral, printed, and other types of media).

**It is through guidance and practice at every grade, that students move through literal, to inferential, to evaluative levels of comprehension of text (including oral, printed, and other types of media), simultaneously.

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

**Viewing process stages include: previewing, viewing, responding, exploring, and applying.

General Example(s)

• the seven (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 they 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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.1.2 a. **Identifies appropriate individual student strategies for constructing meaning from text**

Uses pre-reading, during reading, and post-reading strategies

Fix-up strategies, note-making, graphic organizers, Mind Maps, summarization, vocabulary records, discussion, collaboration, pyramid diagrams, identifying repetition and significant words/phrases, visualizing, predicting, previewing the text, making connections and relating parts, fill in gaps and understandings, paraphrasing, questioning, skimming, using visual text, role playing/drama, visual representation of fiction, ...

May say, "I understand more of the science text if I read it through quickly first before making notes."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Computer Use

Continuous Learning

2.1.2 b. Identifies and describes strategies to verify understanding through questioning***E.g. Pre-reading, during reading, and post-reading strategies***

Repeating, paraphrasing, questioning, discussing, highlighting, using stickies, test-taking strategies, ...

May say, "What can I do - I don't get this?"

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Continuous Learning

2.1.2 c. Recognizes main ideas and details, using texts with an appropriate complexity of content and sophistication of style

Story boards, generating outlines, cluster diagrams, idea lists as note taking, ...

May say, "I think the story is about the boy's sadness over losing his dog."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

2.1.2 d. Makes predictions in oral, printed and other types of media texts***Using texts with an appropriate complexity of content and sophistication of style***

Story completion, sharing circles, "Know-Want-to-Know-What-I-Learned" (KWL), anticipation guides, finishing the story, beyond the text, writing a sequel, anchor charts, ...

May say, "That advertisement made me think it was trying to sell me a truck, but when I read it more closely, I realized that the advertisement was about the environment."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Oral Communications

Thinking Skills

Specific Outcome 2.1.3

Use Strategies and Cues

Grade 10

Textual Cues

Identify and define contextual cues in texts to anticipate meaning with guidance

**Cues include: book covers, titles and chapter titles, logical organization (sequential (beginning, middle, end) plot lines (elements), problem-solution), sentence patterns, paragraphs, illustrations, photographs (in text, of author, of topic, ...), authors' profiles, font type, size, music/sounds, volume, colour, movement, opening shots to videos, lighting (time, mood, feelings), composition, logical organization (sequential, categorical, cause-and-effect relationships, comparison-contrast, problem-solution, descriptive), photographs (in text, of author, of topic, ...), illustrations and corresponding captions, key words and placement, capitalization, punctuation and pauses, sentence patterns, table of contents, hot links, headings/subheadings, dictionary guide words, paragraphs, indices, glossaries, bullets, margin notes/side bars, thumbnails, menu bars, placement and size of words, syllabication, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.1.3 a. *Identifies and describes a speaker's nonverbal communication strategies*

Note: Recognizes local cultural differences

Posture, eye contact, facial expressions, public speaking strategies, costumes/dress, movement and gesture, use of colour, space, sound, lighting, ...

May say, "The teacher told me that I need to say more when I am presenting, than what I wrote on the PowerPoint slide."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Oral Communications
Thinking Skills
Working with Others*

2.1.3 b. *Identifies the elements of art and principles of design in a visual text*

Colour, placement, relative-size borders, animation, symbolism, rule of thirds, contrast, unity, depth of field, focus, juxtaposition, angle, shading, graphic novels, ideas and impressions, ...

May say, "The photographer only showed us the reflection of the man. Some of the photograph was black and white, and some was in colour."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Document Use
Thinking Skills
Computer Use*

2.1.3 c. *Considers the effect of language choices in print texts (how appealing it is to an audience, clarity and detail, ...)*

Book and story reviews, reading responses, literature circles, book talks, ...

May say, "There is only one sentence on each page, with a picture. This means that..."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Reading Text
Thinking Skills*

General Outcome

Comprehend and respond personally and critically to oral, print and other media text through a process

DRA

2.1.3 d. *Identifies the elements of art and principles of design in a multimedia text*

Hypertext, pop-ups, sound bytes, 3D, menus, thumbnails, ...

May say, "Whenever I enter this website, a certain pop-up appears and asks me to take a quiz."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Writing

Computer Use

Thinking Skills

Specific Outcome 2.1.4

Grade 10

Use Strategies and Cues
Cueing Systems

Use textual cues to extend understanding, with guidance

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

General Example(s)

- cueing systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.1.4 a. *Identifies and uses syntactic cues to construct and confirm meaning, with guidance*

Note: 'Syntactic' is 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. This occurs at higher levels of text organization than just the sentence

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

E.g. Attending to punctuation when reading aloud affects fluency (in particular expression, phrasing)

E.g. Uses word order and context clues to read new or unfamiliar words

Narratives that have beginning, middle and end or other specific sequences; recipes that begin with lists of ingredients and go on to procedures; letters that begin with a date and salutations, informational texts that have headings, paragraphs, subheadings, and margin organizers; essays that follow a paragraph structure, ...

Plural markers, verb tenses, word order, punctuation, word boundaries, capitalization, apostrophes, quotation marks, commas, ...

May say, "This is about a time in history because the verbs are in the past tense."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text*
- Document Use*
- Thinking Skills*

2.1.4 b. Uses semantic cues to construct and confirm meaning with guidance

Note: 'Semantic' is 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

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

E.g. Making use of cues such as:

- *compound words*
- *contractions*
- *suffixes*
- *prefixes*
- *root words*
- *homonyms,*
- *antonyms,*
- *synonyms*
- *word origins*

E.g. Uses texts with an appropriate complexity of content and sophistication of style; sight reads texts and self-corrects; predict meanings of new words from context and word structure

See Comprehension Strategies (2.1.2)

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

Words/phrases, intonation, pace, rate volume, attending to punctuation, attending to context, ...

May say, "All of the words that begin with 'bio' are connected to life because 'bio' means life in Greek."; or, "The word 'port' m to carry; so if I say that something is portable, it would mean that I can carry it. If I add an 'ex-' prefix to it, it would mean to be able to take it away, right?"

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Oral Communications

2.1.4 c. Uses pragmatic cues to construct and confirm meaning with guidance

Note: 'Pragmatic' is understanding that language fits a purpose and an audience; so it varies according to social and cultural context

Note: 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

E.g. Uses texts with an appropriate complexity of content and sophistication of style; interacts with text to talk about an author's/creator's purpose, audience, and choice of structure or form; makes inferences to negotiate meaning of text (personal interpretations)

See Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), Create Originals Texts (4.1.3), Respond to Texts (2.2.2), Techniques and Elements (2.3.2), Vocabulary (2.3.3), and Enhance the Artistry (4.2.4)

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

Interacting with text to talk about an author's/creator's purpose, audience, and choice of structure or form; makes inferences to negotiate meaning of text (personal interpretations)

May say, "I heard the word 'snowmobile' - in English - during a Slavey news report on the radio."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Specific Outcome 2.2.1

Grade 10

Respond to Texts
Experience Various Texts

Read, listen and view for a variety of purposes

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

**Keep in mind that students need to 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: previewing, viewing, 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.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

- 2.2.1 a. *Reads, listens and views to respond, to clarify and extend thinking, to gather information, and to function at home and in the workplace*

"How-to" manuals, wiring diagrams, income tax forms, reading/interpreting a transcript/validation statement, applications, menus/recipe books, following directions, participating in a discussion, forming an opinion, analyzing information received, speaking, paraphrasing, interviewing (job interview scenarios), response logs, discussions, ...

May say, "I read the stories we did in class, but I only read magazines on my own time. I like the ones about travel the most because I like to read about and see pictures of other places."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

2.2.1 b. Reads, listens and views for enjoyment and for appreciation

E.g. Biographies, letters, journals, magazines, ...

Sharing circles, literature circles, DEAR time, choosing books, reading covers of books, "Five Finger Rule", libraries and bookstores (including online), Internet research

May say, "During the independent reading time I always used to read anything that was assigned for homework. Now I am more interested in looking at some of the magazines that have been brought into our class."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

2.2.1 c. Identifies their own purposes for listening, viewing, reading, ...

E.g. To gather information, follow directions, participate in a discussion, form an opinion, analyze information, appreciate and enjoy

Enjoyment, interest, information/research, construct meaning, make and confirm predictions or understandings, respond, clarify, extend thinking, appreciation, guest speakers, instructional videos, music, speaking competitions, debate, community meetings, online art galleries, ...

