

# English 3201

*Curriculum Guide 2015*



Education and Early Childhood Development



***Department of Education and Early  
Childhood Development  
Mission Statement***

***By March 31, 2017, the Department of Education and  
Early Childhood Development will have improved  
provincial early childhood learning and the K-12  
education system to further opportunities for the  
people of Newfoundland and Labrador.***

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# Table of Contents

Acknowledgements .....	v
<b>Section One: Newfoundland and Labrador Curriculum</b>	
Outcomes Based Education.....	1
Context for Teaching and Learning .....	4
Inclusive Education.....	4
Literacy .....	10
Learning Skills for Generation Next.....	12
Assessment and Evaluation.....	15
<b>Section Two: Curriculum Design</b>	
Rationale .....	19
Curriculum Outcomes Framework .....	20
Course Overview.....	22
Suggested Yearly Plan .....	22
How to use a Four Column Layout.....	24
How to use a Strand Overview.....	26
<b>Section Three: Specific Curriculum Outcomes</b>	
Speaking and Listening.....	27
Reading and Viewing .....	45
Writing and Representing.....	67
Appendices.....	85
References .....	109

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# Section One: Newfoundland and Labrador Curriculum

## Introduction

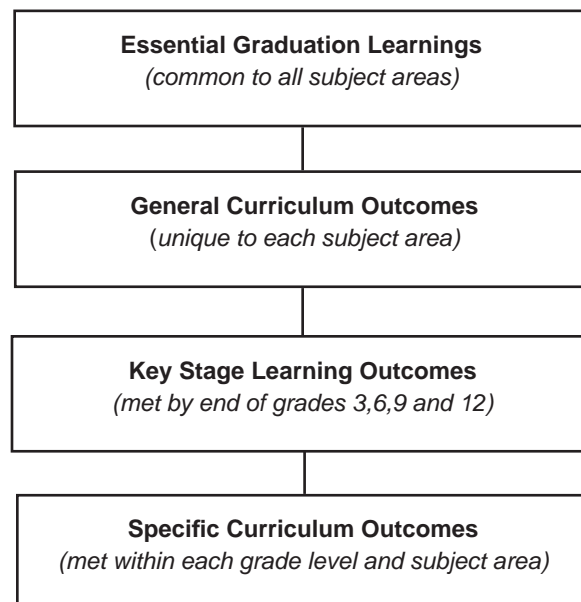
There are multiple factors that impact education including: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education our children receive.

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

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

## Outcomes Based Education

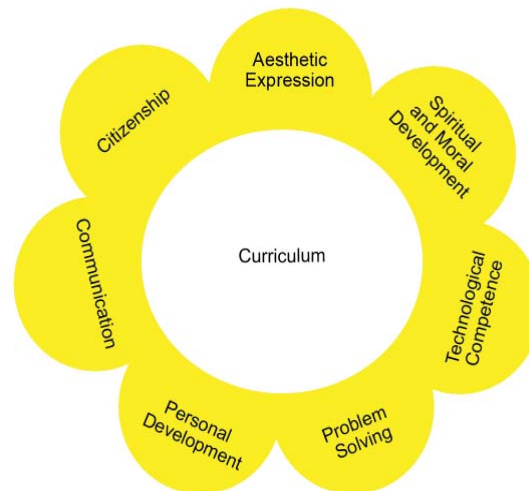
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes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



### *Essential Graduation Learnings*

Essential Graduation Learnings (EGLs) provide vision for the development of a coherent and relevant curriculum. The EGLs are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



***Aesthetic Expression*** - Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

***Citizenship*** - Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

***Communication*** - Graduates will be able to think, learn, and communicate effectively by using listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols.

***Problem Solving*** - Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.

***Personal Development*** - Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

***Spiritual and Moral Development*** - Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

***Technological Competence*** - Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

## Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

### **General Curriculum Outcomes (GCOs)**

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

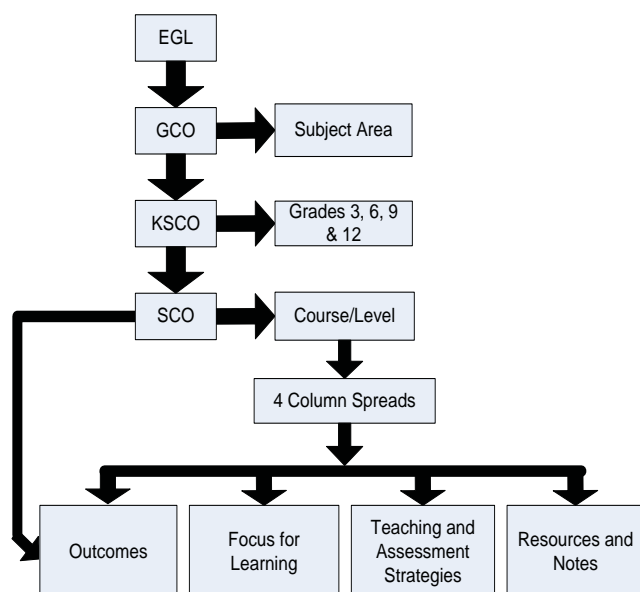
### **Key Stage Curriculum Outcomes (KSCOs)**

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of Grades Three, Six, Nine, and Twelve.

### **Specific Curriculum Outcomes (SCOs)**

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. **It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.**

## EGLs to Curriculum Guides



## Context for Teaching and Learning

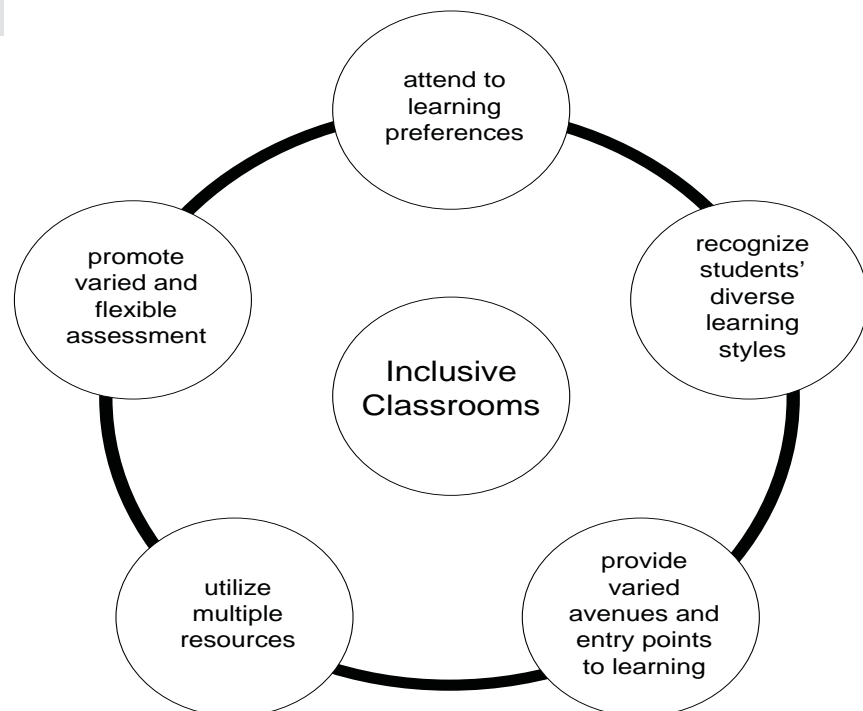
Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Factors that make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