May say, "It is important to pay attention when someone is talking to you so that you know what they are saying and can participate in the discussions and activities in class later."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Specific Outcome 2.2.2

Grade 10

Respond to Texts
Connect Self, Texts, and Culture

Respond personally and critically to texts by making creative connections between self, text, and culture

**Personal response includes connecting content with own life.

**Critical response includes understanding the message and the influence of communication tools.

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

**It is through guidance and practice at every grade that students move through literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media), simultaneously.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.2.2 a. **Draws conclusions about speaker’s/writer’s/director’s/artist’s values after experiencing text**

Personal literary responses, reviews (movies and music videos), critiquing on-line games, ...

May say, “The poet is suggesting that your culture is more influenced by your environment and activities when you are a child than by where you live when you are an adult.”

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text*
- Document Use*
- Oral Communications*
- Thinking Skills*
- Continuous Learning*

2.2.2 b. **Recognizes and appreciates that various texts can contribute to understanding of self and role in family and community**

E.g. Traditions, teachings from stories, Dene Kede, ...

Journals, personal inventories, ...

May say, “After I read ‘Two Old Women’ I appreciated some of my grandmother’s stories more. I also thought about the way that elders are treated in a community.”

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Continuous Learning*

2.2.2 c. **Identifies the ways that cultural background and experiences affect responses to texts**

Sharing circles, book talks, literature circles, ...

May say, “I was really upset when that character died, because ...”; or, “I felt so happy for the two old women when they got food.”

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills*
- Continuous Learning*

2.2.2 d. Recognizes the ways in which oral, printed, and other types of media text reflect values of pop, local, and traditional culture

E.g. Art styles, drum songs, clothing, ...

May say, "The drawings from different areas are of different animals. That must have to do with what their food source was."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Thinking Skills

2.2.2 e. Reflects on personal and critical response to texts and share responses with others

Note: It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, printed, and other types of media)

Note: The distinction between grade levels is the depth of the response

Note: Responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, ...

Sharing circles, response journals, book logs, ...

May say, "My partner and I did an 'At the Movies' kind of review to share our opinions about the new 'Beverly Hills 90210' seri

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Continuous Learning

Specific Outcome 2.2.3

Grade 10

Respond to Texts
Appreciate the Artistry of Texts

Respond to texts critically, identifying factors that contribute to effectiveness

**E.g. Voice, style, use of dialogue, impact of genre.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

- 2.2.3 a. **Identifies graphic design techniques, (e.g. graphic quality, color, sound, camera angle, composition and editing), that create and/or manipulate emotion and mood for the viewer**

Creates a storyboard

May say, "The sports car commercial shows young people driving around a city with their music because that is who they think will buy the car. Many mini-van ads show people in the countryside, as if they are on a family holiday."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document use

Oral Communications

Continuous Learning

- 2.2.3 b. **Identifies purpose and message of an oral, printed and other types of media text**

Topic sentences, thesis statements, central images, background themes, ...

May say, "The poster is intended to discourage people from smoking and make them want to quit by listing all the poisonous substances in cigarettes."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Thinking Skills

- 2.2.3 c. **Identifies appropriate verbal communication strategies used to convey intent (mood indicators, volume, tone, irony and sarcasm)**

May say, "When my mother talks to me all singsongy, like she is reading a children's story, I know that she is very annoyed."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Specific Outcome 2.3.1

Grade 10

Understand Forms and Techniques

Forms and Genres

Discuss strengths and limitations of different genres and text forms

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

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.3.1 a. *Identifies reasons for the choice of form and genre by the text creator*

E.g. Narrative, expository, poetic, dramatic, humour, ...

May say, "By writing a story about a young person in Afghanistan, the writer was able to create more sympathy for the people if it was just a factual news report."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Oral Communications

Continuous Learning

2.3.1 b. *Discusses how the context in which a text was created influences its interpretation*

E.g. Text creator biographies

May say, "Poems about war that were written during the World Wars tend to glorify soldiers and fighting, but the ones written the 1970s are more often 'anti-war'."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Continuous Learning

2.3.1 c. *Differentiates between fact and fiction, true or false, and real or imaginary in media portrayals of everyday life*

E.g. Fantasy, analogy, fables, ...

May say, "Sometimes it's hard to know when movies are based on true stories or not. For example, 'Calendar Girls' really happened but 'The Full Monty' didn't."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Thinking Skills

Specific Outcome 2.3.2

Understand Forms and Techniques
Techniques and Elements

Grade 10

Recognize the use of persuasive tools and the results of their use in texts, with guidance

**Persuasive tools include: generating empathy, stereotyping, organizational structures, selection/use of visuals, effects of colour, use of background soundtracks, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.3.2 a. **Identifies stereotyping in texts and recognizes its negative impact on individuals and society**

E.g. Racism, discrimination, ageism, sexism, exaggeration, ...

May say, "Television shows like 'The OC' could make us think that everyone who lives in California is tanned and good-looking. Also, the rich people mostly act stuck-up. And the poor people are either Latino or criminals."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Continuous Learning

2.3.2 b. **Discusses the negative impact of stereotyping in texts on individuals and society**

News stories, posters, television shows, ...

May say, "The characters that Eddie Murphy plays in movies always act nuts and swear a lot. It could be easy for some people to assume that all African-Americans are like that if they don't watch anything else."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Continuous Learning

2.3.2 c. **Recognizes the value of texts in contributing to the good of individuals and society**

"Cause & Effect" charts, fables, researching the role of children's books in teaching behaviour, ...

May say, "When I was a kid, I just liked hearing and reading the stories from my 'Aesop's Fables' book because they had animals in them. Now I realize that the moral at the end was a way of teaching us how to behave."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Continuous Learning

General Outcome

Comprehend and respond personally and critically to oral, print and other media text through a process

DRA

2.3.2 d. *Explores the effect of the text creator's point of view and use of voice on the interpretation of a text*

E.g. Diaries

Character sketching, alternate endings, ...

May say, "Sometimes stories are written like they're by someone who is watching the events, and sometimes they're written as though one of the characters is speaking."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Continuous Learning

Specific Outcome 2.3.3

Understand Forms and Techniques

Grade 10

Vocabulary

Develop expressive vocabulary and understand its influence in texts

**Expressive vocabulary includes: rhythm, time, connotation of words, dialect, slang, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.3.3 a. *Develops repertoire of expressive vocabulary*

E.g. Adjectives, adverbs, appositives, connotations, ...

Personal word lists, favourite passages logs, ...

May say, "I've been trying to use different verbs in my stories. For example, instead of saying 'walked' all the time, I try to use words like 'amble, stroll, saunter, or strut' to give a more vivid picture of the way my character moved."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Writing

Oral Communications

Continuous Learning

2.3.3 b. *Identifies a variety of strategies for understanding vocabulary in context*

Substitution, "Skip Over the Word", context clues, synonyms and antonyms, ...

May say, "If I don't have a dictionary handy, I sometimes try replacing a word I don't know with one that makes sense in the sentence." Or, "In a handout, I might highlight the word and write my replacement in the margin to check with the teacher later."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Thinking Skills

Continuous Learning

2.3.3 c. *Recognizes various uses of language in different places and registers*

Slang, colloquialism, formal versus informal language, ...

May say, "Although I often swear when I am hanging out with my friends, I would never do that while visiting my grandmother."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Specific Outcome 2.3.4

Grade 10

Understand Forms and Techniques

Experiment with Language

Identify creative uses of language, visuals, and sounds to enhance meaning, purpose, and content in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

2.3.4 a. **Discusses how word choice and word combinations influence interpretation of texts**

Rhyme, rhythm, alliteration, ...

May say, "That book was hard to understand because the writer used so many big words."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Writing

Oral Communications

2.3.4 b. **Discusses effect of choice and placement of images on interpretation of texts**

E.g. PowerPoint presentations, website design, ...

Critiquing, editing comments, ...

May say, "I couldn't take notes during that PowerPoint presentation because the pictures kept covering up the words."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Thinking Skills

Computer Use

2.3.4 c. **Discusses effect of elements such as tone, volume, and inflection on interpretation of text**

Reading aloud, listening to books on tape, ...

May say, "I like it when the reader changes their voice for the different characters."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Specific Outcome 3.1.1

Grade 10

<p style="text-align: center;">Plan and Focus</p> <p style="text-align: center;">Use Personal Knowledge</p>

Summarize prior knowledge to determine information needs

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), current event charts, science observations, data interpretations, graphs, inquiry notebooks, learning logs, outlines, Mind Maps, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.1.1 a. **Selects topic of interest for research**

Guided discussions, "Think-Pair-Share" (TPS), organizational frames, ...

May say, "I'm interested in skateboarding, so maybe I'll research how skateboards are made."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Continuous Learning

3.1.1 b. **Represents and categorizes prior knowledge of research topic with guidance****E.g. Pre-reading activities**

Summaries made in various ways (printed, visual), graphic organizers (conceptual, hierarchical, sequential, or cyclical), ...

Representations may include anticipation guides, webs, summaries, various graphic organizers, I-Charts, T-Charts, sketches, collages, brainstormed word splashes, ...

May say, "We used a KWL chart. We listed what we already knew about ____... in the K column, then wrote questions about what we wanted to know in the W column. We'll record notes from our research in the L column."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Thinking Skills

Continuous Learning

3.1.1 c. **Identifies gaps in prior knowledge by exploring the research topic in other sources, with guidance**

"Know-Want-to-Know-What-I-Learned" (KWL), anticipation guides, ...

See Identify Personal and Peer Knowledge (3.1.1)

May say, "The teacher gave me an article from 'Up Here' magazine about the Deh Cho bridge. It had some history on the ferry and information about the company that was building it."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Computer Use

Continuous Learning

Specific Outcome 3.1.2

Grade 10

Plan and Focus

Ask Questions

Ask questions to focus inquiry

General Example(s)

• conversations, brainstorming, guided questions, "Think Aloud peer and/or teacher conferences, question boxes, exit slips, "I Wonder..." charts, "Who-What-When-Where-Why" (5W's), "What-When-Where-Why-How" (5W's + H), journals, learning logs, "I Learned...", T-Charts, Y-Charts, "Know-Want-To-Know-What-I-Learned" (KWL), graphic organizers, inquiry notebooks, "Survive Question-Read" (SQ3-R), question cubes, fishbone diagrams, Venn diagrams, Frayer Models, Concept Webs, outlines, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.1.2 a. *Asks knowledge-level questions relevant to information gaps to guide the inquiry, with guidance*

"Who-What-When-Where-Why" (5 W's), conversations, "Know - Want to Know - How I will learn it - What I Learned - How I will Apply - What Questions am I left with?" (KWHLAQ), fishbone diagrams, "Question/Answer Relationships" (QARs), ...

May say, "I want to research the life of Akaitcho. Before I started, my teacher suggested I fill in a KWL chart."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills*
- Working with Others*
- Continuous Learning*

3.1.2 b. *Asks open-ended questions relevant to information gaps to guide the inquiry, with guidance*

"Know-Want-to-Know-What-I-Learned" (KWL), ...

May say, "We've been reading the novel 'Two Old Women' by Velma Wallis. I wonder why the tribe left the two women behind."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills*
- Working with Others*
- Continuous Learning*

Specific Outcome 3.1.3

Grade 10

Plan and Focus
Participate in Group Inquiry

Work cooperatively to share information and determine inquiry needs

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.1.3 a. **Contributes to a brainstorming session to select topic for group inquiry, with guidance**

Career searches, interviews, community government, ...

May say, "The teacher asked us each to list four careers that involve science."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Thinking Skills

Working with Others

3.1.3 b. **Contributes questions, observations, comments, and ideas to focus group inquiry, with guidance**

"Know-Want-to-Know-What-I-Learned" (KWL), "Who-What-When-Where-Why-How" (5 W's + H), ...

May say, "Each person in our group made up three questions on things they'd like to know about our topic."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Working with Others

Specific Outcome 3.1.4

Grade 10

Plan and Focus
Create and Follow a Plan

Create a plan to conduct inquiry

**Level of detail and depth of inquiry will increase with grade level.

General Example(s)

• questions, books (narrative texts, expository texts), environmental prints, excerpts, t.v., library, experiments, field trips, recipes, work problems, reflections, journals, exit slips, internet, audio tapes/CDs/MP3s, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.1.4 a. **Identifies purpose and audience with guidance**

"May say, "The teacher told me I shouldn't use such big words when I talk to my cousin. He's only in grade 3 and might not understand them."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Document Use*
- Writing*
- Oral Communications*
- Thinking Skills*

3.1.4 b. **Prepares a plan and timeline for inquiry with guidance**

Inquiry notebooks, "We Wonder" charts, I-Charts, "Who-What-When-Where-Why-How" (5 W's + H), Inquiry process, "I-Search Planner", "Know-Want-to-Know-What-I-Learned" (KWL), scientific method, webs, inquiry charts, outlines, day-timers, student agenda/planners, ...

Parameters of inquiry: purpose of inquiry, depth of the investigation, how collected information will be shared, amount of work required to create the finished presentation, ...

May say, "We each created our own timelines based on the one the teacher made on the board."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Document Use*
- Thinking Skills*
- Continuous Learning*

3.1.4 c. **Sets and accepts responsibilities for following the plan of inquiry, when working in groups**

Recording, researching, illustrating, . . .

May say, "I like to draw, so I'll create the cover page for our project."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Working with Others*
- Continuous Learning*

Specific Outcome 3.2.1

Grade 10

Select and Process
Identify Personal and Peer Knowledge

Identify a combination of personal and peer knowledge supplemented by secondary sources to answer inquiry or research questions

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, t.v., audio tapes/CDs/MP3s, field trips, newspapers, magazines, internet, interviews, various multimedia, songs, folk tales, plays/scripts, series by the same writer, diaries, ...
- primary (experiential) and secondary sources (text-based: narrative, expository, creative)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.2.1 a. *Selects and organizes personal and peer knowledge of a topic to establish an information base for inquiry*

Conversations, brainstorming, "Think-Pair-Share" (TPS), illustrations, "Draw & Discuss", "Sketch & Share", sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell, "Who-What-When-Where-Why" (5W's), the web, graphic organizers, ...

May say, "I make a list of what I already know about a topic and ask my friends for some ideas. Then I use highlighters to sort the information into similar topics."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Document Use*
- Oral Communications*
- Working with Others*

3.2.1 b. *Identifies additional potential relevant sources of information, with guidance*

Note: Primary and secondary

Graphic organizers, Mind Maps, reciprocal teaching, research planing, bibliographies, ...

May say, "I usually start by looking things up in an encyclopedia and then looking on the internet. My teacher suggested some books in the library and some people that I could interview."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills*
- Continuous Learning*

Specific Outcome 3.2.2

Grade 10

Select and Process

Evaluate Sources

Evaluate the usefulness and value of sources with guidance

General Example(s)

- learning logs, inquiry notebooks, reflection, self-questioning, rereading, "Five Finger Rule", assessing with a rubric, previewing inquiry, Y-Charts, "Who-What-When-Where-Why-How" (5 W's H), "Trash-Treasure-Save" (TTS), ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.2.2 a. *Evaluates the usefulness and relevance of sources using pre-established criteria*

E.g. Inquiry charts, learning logs, "Trash-Treasure-Save" (TTS), ...

Graphic organizers, ...

May say, "Sometimes what I found interesting on a topic doesn't really fit into my report. If I really want to use that information may need to change my topic a bit. With internet sources, I have learned to check the date and origin of the web page to make sure that the information is reliable and current, not just someone's opinion from ten years ago."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Thinking Skills

3.2.2 b. *Evaluates the bias, currency, and reliability of sources using pre-established criteria*

Inquiry charts, learning logs, "Trash-Treasure-Save" (TTS), ...

May say, "I realize that it is important to use more than one source of information for research. Especially when using the internet I need to verify the facts with at least two other sources. We called this the triangle method."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communication

Thinking Skills

Specific Outcome 3.2.3

Grade 10

Select and Process
Access Information

Access oral, printed, visual, and multimedia resources using a variety of methods effectively, with guidance

General Example(s)

- primary sources (experiential) or secondary sources (text based: narrative, expository, creative, persuasive)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.2.3 a. **Accesses information through a selection of oral, printed, visual, and multimedia resources, with guidance**

Textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, audio tapes/CDs/MP3s, internet, ...

May say, "After we picked our topics, the teacher recommended some websites for us to look at, and helped us to come up with some good keywords for searching."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text*
- Document Use*
- Oral Communications*
- Computer Use*
- Continuous Learning*

3.2.3 b. **Uses references to access information, with guidance**

Table of contents, index, search engines, ...