### Inclusive Education

#### *Valuing Equity and Diversity*

*Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate (The Centre for Inclusive Education, 2009).*

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences, abilities, social, and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



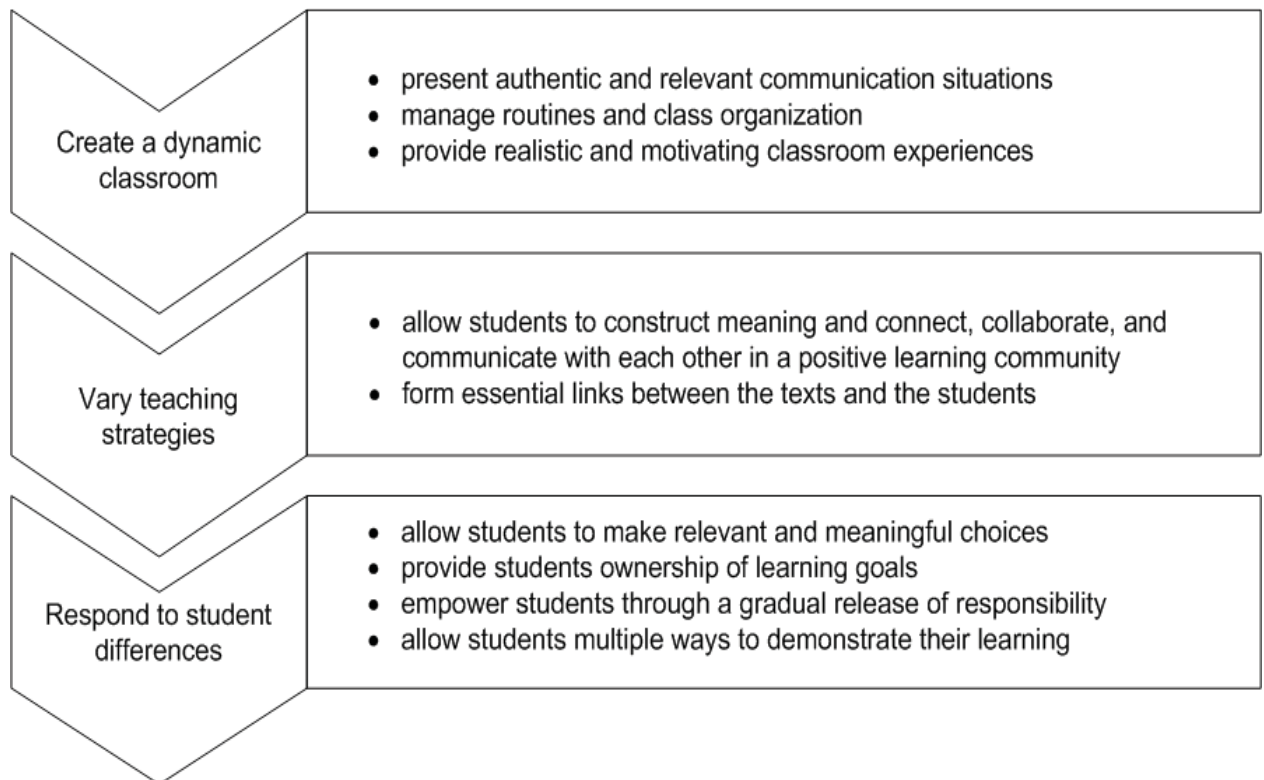
## Differentiated Instruction

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

Curriculum is designed and implemented to provide learning opportunities for all according to student abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that: the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities to provide all students with a safe and supportive place to learn and succeed.

Teachers should...



## Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require pre-requisite instruction, as well as those who have already mastered the concept and may, therefore, proceed to apply the concepts to problem solving or further use. Another way to differentiate content is to permit students to adjust the pace at which they may progress through the material. Some students may require additional time while others may move through at an increased pace and thus create opportunities for

enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- meet with small groups to re-teach an idea or skill or to extend the thinking or skills
- present ideas through auditory, visual, and tactile means
- use reading materials such as novels, web sites, and other reference materials at varying reading levels

### *Differentiating the Process*

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., giving a presentation) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher alone. The same assessment criteria can be used for all students.

Teachers should consider flexible groupings of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- offer hands-on activities for students who need them
- provide activities and resources that encourage students to further explore a topic of particular interest to them
- use activities in which all learners work with the same learning outcomes, but proceed with different levels of support, challenge, or complexity

### *Differentiating the Product*

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should consider the following examples of differentiating by product:

- encourage students to create their own products as long as the assignments contain required elements
- give students options of how to express their learning (e.g., create an online presentation, write a letter, or develop a mural)

Allowing students to choose how they demonstrate their understanding in ways that are appropriate to their learning needs, readiness, and interests is a powerful way to engage them.

## *Differentiating the Learning Environment*

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently or in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention
- ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration
- establish clear guidelines for independent work that match individual needs
- provide materials that reflect diversity of student background, interests, and abilities

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

## *Meeting the Needs of Students With Exceptionalities*

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. Details of these exceptionalities are available at:

[www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html](http://www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html)

Supports for these students may include:

1. accommodations
2. modified prescribed courses
3. alternate courses
4. alternate programs
5. alternate curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at [www.cdli.ca/sdm/](http://www.cdli.ca/sdm/)

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

*Meeting the Needs  
of Students Who are  
Highly Able*

*\* includes gifted and  
talented*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Some strategies which are often effective include:

- independent study to increase depth of exploration in an area of particular interest .
- curriculum compacting to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge.
- similar ability grouping to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic
- tiering of instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge

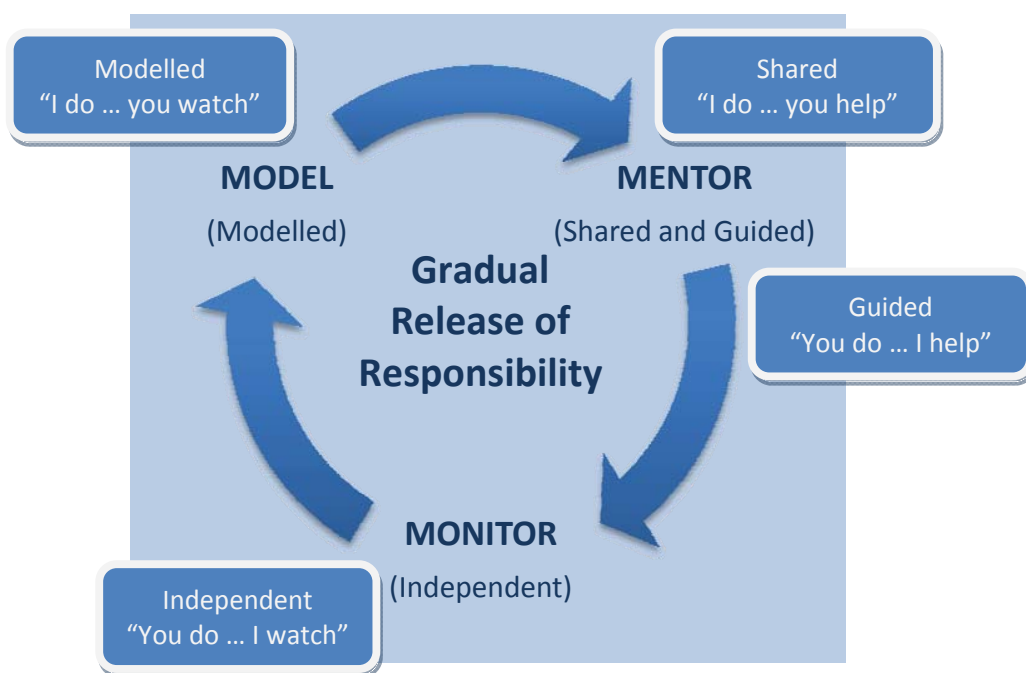
Highly able students require the opportunity for authentic investigation and become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.