May say, "The Table of Contents shows that there is a chapter on bears starting on page 52."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Document Use*
- Computer Use*
- Continuous Learning*

3.2.3 c. **Uses textual cues to access information in both printed and other types of media texts, with guidance**

Headings, titles, captions, facial expressions, gestures, photographs, illustrations, illustrated directions, films, videos, picture books, colour-coded words, fonts, letter sizes, videos, television, audio tapes/CDs/MP3s, observations, charts, graphic organizers, sounds, music, words, noises, close-ups, zooms, lighting, camera angle, volume, rhythm, repetition, emphasis, pacing, tone, ...

May say, "I'm going to look for newspaper articles that have the word 'bear' in the headline."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text*
- Document Use*
- Oral Communications*

Specific Outcome 3.2.4

Grade 10

Select and Process

Make Sense of Information

Use appropriate tools and strategies to understand information with guidance

General Example(s)

- strategies: conversations, observations, conclusions, Group Mapping Activities, "Pause & Predict", "Before-During-After" (BDA), response journals, "Look-Think-Predict", "Question/Answer Relationships" (QARs), ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.2.4 a. **Follows simple directions (oral, written and graphic, and including electronic technologies)**

Recipes, assembly instructions, ...

May say, "I followed the direction in the help window to insert a picture into the report that I was doing in Word."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

3.2.4 b. **Uses knowledge of organizational patterns and strategies to decode information or make sense of information, with guidance (as skimming and scanning to use headings to identify relevant sections)**

Chapter headings, first and last paragraphs, first and last sentences, main ideas, bold print, italics, subheadings and captions, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, key words, dates, names, numbers, places, phrases, signal and transition words and phrases (in text, time), organizational pattern words (comparisons, contrasts, cause and effect), indices, definition, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems, charts, graphs, tables, ...

May say, "The chapter titles helped me to avoid reading the whole book to find what I wanted. I used the section headings to get the most important facts. I even found useful information in the picture and map captions."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Thinking Skills

3.2.4 c. **Recognizes text structures using appropriate graphic organizers, with guidance**

"Cause & Effect", "Pros & Cons", "Plus-Minus-Interesting" (PMI), story boards and Venn diagrams that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions, "Main Idea" maps, "Main Idea" charts, visualizing and verbalizing, directed Reading-Thinking activities, guided reading, sketching, story mapping, "Who-What-When-Where-Why-How (Ws + H), active listening, rereading and reading on, discussing, questioning, request, view, reviewing, examining, reexamining, testing, retesting, writing, rewriting, comparing and contrasting, note making, modeling, "Think Alouds", ...

May say, "The teacher showed us how to use a cluster chart to organize our information."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

3.2.4 d. Organizes new information and connects it to prior knowledge

"Before-During-After" (BDA), close activities, retelling/restating, "Pause & Predict", ...

May say, "I know that to find the volume of a cube, you multiply the area of its base by its height. Finding the volume of a cylinder is similar - you multiply the area of its circular base by its height."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Oral Communications

Thinking Skills

Specific Outcome 3.3.1

Organize, Record, and Evaluate

Organize Information

Grade 10

Organize information for a specific purpose using the tools provided

**Examples: to inform, entertain, or persuade.

General Example(s)

• strategies: brainstorming, discussing, conferencing, interview retelling/recalling, sorting, categorizing, journaling, comparing contrasting, connecting/linking, organizing, planning, charting, assessing, visualizing, describing, sequencing, questioning, map webbing, clustering, patterning, graphing, inquiring, observing, predicting, learning logs, summarizing, interpreting, reflecting, making, comprehending, classifying, ranking, focussing, concluding, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.3.1 a. *Experiments with a variety of organizational tools, with guidance*

E.g. Graphic organizers, blank pages, note cards....

Graphic organizers: journals, lists, pictographs, picture maps, T-Charts, webs, graphs, "Same & Different" charts, sequence n character maps, charts/comparison charts, Mind Maps and clusters, "Know-Want-to-Know-What-I-Learned" (KWL), "Who-When-Where-Why-How" (5 W's + H), "Before-During-After" (BDA), "Think Alouds", bar graphs, timelines, Venn diagrams, ch cycles, sequence circles, learning logs/reflection logs, concept frames, flow charts, story maps, plot diagrams, word maps, pyra "Know - Want to Know - How I will learn it - What I Learned - How I will Apply - What Questions am I left with?" (KWHLAQ), "Know-Want-to-Know-Predict-Learned" (KWPL), prediction frames, Slim Jims, Process Notes, "Plus-Minus-Interesting" (PMI charts, outlines, information comic strips, paragraphs, bibliographies, information flip books, sequential map, "Sketch-a-Sequ frames, "Cause & Effect" charts, self-check tools, rubrics, Y-Charts, chapter maps, anticipation guides, Dancing boxes, continu fishbone diagrams, matrix, spread sheets, Decision Making Graphic Organizers, Problem Solving Graphic Organizers, Experimental Graphic Organizer, Herringbone frame, I-Search, hierarchical maps, ...

May say, "Today we used a KWL chart to discuss 'Spirit Bear'."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Document Use
Writing
Thinking Skills*

3.3.1 b. *Selects from a variety of graphic organizers to choose one appropriate for the purpose, with guidance*

May say, "We were supposed to compare the two main characters, so I used a Venn diagram to organize my information."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Document Use
Thinking Skills*

3.3.1 c. *Uses a graphic organizer to explain information and ideas*

May say, "It is easy to see on our I-Search chart that we are going to find the answers to our questions about electricity. We al did a library and electronic search, so our sources are also listed. As we go, we have left a column for new questions and anot for writing what we learn."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Document Use
Writing
Thinking Skills*

Specific Outcome 3.3.2

Grade 10

Organize, Record, and Evaluate

Record Information

Record information effectively and maintain a list of sources

General Example(s)

- author and title

Specific Outcome Links

Link: Express Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.3.2 a. Experiments, with guidance, with a variety of recording strategies

Graphic organizers, blank pages, note cards, résumés, web pages, brochures, collages, posters, PowerPoint presentations, ...

May say, "When we did the brochure about addictions, we could include a lot more information than we could on the poster."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

3.3.2 b. Makes notes using headings and subheadings to identify main and subordinate information or graphic organizers appropriate to a topic

Identifying key ideas, deleting unimportant and/or repeated information, and recording supporting ideas and examples, questioning contradictory information, ...

Note making strategies: webbing, mapping, coding, charting, paraphrasing, outlining, highlighting, summarizing, clustering, synthesizing, skimming, scanning, ...

Graphic organizers: webs, Slim Jims, Process Notes, "Plus-Minus-Interesting" (PMI), Jot Charts, outlines, information comic strips, mnemonic devices, rebuses, "Two Column Notes", Matrix, clusters, concept/mind/thinking maps, fishbone diagrams, summaries, Cornell Method, herringbone, structured notes, cheat sheets, ...

May say, "I'm going to use an outline frame to organize my information. I am hoping that it'll help me with my organization. I find it hard to separate my ideas into paragraphs."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Thinking Skills

Computer Use

3.3.2 c. Practices completing forms on paper and on-line

Social Insurance Number (SIN) forms using a template on the Human Resources Development Canada (HRDC) website, bank account applications, incident reports, job applications, repair requests, cheques, driver's licenses, passports, ...

May say, "Some forms can look confusing at first, but if you read carefully and take your time, they're not too bad. I didn't like filling our forms online at first, but now I like it better because you don't have to find white-out when you make a mistake."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Computer Use

General Outcome

Manage ideas and information

DRA

3.3.2 d. ***Maintains a reference list of sources***

Author, title, ...

May say, "I kept a list of the different books and websites that I got information from."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Computer Use

Specific Outcome 3.3.3

Grade 10

Organize, Record, and Evaluate

Evaluate Information

Evaluate completeness and appropriateness of information, using more than one source to increase thoroughness

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.3.3 a. **Develops criteria for evaluating information through a guided discussion**

Conversations, brainstorming sessions, "Think Alouds", webs, sharing circles, conferences, "Think-Pair-Share" (TPS), prompted questions, "Compare & Contrast", interviews, "Who-What-When-Where-Why-How" (5 W's + H), "I Wonder...", "Did you Know...?", "Before & After", "Then & Now", "Know-Want-to-Know-What-I-Learned" (KWL), response journals, learning logs, posters, outlines, Pyramids, ...