## *Gradual Release of Responsibility*

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

### *Gradual Release of Responsibility Model*



## Literacy

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

Literacy is:

- a process of receiving information and making meaning from it
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Literacy skills are used in paper, digital, and live interactions where people:

- analyze critically and solve problems
- comprehend and communicate meaning
- create a variety of texts
- read and view for enjoyment
- make connections both personally and inter-textually
- participate in the socio-cultural world of the community
- respond personally

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

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

## Reading in the Content Areas

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

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

- |                     |                  |                    |
|---------------------|------------------|--------------------|
| • Books             | • Documentaries  | • Speeches         |
| • Poems             | • Movies         | • Podcasts         |
| • Songs             | • Music videos   | • Plays            |
| • Video games       | • Advertisements | • Web pages        |
| • Magazine articles | • Blogs          | • Online databases |

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – students are able to read, view, and understand texts without assistance
- Instructional level – students are able to read, view, and understand most texts but need assistance to fully comprehend some texts
- Frustration level – students are not able to read or view with understanding (i.e., texts may be beyond their current reading level)

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form; physical movement may be associated with synthesizing new information with prior knowledge; graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts. Students will need to:

- analyze and think critically about information
- determine importance to prioritize information
- engage in questioning before, during, and after an activity related to a task, text, or problem
- make inferences about what is meant but not said
- make predictions
- synthesize information to create new meaning
- visualize ideas and concepts

## Learning Skills for Generation Next

*Generation Next is the group of students who have not known a world without personal computers, cell phones and the Internet. They were born into this technology. They are digital natives.*

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

### **Learning and Innovation Skills**

Learning and innovation skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate. These skills will help foster lifelong learning. They include:

- Collaboration
- Communication
- Creative Thinking
- Critical Thinking

### **Literacy Skills**

In addition to the literacy aspects outlined in the previous section, three areas are crucial for Generation Next. These areas are:

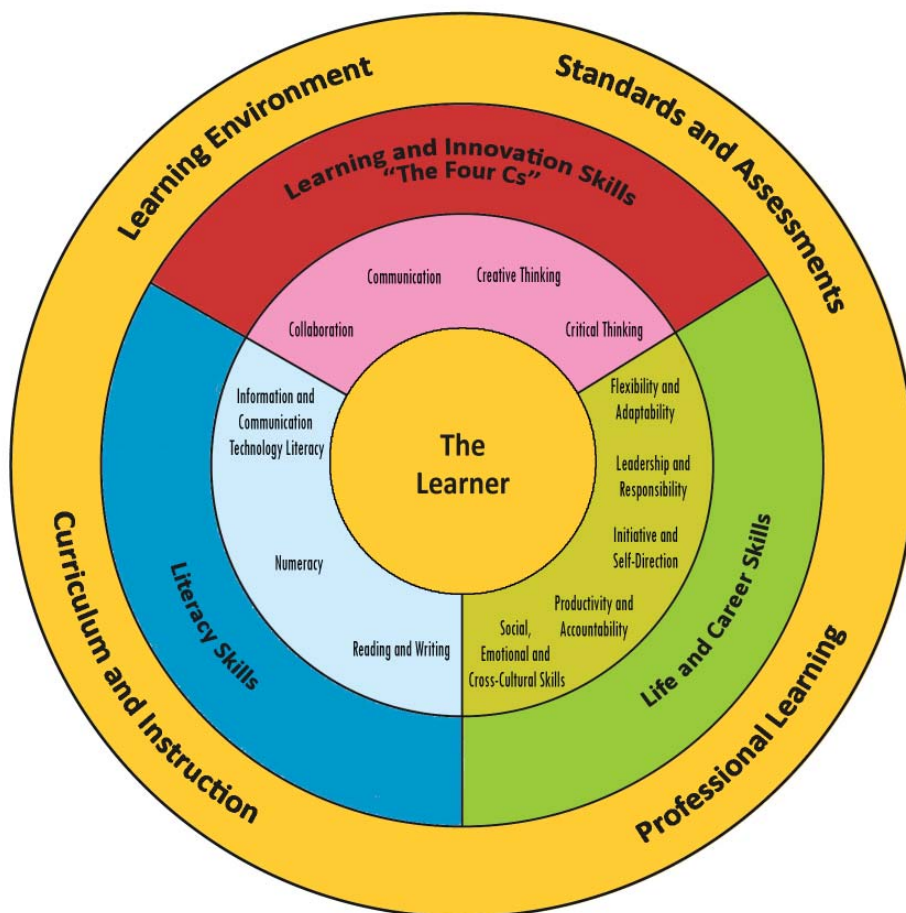
- Information and Communication Technology Literacy
- Numeracy
- Reading and Writing

### **Life and Career Skills**

Life and career skills are skills that address leadership, the interpersonal, and the affective domains. These skills include:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



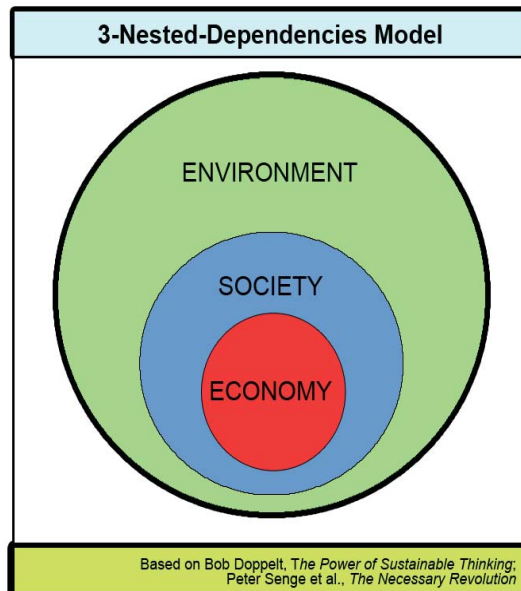
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

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

## Education for Sustainable Development

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

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



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future – a future that provides for environmental integrity, economic viability, and results in a just society for both the present and future generations.

ESD is not teaching about sustainable development. Rather, ESD involves teaching for sustainable development – helping students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

# Assessment and Evaluation

## Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. assessment for learning guides and informs instruction
2. assessment as learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next
3. assessment of learning makes judgements about student performance in relation to curriculum outcomes.

### *1. Assessment for Learning*

Assessment for learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly. It is an ongoing process of teaching and learning.

Assessment for learning:

- includes pre-assessments that provide teachers with information of what students already know and can do
- involves students in self-assessment and setting goals for their own learning
- is not about a score or mark
- is used to inform student learning
- provides descriptive and specific feedback to students and parents regarding the next stage of learning
- requires the collection of data, during the learning process, from a range of tools to learn as much as possible about what a student knows and is able to do



## *2. Assessment as Learning*

Assessment as learning involves students' reflecting on their learning and monitoring of their own progress. It focuses on the role of the student in developing and supporting metacognition.