May say, "We did an activity from the 'Media Awareness Network' to help us understand about the currency and accuracy of information."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Thinking Skills

Working with Others

3.3.3 b. **Assesses if information gathered is accurate, complete, and current using predetermined methods**

Conversations, brainstorming sessions, "Think Alouds", internet, sharing circles, conferences, "Think-Pair-Share" (TPS), Prompted Questions, compare and contrast, interviews, "Who-What-When-Where-Why-How" (5 W's + How), "I Wonder..." Charts, "Did you know?", "Before-During-After", "Then & Now", "Know-Want-to-Know-What I-Learned" (KWL), response journals, learning logs, posters, outlines, Pyramid, ...

May say, "The teacher showed us how to check when the web site was last updated to make sure that we have the most current information."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Thinking Skills

3.3.3 c. **Assesses if information gathered is relevant and significant to determine its usefulness to the overall purpose, audience and form of presentation**

Identifying questions, identifying sub-topics, deleting unimportant information, recording related ideas and examples, developing guidelines to review information, ...

May say, "Sometimes what I found interesting on a topic doesn't really fit into my report. If I really want to use that information, I may need to change my topic a bit. With internet sources, I have learned to check the date and origin of the web page to make sure that the information is reliable and current, not just someone's opinion from 10 years ago."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Thinking Skills

3.3.3 d. **Begins to address information gaps with teacher prompting**

May say, "I knew my report was too short once I took all the stuff I had repeated out, but I didn't know what to do. Then my teacher read it over and asked me some question about my topic that helped me to see where I could add more information in."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

Computer Use

Continuous Learning

General Outcome

Manage ideas and information

DRA

3.3.3 e. Compares different sources of information on the same topic

Town meeting role playing, Media Awareness Network, Jo Cool or Jo Fool, ...

May say, "I found three sources on my topic. They mostly said the same things, but one had a lot more detail in the facts, while another had more pictures. I see the advantages of using more than one source."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Thinking Skills

Specific Outcome 3.3.4

Grade 10

Organize, Record, and Evaluate

Develop New Understanding

Reflect on the impact of new information on the inquiry or research process

General Example(s)

• conversations, sharing circles, happy faces, expository talk, "Think-Pair-Share" (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self-evaluation tools, sentence frames or prompts, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

3.3.4 a. Compares new information with prior knowledge

May say, "I liked being able to add details into the things I already knew. I enjoy reading and researching more when it is about something that is at least a little bit familiar to me."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Document Use
Oral Communications
Thinking Skills*

3.3.4 b. Draws conclusions from new understandings

May say, "After learning about the food chain in science, I could see why there were so many foxes as well as rabbits."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

3.3.4 c. Integrates new ideas and information into personal point of view

May say, "I thought the pipeline was a good idea because it would create jobs. But after going to the meeting, I can see that there would be problems too."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Thinking Skills
Continuous Learning*

3.3.4 d. Identifies questions for further inquiry resulting from new ideas and information, with guidance

Exit slips, "Think-Pair-Share" (TPS), "Know-Want-to-Know-What-I-Learned" (KWL), journals, logs, ...

May say, "We learned about how they cleaned up from some oil spills along the pipeline. I wonder if they've changed how the next pipeline will be built to try to reduce spills."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Thinking Skills
Continuous Learning*

Specific Outcome 4.1.1

Grade 10

Generate and Focus

Generate Ideas

Focus on a topic by generating ideas related to it in a variety of forms

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

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, learning logs, summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, mind mapping, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.1.1 a. *Recognizes that writing and representing are processes of constructing meaning*

Mind maps, concepts maps, graphic organizers, free writing, ...

May say, "I found my topic really interesting, but it wasn't until I started to organize my notes that I really knew what I wanted to talk about."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Continuous Learning

4.1.1 b. *Uses a variety of graphic and written tools to plan for representing and writing, with guidance*

E.g. Thumbnail sketches, mockups, outlining, listing, charting, webbing, and creating story frames or sociograms, ...

Use of planning templates, making models, ...

May say, "My collage was more complete when I made a sketch first. I realized that I had left out images of the main character's family and was able to add it in easily at this point. If I had just done the collage without planning, I wouldn't have been willing to start over, and would have just handed it in the way it was."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Thinking Skills

Specific Outcome 4.1.2

Grade 10

Generate and Focus
Prepare to Create Texts

Select appropriate form of text to address 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.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.1.2 a. **Determines characteristics of audience when creating text, with guidance**

May say, "Our group is preparing a critique of the play we all went to yesterday. It has to be in essay format because our class is responsible for the school newspaper this month. We are struggling with audience though, because the paper is read by grade 5 - 12 kids as well as adults. What can we do to deal with that?"

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Thinking Skills*

4.1.2 b. **Determines purpose of text to be created, with guidance**

May say, "Our group is preparing a critique of the play we all went to yesterday. It has to be in essay format because our class is responsible for the school newspaper this month."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Thinking Skills*

4.1.2 c. **Considers various forms of oral, written, and multi-media text creation**

May say, "I could share my survey results in a table or a graph."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Thinking Skills
Continuous Learning*

Specific Outcome 4.1.3

Grade 10

Generate and Focus
Create Original Texts

Create original texts (oral, printed and other types of media)

**Guided practice may be required for newly introduced text forms; 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: drafting, writing, revising, editing, and publishing.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.1.3 a. **Organizes and sequences relevant ideas appropriately for the chosen format, with guidance**

May say, "I found it was helpful to write an outline of my essay before starting. I made sure to put the oldest information first, and the end of the essay had the most recent information."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Document Use*
- Writing*
- Oral Communication*
- Thinking Skills*
- Computer Use*

4.1.3 b. **Explores different strategies for beginnings and conclusions in oral, printed, and other types of media text**

Instructional strategies could include mini-lessons on effective opening sentences

May say, "Fairy tales usually start with 'Once upon a time...!' and end with 'They lived happily ever after...!'. Speeches sometime start with 'Ladies and gentlemen...!'"

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Writing*
- Oral Communications*
- Computer Use*

4.1.3 c. Creates original texts to communicate and demonstrate understanding of forms and techniques with guidance

PowerPoint presentations, Web pages, posters, poems, stories, news articles, brochures, pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, fairy tales, stories, comic strips or cartoon strips, folk tales, scripts, tableaux, traditional stories, autobiographies/memoirs, sequels or serialized stories, chapter books, pictures, illustrations, props, charts, pictographs, instructions/directions, games, maps, recipes, lists, signs, telephone book entries, learning logs, calendars, pictionaries, thank you notes, invitations, cards, letters (to family, to friends, ...), book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures, ...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, letters (to characters, to familiar people - people in the school and around the community), envelopes, summaries, commercials, cookbooks, itineraries, schedules, agendas, television guides, research projects/reports, summaries, book jackets, classifieds ads, brochures or travel guides, newsletters, surveys, interviews, questionnaires, timelines, magazine/newspaper articles, news and weather reports, speeches, biographies, study notes, poems, songs, ...

May say, "We used a template to write out our recipes for bannock. It had spaces for ingredients, steps, cooking temperature, and cooking time."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Thinking Skills

Computer Use

General Outcome

Enhance the clarity and artistry of communication through a process

DRA

Specific Outcome 4.2.1

Grade 10

Enhance and Improve Appraise Own and Others' Work

Engage in guided conversation about own and other's work

**Representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.2.1 a. *Reflects on own and others' work-in-progress and final products in various ways*

Peer editing, sharing circles, bulletin boards (including electronic), whole group discussions, mini-lessons, small group work, "Think-Pair-Share" (TPS), ...

May say, "We read our stories to each other and asked for comments. For the people who were away, we gave them a copy of our stories, and a sticky note to write their comments on."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Working with Others

4.2.1 b. *Identifies personal strengths/needs as a text creator with guidance*

May say, "By comparing my work to the rubric, I could see that although I picked out good information, I didn't organize it very well."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

4.2.1 c. *Participates in personal goal setting for text creation*

May say, "The teacher and I went through the rubric together and picked out a couple of things I could do to get a better mark on my project."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Continuous Learning

Specific Outcome 4.2.2

Enhance and Improve
Revise Content

Grade 10

Revise content of creations based on personal reflection and feedback from others

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

Content encompasses **detail, information, topic, audience and purpose.

General Example(s)

• revision strategies include: "Adding, Rearranging, Removing, Replacing" (ARRR), "Read-Around-the-Group" (RAG), "Add, Remove, Move-Around, Substitute" (ARMS), "Read it Aloud", "Read, Reread & Self-Correct", "Support it with Detail", "Hearing the Voice", proof-reading, ...

• representing and writing process stages include: drafting, text creation, revising, editing, and publishing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.2.2 a. *Reflects upon creation of own oral, print, and other media text with guidance*

Note: Reflection may not be in writing, it may be through conversation

Reflection tools, exit slips, sidebar notes, ...

May say, "I realized that in my paper about the problems of small-city NHL franchises that I had spent a lot of time talking about what Edmonton had done to keep the Oilers. Most of my discussion was actually attempted solutions instead of looking at why they had trouble."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Oral Communications

Thinking Skills

4.2.2 b. *Revises content by adding or deleting information, based on personal reflections and peer feedback*

See Appraise Own and Others' Work (S.O. 4.2.1)

Adding some detail, adding some information, adjusting sequence or organization, deleting some details, deleting some information, incorporating one or two supporting details (from one source), engaging the intended audience, meeting the intended audience, incorporating supporting details (from multiple sources), ...

May say, "After reading people's comments on my poster, I realized that I need to make the name of the event larger and in a bolder colour. I also need to include where the event will be held."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Working with Others

Specific Outcome 4.2.3

Grade 10

Enhance and Improve

Enhance Clarity

Use organization techniques and technological tools to enhance clarity

**Representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

**Access to computers is essential for these learning outcomes.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.2.3 a. *Selects organizational structure and tools appropriate to purpose*

E.g. To entertain, to inform, ...

Chronological order, general to specific, topical, headings, indents, ...

May say, "When I presented my top 10 vacation spots, I decided to end with my favourite one."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Thinking Skills

4.2.3 b. *Uses electronic functions to enhance the coherence and impact of texts with guidance*

Note: *Access to computers is essential for this learning outcome*

-uses letter/numbers keys and space bar

-uses paint tools

-uses drawing tools

-uses directional arrow keys

-uses the mouse to point, click, and drag

-opens, enters text, saves, closes, and print files

-spaces sentences and spaces consistently

-highlights text

-backspaces/deletes text

-capitalizes

-uses spell check

-cuts and pastes

-varies fonts and font size

-uses templates

-uses formatting tools (tab, margins, ...)

-develops accuracy

-increases speed

-uses titles and headers

-incorporates graphics

-uses borders

-shades appropriately

-uses style for emphasis

May say, "The teacher suggested that we bold our headings to help us see them in our paper."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Thinking Skills

Computer Use

General Outcome

Enhance the clarity and artistry of communication through a process

DRAFT

4.2.3 c. *Considers alternate ways to present information depending upon intended audience*

Audio and visual aids, pictures, graphs, soundtracks, models, ...

May say, "The song 'Head and Shoulders, Knees and Toes' is a good way to teach little kids about body parts. It's more interesting for them than labeling pictures."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Writing

Oral Communications

Computer Use

Specific Outcome 4.2.4

Grade 10

**Enhance and Improve
Attend to Conventions**

Uses an editing process to ensure correctness

**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.

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

**Representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

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

General Example(s)

• editing strategies include: self-editing, peer-editing, "Read it Aloud", "Read, Reread & Self-Correct", reading backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, ...), editing checklists, using a dictionary, using a grade appropriate handbook, proof-reading, personalized proof-reading (searching for errors you typically make), reading for trouble (read for errors, read for understanding, read for common errors), start with sentences - consider words - check for spelling/grammar/punctuation, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.2.4 a. *Discusses the functions of parts of speech in context as they impact meaning within a sentence*

Some examples may include:

- *nouns*
- *verbs*
- *adjectives (includes determiners or articles)*
- *adverbs*
- *conjunctions*
- *pronouns*
- *prepositions*
- *interjections*

Note: The intent of this learning outcome is to talk about the parts of speech, not necessarily to know them all by name

Note: Although dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not always clearly identifiable: words have a habit of being used in various ways (e.g. the word 'shade' can be a noun, 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

May say, "The word 'and' means that both boys bought a t-shirt. If I used 'or' it would mean that only one of them did."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text*
- Writing*
- Thinking Skills*

4.2.4 b. Uses an editing process to ensure correctness of sentence structure and provide variety of sentence structures within text**E.g.:**

- 1. Proofreads and edits to ensure that sentences are complete, interesting, and on topic**
- 2. Proofreads and edits, with assistance, for subject-verb agreement in sentences**
- 3. Combines sentences to form compound and complex sentences, for variety, interest, and effectiveness of communication**

Definitions:

- 1. Compound sentence - has two independent clauses and balances the ideas in one sentence against the other**
- 2. Complex sentence - contains one main clause and one or more dependent clauses**
- 3. Compound-complex sentence has two or more independent clauses and one or more dependent clauses**

May say, "I usually check the number of words in each sentence because I want to make sure that they aren't all the same length. That would be boring."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Writing

Thinking Skills

4.2.4 c. Participates in an editing process to check spelling, with guidance

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

Note: 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.

Note: 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.

Patterns may include: common letter combinations (list of words with 'br', and 'ight'), word families, words ending in 'ing', silent 'e', words within a word, adding 's' to make a plural noun and other internal plural markers (man-men), changing 'y' to 'i' and adding 'es' or 'ed', compound words, contractions, tense markers (e.g. 'ed', 's', or 'ing'), suffixes, prefixes, syllabication, homonyms, ...

Spelling strategies may include: Interactive Writing, references (dictionaries informational texts, atlases, maps, internet), "Give it a Go", "Guess & Check", "Ask Someone", "Words That Sound the Same", visual memory games, "Picture the Word", Different Spellings ("Which one looks right?"), Word in a Word, reading 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, ...

May say, "We always check our work for certain words that we confuse easily - like 'its' and 'it's', or 'their', 'they're' and 'there'."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Continuous Learning

4.2.4 d. Uses an editing process to check for accurate punctuation and capitalization, with guidance

Note: 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

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

Note: Editing strategies include: self-editing, peer-editing, "Read it Aloud", Read, Reread and Self-Correct, reading backward (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, ...), editing checklists, using a dictionary, using a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), reading for trouble (reading for errors, reading for understanding, reading for common errors), starting with sentences-consider words-check for spelling-grammar-punctuation, ...

Periods at the end of sentences/after abbreviations, question marks, exclamation marks, quotation marks, commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters, and to signal subordinate clauses), apostrophes (possessives, contractions), internal punctuation in complex sentences (comma when coordinating conjunction is used to join two independent clauses; semicolon to join two or more independent clauses that are not connected by a coordinating conjunction), capitalization of proper nouns (names, places), the pronoun "I", months of the year, days of the week, holidays (Christmas, Thanksgiving, ...), titles (books, stories, poems, films, magazines, television programs, subtitles, ...), beginnings of sentences, personal titles (Ms., Mr., Mrs., Dr., ...), first word within quotation marks, ...

May say, "The teacher gave us a list of when to use capital letters. I went through my work to check that I used them when I should."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Writing

4.2.4 e. Uses technology tools for editing effectively with guidance

Note: Keep in mind Canadian spelling options in computer writing programs

Note: Applicable where technology is available; access to computers is essential for this learning outcome

E.g. Selecting the appropriate choice from options given

E.g. Recognizing the screen identifier for questionable spelling, accessing a dictionary or thesaurus

May say, "I realize that I need to read the choices given by spell check and not just replace the word with the first one. I may need to reread my passage as well, so that I pick the correct replacement."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Computer Use

Specific Outcome 4.2.5

Grade 10

**Enhance and Improve
Enhance Artistry**

Explore language techniques to enhance artistry of texts

**Representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

General Example(s)

- language techniques to explore in figurative language include:
 - similes
 - metaphors
 - connotation and denotation
 - inference

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.2.5 a. *Explores aspects of language use to enhance meaning for audience, with guidance*

Note: The distinction between grade levels is the sophistication of vocabulary

Note: Keep in mind audience and purpose when discussing appropriateness of language

E.g. 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, ...

E.g. Making use of cues such as:

- adjectives (includes comparative and superlative)
- adverbs (includes comparative and superlative)
- similes
- nouns
- verbs
- dialogue
- prepositions (prepositional phrases)
- transitional devices
- conjunctions
- synonyms/connotations
- pronouns

Vocabulary, figurative language and devices, repetition, sentence structure, ...