Assessment as learning:

- enables students to use information gathered to make adaptations to their learning processes and to develop new understandings
- engages students in their own learning as they assess themselves and understand how to improve performance
- prompts students to consider how they can continue to improve their learning
- supports students in analyzing their learning in relation to learning outcomes

## *3. Assessment of Learning*

Assessment of learning involves strategies designed to confirm what students know, in terms of curriculum outcomes. It also assists teachers to determine student proficiency and their future learning needs. Assessment of learning occurs at the end of a learning experience that contributes directly to reported results.

Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, however, assessment of learning is strengthened.

Assessment of learning:

- confirms what students know and can do
- occurs at the end of a learning experience using a variety of tools
- provides opportunities to report evidence to date of student achievement in relation to learning outcomes, to parents/guardians, and other stakeholders
- reports student learning accurately and fairly, based on evidence obtained from a variety of contexts and sources

## *Involving Students in the Assessment Process*

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather



than asking teachers, “What do you want?”, students should be asking themselves questions such as:

- What have I learned?
- What can I do now that I couldn’t do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

## *Assessment Tools*

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment teachers will choose.

### *Types of Assessment Tools:*

- |                                   |                      |                    |
|-----------------------------------|----------------------|--------------------|
| • Anecdotal Records               | • Exemplars          | • Projects         |
| • Audio/video clips               | • Graphic Organizers | • Questions        |
| • Case Studies                    | • Journals           | • Quizzes          |
| • Checklists                      | • Literacy Profiles  | • Role Plays       |
| • Conferences                     | • Observations       | • Rubrics          |
| • Debates                         | • Podcasts           | • Self Assessments |
| • Demonstrations                  | • Portfolios         | • Tests            |
| • Documentation using photographs | • Presentations      | • Wikis            |

## *Assessment Guidelines*

It is important that students know the purpose of an assessment, the type, and the marking scheme being used. The following criteria should be considered:

- a rationale should be developed for undertaking a particular assessment of learning at a particular point in time
- all students should be provided with the opportunity to demonstrate the extent and depth of their learning
- assessments should measure what they intend to measure
- criteria used in the assessment should be shared with students so that they know the expectations
- evidence of student learning should be collected through a variety of methods and not be based solely on tests and paper and pencil activities
- feedback should be descriptive and individualized to students
- learning outcomes and assessment criteria together should provide a clear target for student success

## *Evaluation*

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher:

- interprets the assessment information and makes judgements about student progress
- makes decisions about student learning programs

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## Section Two: Curriculum Design

### English Language Arts

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' ability to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students':

- ability to be creative
- capacity to respond personally and critically
- celebration of diversity
- understanding of metacognition and critical thinking
- use of knowledge and language strategies

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels supports multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with, and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English language arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Students use a variety of cognitive processes to make meaning such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing, and visualizing. Focusing on these processes while students speak, listen, read, view, write, and represent will support the development of lifelong literacy learning.

## Curriculum Outcomes Framework

Below are the key stage 12 outcomes aligned with the general curriculum outcomes for English language arts. The general curriculum outcomes are common to all grades; the key stage outcomes summarize students' expected achievement at the end of each key stage. Further explanation of GCOs and KSCOs can be found on pages 14-35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum*. The specific curriculum outcomes for level III are presented in each strand overview, beginning on page 27.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	<ul style="list-style-type: none"> <li>examine others' ideas and synthesize what is helpful to extend their own understanding</li> <li>ask discriminating questions to acquire, interpret, analyze and evaluate ideas and information</li> <li>articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of opposing viewpoints</li> <li>listen critically to analyze and evaluate concepts, ideas and information</li> </ul>
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	<ul style="list-style-type: none"> <li>interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure and subject matter</li> <li>adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure and subject matter</li> <li>respond to a wide range of complex questions and directions</li> <li>reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing the elements of verbal and nonverbal messages that produce powerful communication</li> </ul>
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	<ul style="list-style-type: none"> <li>consistently demonstrate active listening and concern for the needs, rights, and feelings of others</li> <li>demonstrate how spoken language influence and manipulate and reveals ideas, values, and attitudes</li> <li>address the demands of a variety of speaking situations, making critical language choices, especially of tone and style</li> </ul>
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	<ul style="list-style-type: none"> <li>select texts to support their learning needs and range of special interests</li> <li>read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods</li> <li>articulate their understanding of ways in which information texts are constructed for particular purposes</li> <li>use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts</li> <li>articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated texts and tasks</li> </ul>
	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	<ul style="list-style-type: none"> <li>access, select and research, in systematic ways, specific information to meet personal and learning needs               <ul style="list-style-type: none"> <li>use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter</li> <li>evaluate their research process</li> </ul> </li> </ul>

Strand	General Curriculum Outcomes	Key Stage Outcomes
<i>Reading and Viewing</i>	6. Students will be expected to respond personally to a range of texts.	<ul style="list-style-type: none"> <li>• make informed personal responses to increasingly challenging print and media texts and reflect on their responses</li> <li>• articulate and justify points of view about texts and text elements</li> </ul>
	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> <li>• critically evaluate the information they access</li> <li>• show the relationship among language, topic, purpose, context and audience               <ul style="list-style-type: none"> <li>- note the relationship of specific elements of a particular text to elements of other texts</li> <li>- describe, discuss and evaluate the language, ideas and other significant characteristics of a variety of texts and genres</li> </ul> </li> <li>• respond critically to complex and sophisticated texts               <ul style="list-style-type: none"> <li>- examine how texts work to reveal and produce ideologies, identities and positions</li> <li>- examine how media texts construct notions of roles, behaviour, culture and reality</li> <li>- examine how textual features help a reader and viewer to create meaning of the texts</li> </ul> </li> </ul>
<i>Writing and Representing</i>	8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	<ul style="list-style-type: none"> <li>• use writing and other ways of representing to extend, explore and reflect on               <ul style="list-style-type: none"> <li>- their experiences with and insights into challenging texts and issues</li> <li>- the processes and strategies they used</li> <li>- their achievements as language users and learners</li> <li>- the basis for their feelings, values and attitudes</li> </ul> </li> <li>• use note-making to reconstruct increasingly complex knowledge</li> <li>• make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing</li> </ul>
	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	<ul style="list-style-type: none"> <li>• produce writing and other forms of representation characterized by increasing complexity of thought, structure and conventions</li> <li>• demonstrate understanding of the ways in which the construction of texts can create, enhance or control meaning               <ul style="list-style-type: none"> <li>- make critical choices of form, style and content to address increasingly complex demands of different purposes and audiences</li> </ul> </li> <li>• evaluate the responses of others to their writing and media productions</li> </ul>
	10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.	<ul style="list-style-type: none"> <li>• apply their knowledge of what strategies are effective for them as creators of various writing and media productions</li> <li>• use the conventions of written language accurately and consistently in final products</li> <li>• use technology to effectively serve their communication purposes</li> <li>• demonstrate a commitment to the skilful crafting of a range of writing and other representations</li> <li>• integrate information from many sources to construct and communicate meaning</li> </ul>

## Senior High English Language Arts

Senior High School English language arts continues the philosophy and methodologies of the Intermediate English language arts curriculum. It continues to focus on students' interaction with and creation of texts through the six strands of language arts: speaking, listening, reading, viewing, writing, and representing. The strands are taught in an integrated manner designed to provide students with the knowledge and skills they need to become successful language learners who think and communicate personally, creatively, and critically.