May say, "It helped my sister to picture the way the boy was walking when I used the word 'dawdled' instead of 'walked'."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Writing*
- Oral Communications*
- Thinking Skills*

4.2.5 b. *Selects appropriate details to enhance artistry of a text*

Note: In printed texts this could include nouns, adjectives, adverbs, verbs (e.g. suitable dialogue for character in a script)

Note: In non-printed and multimedia texts this could include visual and sound effects (e.g. music to set the mood in a dance, background colour of a poster)

Note: The distinction between grade levels is the sophistication of vocabulary

May say, "The topic headings on my PowerPoint slides should be in larger print than the rest of the text."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Writing
Oral Communications
Thinking Skills
Computer Use*

4.2.5 c. *Experiments with voice to suit to audience and purpose*

Note: 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, the organization, point of view, attention to the relationship between the 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 10 developing an awareness of voice in text typically involves:

- 1. Writing that is individual, expressive, and engaging*
- 2. Using writing/phrases/expressions that portrays the character's personality*
- 3. Taking risk to include personal details that reveal the author*
- 4. Showing strong commitment to the topic*

- communicating feeling with bold lines and colours*
- expressing voice in dictation and taking on characters in improvisations/puppet plays*
- using simple adjectives/adverbs/strong verbs and more specific nouns*
- using a variety of simple sentence patterns/new vocabulary*
- using big letters or underlining to show strong feelings or emphasis*
- choosing and using expressive words or phrases from previously experienced texts*
- adding titles to text and creating tone that reflects feelings/emotions*
- using punctuation to show emphasis (exclamation points and question marks)*
- incorporating dialogue and 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*

May say, "I used some local expressions like 'chop some woods for the fire' and 'kicker' to make my character's speech more viv

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Writing
Oral Communications
Thinking Skills*

General Outcome

Enhance the clarity and artistry of communication through a process

DRAFT

Specific Outcome 4.3.1**Grade 10**

Present and Share
Share Ideas and Information

Share ideas and information appropriately with a given audience and for a given purpose

**Sharing may be done through oral, printed, visual, or other types of multi-media tools.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.3.1 a. *Practices pre-established active learning strategies to share text creations*

"Survey-Question-Read" (SQ3-R), note-making, Mind Maps, "Question/Answer Relationships" (QARs), PowerPoint Presentations, collages, models, ...

May say, "I made notes on cards to use during our presentation and discussion."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Document Use

Working with Others

Continuous Learning

Specific Outcome 4.3.2

Grade 10

Present and Share
Effective Oral and Visual Communication

Present information and ideas orally and visually to a particular audience

**Presentations are not always done orally. When a student chooses print or other media options for presentations, it is recommended that the Learning Outcomes (LOs) be adjusted to fit the context.

General Example(s)

- presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.3.2 a. **Explores options to improve communication abilities for an intended audience**

May say, "I decided to put just one sentence and a picture on each page of the children's book I wrote, to make it easier for them to read."

Through the effective teaching of this outcome, the following Essential Skills may be developed:
Oral Communications
Thinking Skills
Working with Others

4.3.2 b. **Explores elements of effective oral presentations**

Note: Form of presentation determines which audience engagement techniques are appropriate

E.g. Costume, tone and volume of voice, audio enhancements, ...

- understanding the purpose for the presentation
- speaking with a clear voice
- facing the audience
- making eye contact (culturally appropriate)
- using appropriate body language (posture and gestures)
- introducing self
- using varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, fact lighting, gestures, font, print size, ...)
- maintaining topic
- using complete sentences
- using specific vocabulary (theme/content related)
- responding to audience questions
- speaking fluently (pacing, phrasing)
- varying voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more / less volume, ...)
- following a logical sequence for the topic (based on pre-established plan)
- introducing presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)
- bringing closure to presentation
- arranging presentation space to focus audience
- displaying enthusiasm for topic
- varying facial expression appropriately
- choosing/adapting form of presentation to match audience

May say, "I need to speak more slowly and loudly when I give my presentation so that people can understand what I am saying."

Through the effective teaching of this outcome, the following Essential Skills may be developed:
Oral Communications

General Outcome

Enhance the clarity and artistry of communication through a process

DRAFT

4.3.2 c. ***Purposefully uses the elements of art and the principles of design in visual text creation***

Increases the ways the elements of art and the principles of design are used in visual text creation

Collages, posters, brochures, PowerPoint presentations, ...

May say, "I picked a brighter colour for the title of my book cover so that it would stand out more than the name of the author or publisher."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Thinking Skills

Specific Outcome 4.3.3

Grade 10

Present and Share
Attentive Listening and Viewing

Actively listen to and view presentations and reflect on their effectiveness

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

4.3.3 a. **Develops strategies for attentive listening and viewing**

Recognizing main ideas and details, identifying inferences, and showing respect for presenter through nonverbal responses

May say, "Making notes helped me to follow the lesson, and by looking at the teacher, he could tell when I wasn't sure about something he said."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Oral Communications*

4.3.3 b. **Recognizes the use of symbolism in visual presentation**

Logos, colour, icons, ...

May say, "The list of things to do was in green and the don'ts were in red - just like signal lights."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Document Use*

4.3.3 c. **Recognizes the use of effects in oral presentations as a listener**

Soundtracks, visuals, tone and volume, ...

May say, "The pictures that the coroner used in his presentation really made me think about the importance of using your seat l

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Oral Communications*

4.3.3 d. **Recognizes the effect of subtle clues on the effectiveness of presentations**

Lighting, background music, temperature, seating arrangements, ...

May say, "We all wanted the speaker to finish quickly, because the room was getting really stuffy."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Oral Communications
Thinking Skills
Continuous Learning*

Specific Outcome 5.1.1

Encourage, Support, and Work with Others

Cooperate with Others

Identify and demonstrate individual roles and characteristics within a group

**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).

General Example(s)

- examples of roles within a group:
 - chair: leader of the group, controls discussion and participation
 - recorder: takes notes of member comments and contributions, distributes information
 - timekeeper: monitors agreed upon schedules for participation and completion of tasks
 - speaker, presenter or reporter: presents group ideas and decisions to larger group
 - encourager or cheerleader: ensures that all members have opportunity to participate and feel that their contributions are acknowledged and valued
 - participation monitor: keeps track of participation by group members in discussion and task completion, reminds others of the need to participate

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

5.1.1 a. *Identifies and demonstrates the responsibilities of each member in a group*

Tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

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

May say, "Ann should be the recorder because she has good writing."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Working with Others

5.1.1 b. *Acknowledges conflicting points of view within a group and contributes to compromise in a positive manner*

Taking turns, listening respectfully, taking a vote, reaching a compromise, ...

May say, "Charlene wants to do a poster, and I want to do a pamphlet. Maybe we could use Charlene's visual ideas in the pamphlet."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Working with Others

General Outcome

Celebrate accomplishments and build community

DRA

5.1.1 c. Identifies appropriate behaviour within a group

Listening without interrupting, contributing to be heard, disagreeing courteously, focusing on presentation or speaker, keeping hands to self, attentive facial expressions and body language, proximity to the presentation, sitting/staying in one place, keeping respectful silence, thinking, giving nonverbal encouragement, asking relevant questions or participating in a discussion/activity showing encouragement and appreciation, disagreeing respectfully, expressing opinions, giving polite feedback, responding to speaker's gestures, responding to emotional aspects of the presentation, ...

May say, "It's not right to talk to the person next to you when someone is presenting."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Oral Communications

Thinking Skills

Working with Others

Specific Outcome 5.1.2

Encourage, Support, and Work with Others

Use Language to Show Respect

Grade 10

Develop communication behaviours that contribute to group success

General Example(s)

- tone, volume, eye contact or avoidance, gestures, and posture

**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).

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

5.1.2 a. *Explores and identifies appropriate verbal and nonverbal strategies*

Tone, volume, eye contact or avoidance, gestures, posture, listening without interrupting, contributing to be heard, focusing on presentation or speaker, keeping hands to self, attentive facial expressions and body language, staying in one place, keeping respectful silence, asking relevant questions or participating in a discussion/activity, showing encouragement and appreciation, expressing opinions, giving polite feedback, ...

May say, "It's important to listen to others without interrupting. Not only do you stop them from finishing their idea, but you're not listening well to what they are saying if you are talking."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Oral Communications*
- Working with Others*

5.1.2 b. *Identifies and describes skills to positively interact with others by considering actions in different settings and audiences*

Conversations, sharing circles, happy/sad face 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 liked that the doctor used the actual names of the body parts he talked about to our class, and didn't use little kid words for them."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Oral Communications*
- Thinking Skills*
- Working with Others*
- Continuous Learning*

Specific Outcome 5.1.3

Grade 10

Encourage, Support, and Work with Others

Evaluate Group Process

Identify behaviours that contribute to group success

**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).

General Example(s)

- assessment strategies include: 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, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

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

May say, "On our rubric for the group project, we could should make sure we have sections about solving problems and one about taking responsibilities or roles."

May say, "We made a list of the characteristics of successful groups. I hadn't thought about it being more than getting your work done before. It's also important that everyone contributes."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Thinking Skills
Working with Others*

5.1.3 b. *Reflects on personal behaviour that contributes to group success with support*

- 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

Conversations, sharing circles, happy/sad face 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 checklists, project reflection activities, self-assessment activities, ...

May say, "The teacher said I should compare my behaviour in the group that day with the criteria that we created. When I did, realized that I had only contributed my own ideas, and hadn't commented on anyone else's."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Working with Others
Continuous Learning*

General Outcome

Celebrate accomplishments and build community

DRAFT

5.1.3 c. ***Assesses effectiveness of group according to criteria developed, with guidance***

May say, "Our group ended up not working together because we didn't solve our conflict. When we look at the rubric's section about problem solving, we saw that we divided up the tasks and then worked separately, and our project sort of came out like a bunch of separate pieces."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Thinking Skills

Working with Others

General Outcome

Celebrate accomplishments and build community

DRA

Specific Outcome 5.2.1

Grade 10

Develop Community

Share Responses

Contribute to group effectiveness

**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).

General Example(s)

- contribute to a brainstorming session, participate in a presentation, be a member of an audience, participate in a dialogue, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

- 5.2.1 a. ***Participates in dialogue with group members to develop objectives, generate ideas, accesses resources, contributes abilities and interests, and monitors progress, with guidance***

"Role Audience Format Topic" (RAFT), circle talks, cluster maps, bulletin board collages, audio tapes, conversations, sharing circles, happy/sad face 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 checklists, pre-reflection activities, self-assessment activities, ...

May say, "Using the place mat activity helped us to make sure that everyone contributed some ideas to the symbols we would put on the poster. Then we decided to make sure that we used at least one idea from each person."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Thinking Skills

Working with Others

- 5.2.1 b. ***Listens to and paraphrases the ideas of others (as found in groups and texts) accurately and without bias***

Circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, "Compare & Contrast" charts, T-Charts, Venn diagrams, "Same & Different" charts, cluster maps, dialogue journals, ...

May say, "It helps me to jot down a few key words of what I read so that when we talk about it, I can say what I thought it said, not get confused by what others say before me."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Writing

Oral Communications

Thinking Skills

General Outcome

Celebrate accomplishments and build community

DRAFT

5.2.1 c. *Shares responsibility for the completion of a project with guidance*

E.g. Completing share of work agreed to, meeting intended deadlines, supporting others, contributing to and following plan

May say, "The teacher gave us a log sheet to record how much time we each spent towards the project, and what we did during that time. Comparing them with the others in the group encouraged me to spend a bit more time on it."

*Through the effective teaching of this outcome, the following Essential Skills may be developed:
Working with Others*

Specific Outcome 5.2.2

Grade 10

Develop Community
Appreciate Diversity

Recognize the value of diversity in a group

****Diversity should include considerations of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life/thinking, beliefs, values, religion, abilities, ...**

****It is important to create an open atmosphere in the classroom community that is respectful of diversity of learning styles, interests, experiences, and abilities.**

****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, honour, celebration, ...**

****Be sensitive to different communicative patterns and languages.**

General Example(s)

• sharing circles, conversations, guided conversations, exploratory talks, discussion webs, interviews, journals, dialogue journals, literary artistic representations, literature responses, critical response, questions, elaboration, clarification, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

5.2.2 a. **Identifies the choices and behaviours of individuals presented in oral, printed, and other types of media text with personal choices, values, and behaviours**

May say, "In 'Whale Rider', Pai had to go against the beliefs of her grandfather, who she really respected. I don't know if I could be that brave."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills*
- Working with Others*
- Continuous Learning*

5.2.2 b. **Identifies that individuals in groups have diverse ideas**

May say, "Some people in the class didn't like the way that the newest 'Star Trek' movie ended, but I liked that there will have to be another movie, or even more, to fit to where the old series started."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Thinking Skills*
- Working with Others*

5.2.2 c. **Explores own identity within a group through talents, feeling, or ideas**

Examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, ...

Learning styles inventories, personality inventories (such as True Colors, personality dimensions), ...

May say, "Doing the learning styles inventory helped me to see why I like to read out loud instead of silently. I understand better when I hear things, even if it's my own voice."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Working with Others*
- Continuous Learning*

Specific Outcome 5.2.3

Grade 10

Celebrate Community
Select Language, Forms, and Images for

Use communication forms to celebrate special events and occasions

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

General Example(s)

- portfolio celebrations, end of semester/course celebrations, local celebrations, "Student of the Week", author's chair, displays, school newspaper, presentations, assemblies, "artist in the school" program, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration walls, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunches, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

5.2.3 a. **Identifies the language and visual images appropriate for specific audiences to celebrate special events and accomplishments**

Brainstorming choices and identifying most appropriate Phys. Ed games for different grade levels by considering safety and skill issues

May say, "We always sing 'O Canada' at our assemblies. At band meetings, they always start with a prayer. Different groups have different rituals."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Writing

Oral Communications

Thinking Skills

Working with Others

Continuous Learning

Specific Outcome 5.3.1

Grade 10

Celebrate Community

Establish Portfolio

Establish a personal portfolio of work that demonstrates learning and contribution to group

General Example(s)

- album, scrapbook, PowerPoint, ...

**A portfolio is an ongoing collection of work representing growth and accomplishment. To be meaningful, the work contained in the portfolio must be linked to curricular and personal goals and include reflection on successes and "next steps." To demonstrate growth, work at various stages of development (notes, drafts) must be included.

**Students should be encouraged to draw on work from other courses to include in their portfolio.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

- 5.3.1 a. *Establishes a baseline profile of self as a learner that includes personal characteristics and work samples*

Personal characteristics may be identified through self-evaluation inventories to assess strengths, talents, interests and values to goals for improvement

Work samples may include letters, journal entries, collages, poems, PowerPoint printouts, ...

Possible resources for personal exploration include: guiding circles, HRDC's aboriginal site, Prospects magazine, "True . . . Colors", personality dimensions, reading surveys, personal inventories, reflective journals, review of assignments, portfolio creation, learning-style inventories, CPP, self-assessment, ...

May say, "I work best where there is some but not lots of noise to block out strange and distracting noises. Using my MP3 player sometime helps."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Thinking Skills
Continuous Learning*

- 5.3.1 b. *Identifies strategies for increasing personal potential for success and happiness, presently and in the future*

Practices goal setting, creates an action plan, ...

May say, "Breaking a goal into smaller steps and identifying the things I need to accomplish in each step can make it easier and more likely to succeed."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Thinking Skills
Continuous Learning*

- 5.3.1 c. *Reflects on the learning and growth that is represented by the portfolio entries*

Completing reflective prompts, reflection sheets, stickies with comments attached to work, highlighting changes in drafts, ...

May say, "The two drafts of my résumé and cover letter show that I did a better job of showing that I have some idea about the that I applied for."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Continuous Learning

Specific Outcome 5.3.2

Celebrate Community

Present Portfolio

Grade 10

Presents and shares accomplishments and learning with others

General Example(s)

- pair sharing, presentation to a group, peer and/or teacher conferences...

**A portfolio is an ongoing collection of work representing growth and accomplishment. To be meaningful, the work contained in the portfolio must be linked to curricular and personal goals and include reflection on successes and "next steps." To demonstrate growth, work at various stages of development (notes, drafts) must be included.

**While the creation of a portfolio is in itself an important part of metacognitive practice, it is also important to use it as a tool for conveying important information to others.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 10 the student ...

5.3.2 a. **Presents portfolio to a selected audience, with guidance**

Pair sharing, presentation to a group, conference with teacher or peer, ...

May say, "The teacher gave us a list of prompts to use to talk about our portfolio. I picked the ones I wanted to use, and then practiced what I would say with a partner in the class."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Working with Others
Continuous Learning*

5.3.2 b. **Responds to feedback from audience**

Note: Feedback may be guided by teacher

Post-conference reflections, journals, planning for next year, ...

May say, "After we presented our portfolios, the teacher had us complete some prompts and write a bit about what we might do differently next time."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

*Working with Others
Continuous Learning*