This program is designed to enhance students' ability to:

- assume responsibility for their own learning
- interact with a wide variety of texts
- respond creatively when using digital, live, or paper texts
- respond personally
- think and respond critically to texts they read, view, or hear
- understand their own thinking about how they learn
- use knowledge and strategies as they navigate and create texts

## English 3201

English 3201 is an academic course, designed for the majority of students entering Level III. Students participate in practical and engaging learning experiences as they navigate increasingly complex and sophisticated texts. English 3201 emphasizes the study and creation of literary texts and is intended to enable students to respond personally, critically, and creatively.

Students will:

- analyze and evaluate content, style, and stylistic techniques in a variety of texts
- create a variety of increasingly complex texts for a wide range of audiences and purposes
- develop and justify an increasingly sophisticated interpretation of texts
- express themselves precisely and clearly using a variety of text forms

## Suggested Yearly Plan

There is no single way to organize a year of instruction for students; many variables influence teachers' choices for learning opportunities, including students' prior learning and interests, teacher's collaboration opportunities, and availability and accessibility of resources.

Two variations of suggested yearly plans are included. One suggestion focuses on a Genre approach while the other focuses on a Thematic approach. A combination of both approaches may also be preferred.

The suggested yearly plans below are guides only. A greater focus is placed on the study of fiction in English 3201 (approximately 60%).

<b>Suggested Yearly Plan by Genre</b>				
<b>Number of weeks listed are suggested totals for the entire year. Each genre may be revisited several times during the year (e.g., Short Prose and Poetry may be studied in the fall, winter, and spring for 3-4 weeks each; an independent Novel Study may take place in the fall and again in the winter, with research integrated, for 3-4 weeks each time).</b>				
<b>Genre</b>	Short Prose and Poetry	Novel Study	Visual and Media Literacy	Drama
<b>Form/Type</b>	essays, short stories (fiction and nonfiction), poems, songs, spoken word	Literature Circle/ Book Club or Whole Class	Visual - photos, paintings, sculptures, graphic novels, etc. Media - blogs, ads, Web pages, posters, podcasts, videos, etc.	longer play, shorter play, script, etc.
<b>Time Frame</b>	9-12 weeks	6-8 weeks	6-9 weeks	5-7 weeks
	<ul style="list-style-type: none"> <li>• Inquiry and Research integrated throughout or as a component of one of the above genres</li> <li>• Independent novel study (studies) integrated throughout</li> </ul>			

<b>Suggested Yearly Plan by Theme</b>							
<b>Number of weeks listed are suggested totals for the entire year. Each theme may be revisited several times during the year or fewer than the seven listed below may be chosen.</b>							
<b>Theme</b>	Relationships	Power of Art	Identity	Strength and Struggle	Making a Difference	Loss and Endings	Passion for Living
<b>Form/Type</b>	<ul style="list-style-type: none"> <li>• Short Prose, Poetry, Visuals, Media, Drama, etc., integrated throughout</li> <li>• Inquiry and Research integrated throughout</li> <li>• Independent Novel Study (studies) integrated throughout</li> </ul>						
<b>Time Frame</b>	5-6 weeks	3-4 weeks	4-5 weeks	5-6 weeks	4-5 weeks	4-5 weeks	4-5 weeks



## How to Use the Four Column Curriculum Layout

### Outcomes

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

Outcomes are numbered in ascending order.

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

All outcomes are related to general curriculum outcomes.

### Focus for Learning

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

This may include:

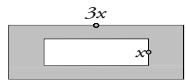
- references to prior knowledge
- clarity in terms of scope
- depth of treatment
- common misconceptions
- cautionary notes
- knowledge required to scaffold and challenge student's learning

### Sample Performance Indicator(s)


This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
<p><b>Outcomes</b></p> <p><i>Students will be expected to</i></p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p><b>Focus for Learning</b></p> <p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p> <p><b>Sample Performance Indicator</b></p> <p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> <li>• The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression <math>2x^2 + 4x</math> and the area of the large rectangle, including the walkway and the flower garden, is <math>3x^2 + 6x</math>.</li> </ul> 



SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, <math>\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}</math>. To model this, students start with a collection of three <math>x</math>-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, <math>x + 4</math> tiles will be a part of each group, so the quotient is <math>x + 4</math>.</p> <p><b>Activation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of a polynomial by a monomial by creating a rectangle using four <math>x^2</math>-tiles and eight <math>x</math>-tiles, where <math>4x</math> is one of the dimensions.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Ask students what the other dimension is and connect this to the symbolic representation.</li> </ul> <p><b>Connection</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Model division of polynomials and determine the quotient           <ol style="list-style-type: none"> <li><math>(6x^2 + 12x - 3) \div 3</math></li> <li><math>(4x^2 - 12x) \div 4x</math></li> </ol> </li> </ul> <p><b>Consolidation</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Draw a rectangle with an area of <math>36a^2 + 12a</math> and determine as many different dimensions as possible.</li> </ul> <p>Teachers may</p> <ul style="list-style-type: none"> <li>Discuss why there are so many different possible dimensions.</li> </ul> <p><b>Extension</b></p> <p>Students may</p> <ul style="list-style-type: none"> <li>Determine the area of one face of a cube whose surface area is represented by the polynomial <math>24s^2</math>.</li> <li>Determine the length of an edge of the cube.</li> </ul>	<p><b>Authorized</b></p> <ul style="list-style-type: none"> <li><i>Math Makes Sense 9</i></li> <li>Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant</li> <li>Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial</li> <li>ProGuide: pp. 35-42, 43-51</li> <li>CD-ROM: Master 5.23, 5.24</li> <li>See It Videos and Animations:           <ul style="list-style-type: none"> <li>Multiplying and Dividing a Polynomial by a Constant, Dividing</li> <li>Multiplying and Dividing a Polynomial by a Monomial, Dividing</li> </ul> </li> <li>SB: pp. 241-248, 249-257</li> <li>PB: pp. 206-213, 214-219</li> </ul>

**Resources and Notes**

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

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

**Suggestions for Teaching and Assessment**

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

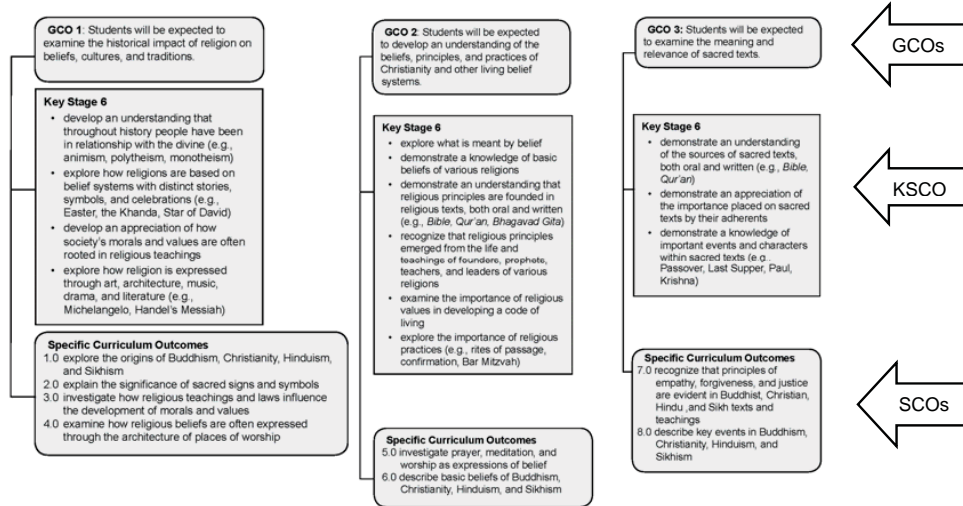
Suggestions for instruction and assessment are organized sequentially:

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

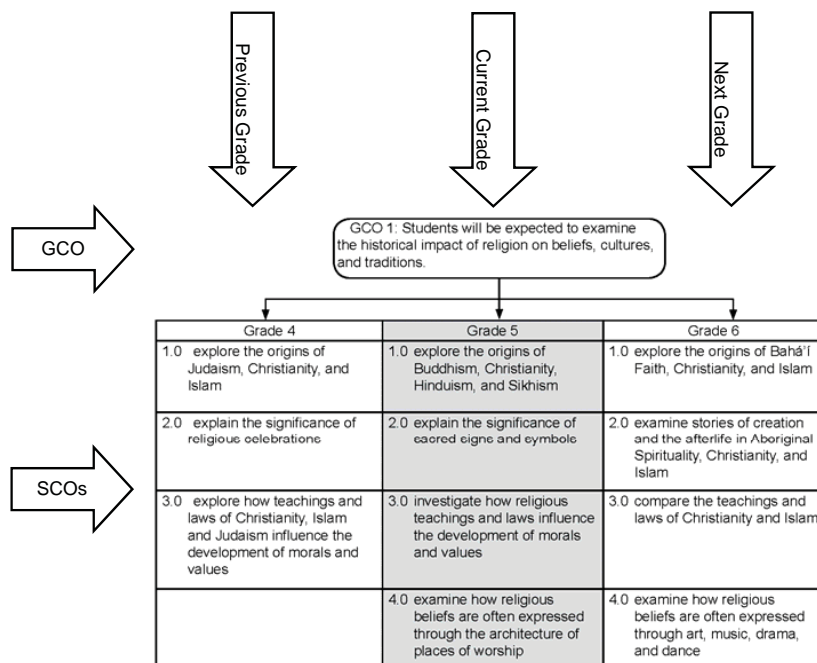
These suggestions provide opportunities for differentiated learning and assessment.

# How to Use a Strand Overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs, and SCOs.



The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.



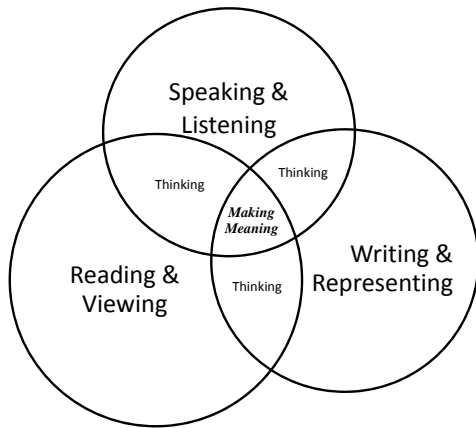
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Section Three:  
Specific Curriculum Outcomes

Speaking and Listening

# Speaking and Listening

## Focus

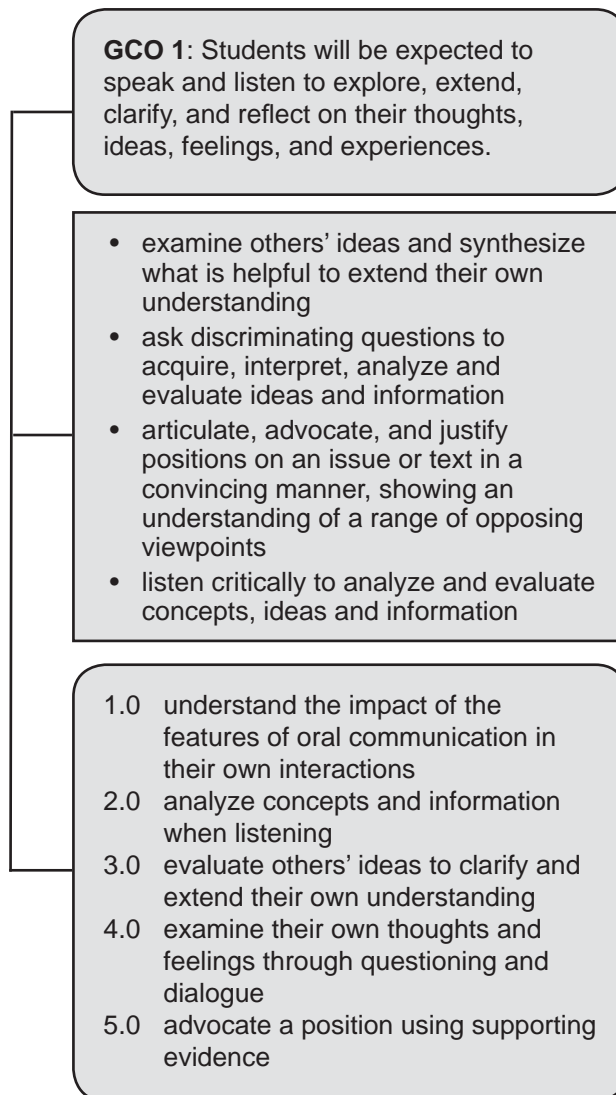


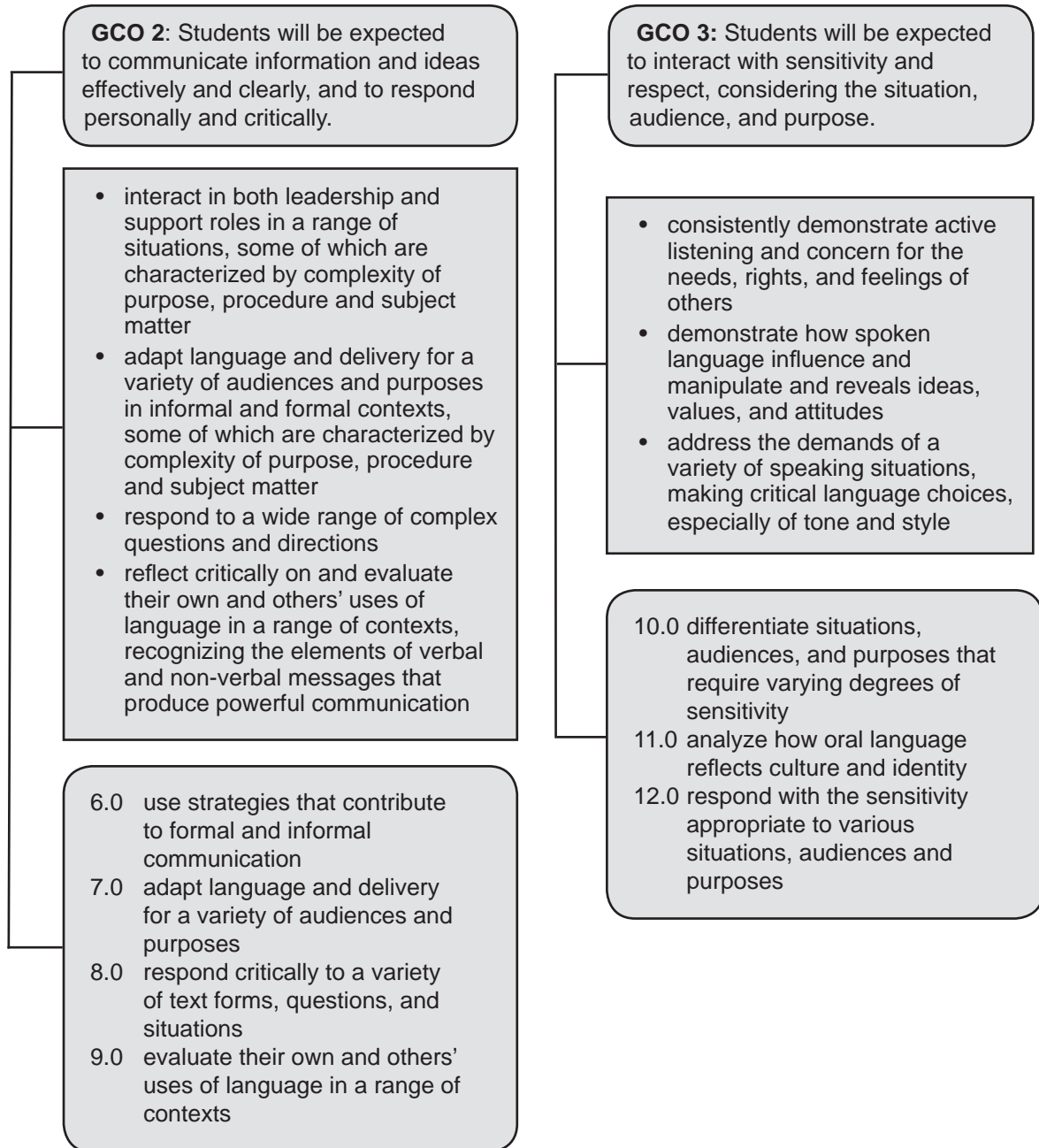
Students speak and listen to express themselves and communicate ideas through oral language. “Talk is the bridge that helps students make connections between what they know and what they are coming to know” (Booth, 1994). To make meaning through oral language students must:

- activate prior knowledge, ideas, and experiences
- monitor their thinking (i.e., metacognition)
- reflect on experiences, ideas, and beliefs

Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read, or view and what they create through speaking, writing, and representing. The triple Venn diagram represents the interconnectedness among these processes and making meaning.

## Outcomes Framework





*SCO Continuum*

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

English 1201	English 2201	English 3201
1.1 interpret personal understanding by examining ideas when listening	1.0 assess their own ideas and points of view in response to others' ideas and questions	1.0 understand the impact of the features of oral communication in their own interactions
1.2 ask relevant questions to develop ideas about issues	2.0 refine active listening skills to respond to oral language	2.0 analyze concepts and information when listening
1.3 respond to questions by providing reliable support for ideas	3.0 ask questions to gain information and develop ideas	3.0 evaluate others' ideas to clarify and extend their own understanding
1.4 advocate a point of view using supporting evidence	4.0 evaluate how the features of oral language are used to influence listeners	4.0 examine their own thoughts and feelings through questioning and dialogue
1.5 analyze ideas and information from speaking and listening activities		5.0 advocate a position using supporting evidence

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

English 1201	English 2201	English 3201
2.1 use a range of strategies that contribute to effective informal talk	5.0 analyze how audience and purpose impact communication	6.0 use strategies that contribute to formal and informal communication
2.2 evaluate the range of strategies that contribute to purposeful informal talk	6.0 evaluate strategies that contribute to effective communication	7.0 adapt language and delivery for a variety of audiences and purposes
2.3 adjust language and delivery when responding personally and critically	7.0 adjust language and delivery when responding personally and critically	8.0 respond critically to a variety of text forms, questions, and situations
2.4 use a range of strategies and behaviours associated with effective formal speaking	8.0 justify their message or ideas using supporting evidence	9.0 evaluate their own and others' uses of language in a range of contexts
2.5 evaluate the strategies and behaviours associated with effective formal speaking		

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

English 1201	English 2201	English 3201
3.1 illustrate how spoken language reveals ideas, values and attitudes	9.0 evaluate how respect for others is demonstrated when interacting	10.0 differentiate situations, audiences, and purposes that require varying degrees of sensitivity
3.2 evaluate how spoken language influences others	10.0 analyze others' points of view	11.0 analyze how oral language reflects culture and identity
3.3 analyze the positions of others	11.0 use a variety of communication strategies	12.0 respond with the sensitivity appropriate to various situations, audiences and purposes
3.4 use a variety of communication styles appropriately	12.0 analyze responsibilities associated with communicating	

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

## Outcomes

*Students will be expected to*

- 1.0 understand the impact of the features of oral communication in their own interactions
- 2.0 analyze concepts and information when listening
- 3.0 evaluate others' ideas to clarify and extend their own understanding
- 4.0 examine their own thoughts and feelings through questioning and dialogue
- 5.0 advocate a position using supporting evidence

## Focus for Learning

Speaking and listening skills are fundamental to all aspects of life and ensure success in home, work, and leisure activities. The English 3201 teacher should encourage use of effective listening strategies to facilitate critical awareness and promote engaged learning. For the purposes of English 3201, the word 'effective' refers to whether a strategy, text, style, form, stylistic technique, character, etc., is successful in producing a desired or intended purpose, result, or function.

Students must understand the impact of features of oral communication, including:

• language features such as	• voice techniques such as
- alliteration	- inflection
- hyperbole	- intonation
- imperative	- pace, pause, breathing
- lists	- pitch
- repetition	- tone, emphasis
- rhetorical questions	- volume

The level of complexity of the speaking and listening task and the depth of treatment must adapt to the expectations of English 3201. Students will employ speaking and listening skills to examine, analyze, and advocate their position. If, in English 1201, students practiced their interviewing skills with a small group and reflected on their own beliefs, in English 2201 they may have interviewed a family member and analyzed how the responses answered their questions and clarified ideas. In English 3201, they should be able to interview a guest speaker or authority figure, evaluate whether responses help to clarify their own ideas, and present a synopsis of the information through a presentation. They may also prepare a formal speech, present on research findings, analyze an audio production, and/or conduct a structured, in-depth interview. See Appendix A1 for suggested guidelines for selecting content.

An analysis of the features of oral communication is important in understanding their purpose as well as in understanding the full content of any message. To clarify and extend their own understanding, students should ask and answer questions such as:

- Can I easily paraphrase or summarize the information?
- Is there enough information to form a clear opinion?
- Is there evidence of bias?
- What changes would I make or what elements would I leave the same to develop the same message?
- What new information has been presented? Do I understand it?
- What is the purpose of tone, eye contact, word choice, facial expressions, and hand gestures?
- Would I present the information in a similar manner?

See Appendix B1 for suggested prompts to scaffold student learning.



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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Identify and model the characteristics of active listening (e.g., consider the following: more than one answer, influencing factors, incorporating new information into decisions, reflecting on listening skills, noting how speaker's delivery style affects listeners).
- Model delivery of a topic with some positive and some negative strategies. Discuss with students.

Students may

- Complete a self-assessment checklist to determine their own strengths and needs as speakers and listeners.
- Discuss examples that demonstrate the importance of strong speaking and listening skills in current and future experiences.
- Generate a list of questions before and during a visit by a guest speaker. Interact with the speaker and discuss responses during the following class.
- Use a student/teacher created rubric to rank a story read-aloud by a celebrity. Base ranking on features of oral communication suggested in Focus for Learning.

### Connection

Teachers may

- Collaborate with other teachers to determine cross-curricular debate opportunities.
- Develop, with students, a checklist to be used to show progress with speaking and listening tasks as well as a peer evaluation checklist to be used during speaking activities.

Students may

- Use inquiry to find and share tips for conducting and participating in interviews.
- Listen to a speech or spoken word poem and record specific features that help achieve its purpose (e.g., how tone, pace, and volume influence meaning).
- Choose an object from a box containing random objects and tell why they feel the object represents a character or theme in a novel or selection.
- Use recording software to record themselves speaking. Reflect on their own progress at the end of one or two months.

*Continued*

## Resources and Notes

### Authorized

Appendices

- Appendix A1 – Suggested Guidelines for Selecting Content
- Appendix B1 – Questions and Prompts to Scaffold Student Learning (S/L)

Quest (iLit)

- Strategies to support GCO 1 are found in the After and Beyond sections following each selection. i.e.:
  - 27, 38, 142, 165, 185, 207, 308
- Selections related to GCO 1:
  - 35, 158, 180, 208

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Link – Steps to Effective Listening
- Videos – Celebrities Reading Children's Books
- Videos – Famous Speeches
- Video – The Structure of Great Talks
- Link – Mock Trials
- Audio – Poetry Out Loud
- Link – Tips for Conducting Interviews
- Link – Setting up a War of Utopia Debate

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

## Outcomes

*Students will be expected to*

- 1.0 *understand the impact of the features of oral communication in their own interactions*
- 2.0 *analyze concepts and information when listening*
- 3.0 *evaluate others' ideas to clarify and extend their own understanding*
- 4.0 *examine their own thoughts and feelings through questioning and dialogue*
- 5.0 *advocate a position using supporting evidence*

## Focus for Learning

After clarification through questioning and dialogue, students should be able to examine and clearly articulate their own views on what they hear. They will identify viewpoints, assess information, determine whether they should modify their own ideas, develop their own understanding, and outline justification for their position.

Students must continue to refine the skills they use to present logical arguments and advocate a position. Providing supporting evidence is an important step in this process.

Although student abilities will vary, all will be expected to build on skills and strategies from previous courses including:

- asking questions
- citing research, stating facts, or using statistics
- using analogies and personal experiences
- using a variety of language features

Whether asking for clarification, posing a question, making a comment, or advocating a position, speaking in public often causes stress, therefore it is important to provide both whole class and small group speaking and listening opportunities. Students often feel more comfortable in small groups when asked to:

- discuss literary devices in texts
- discuss relevant problems and issues (e.g., in schools, in society)
- give a presentation (e.g., debate, dramatic presentation)
- practice specific skills (e.g., eye contact, pace, pronunciation)

Whole group discussions may be helpful to:

- demonstrate appropriate audience questioning in order to establish their own thoughts and feelings
- establish protocols and expectations for whole class discussions
- examine students' listening skills

For more information and criteria on assessing and supporting the speaking and listening strand, see Appendix C.

## Sample Performance Indicator

Present on a topic which requires that you advocate a position. Choose a topic based on your own expertise (e.g., playing an instrument, playing a sport, cooking, travelling, or repairing machines). Present in a form of your choice. After completion, follow the guidelines below as a reflection component:

1. Reflect (orally or in written form) on your use of speaking and listening techniques.
2. Respond to questions from peers.
3. Evaluate audience responses and determine whether your own point of view may change as a result.

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

### Sample Teaching and Assessment Strategies

- Use a popular or famous quotation as a speaking prompt. Prepare speaking points in advance or give an impromptu talk outlining their interpretation.
- Present a topic or argue an issue from a different point of view (e.g., animal rights from the point of view of an activist and a hunter). Reflect on the experience by discussing whether their opinions about the topic changed.
- Contrast how the same information is presented from two different sources (e.g., an interpretation of the same event or topic by two news broadcasts, blogs, or articles). Discuss what they learn from each and whether their own opinions have changed.

### Consolidation

Students may

- Listen to several movie trailers and identify how content, genre, or theme is foreshadowed (e.g., music, tone of voice, colours used). Create their own movie trailer (based on a chosen selection) that reflects their interpretation of the text.
- Plan and conduct a mock trial where they take on the roles of judge, jury, defense, and prosecution. Present supporting evidence for and against the defendant before a final decision is made by the class regarding their guilt or innocence.
- Provide constructive feedback to improve their classmates presentations (i.e., oral feedback by working in pairs or written feedback using a checklist or rubric).
- View examples of debates and then participate in a War of Utopia debate (video of sample activity on PL Web site). See Appendix D for information on informal debates.
- Use a journal to reflect on their own development as presenters.
- Use file cards to provide constructive feedback to one or two classmates after a presentation. Organize the cards throughout the year and at various times review and reflect on their own progress.

### Extension

Students may

- Choose a speech which was prepared in an English class and deliver to another class within the school.
- Participate in poetry recitation contests (e.g., Poetry in Voice) or create their own poetry/recitation contest or school group.

### Resources and Notes

#### Authorized

Appendices

- Appendix C – Assessing and Supporting Speaking and Listening
- Appendix D – Informal Debates

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/strat.html>

- Video – War of Utopia Debate

#### Cultural Connections

School libraries are provided with published works under the Resource Acquisition Program. Detailed listings, including grade level suggestions, of current and past acquisitions are available at [www.culturalconnectionsnl.ca/](http://www.culturalconnectionsnl.ca/)

Texts to practice listening include:

- Comfort and Joy, Christmas Songs of Newfoundland and Labrador (provided 2014)
- Songs of Ron Hynes, Volume 1 (provided 2014)

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

**Outcomes**

*Students will be expected to*

- 6.0 use strategies that contribute to formal and informal communication
- 7.0 adapt language and delivery for a variety of audiences and purposes
- 8.0 respond critically to a variety of text forms, questions, and situations
- 9.0 evaluate their own and others' uses of language in a range of contexts

**Focus for Learning**

Students should understand the differences between formal and informal speaking and listening while continuing to be exposed to a variety of formal and informal speaking and listening experiences or activities.

Students must select and use the appropriate form for the type of communication used and demonstrate the ability to distinguish between what is appropriate in relation to message, audience, and purpose.

Formal communication is often more structured than informal communication and may include the following characteristics:

Formal Communication	Informal Communication
<ul style="list-style-type: none"> <li>• formal and/or sophisticated diction</li> <li>• greeting before beginning</li> <li>• introduction of the speaker</li> <li>• more preparation</li> <li>• specific protocols</li> </ul>	<ul style="list-style-type: none"> <li>• colloquialisms, jargon, distinct dialects, euphemisms, slang</li> <li>• dialect appropriate to the situation and setting</li> <li>• minimal preparation</li> <li>• use of delaying strategies (e.g., um, well, you know)</li> </ul>

However, both formal and informal communication require use of:

- appropriate diction and grammar
- appropriate gestures and body language
- appropriate sound devices (e.g., alliteration, assonance, cacophony, euphony, onomatopoeia)
- coherence throughout
- emphatic devices
- formal and informal language
- language features and voice techniques (see GCO 1)
- pause to allow others to speak
- strategies to engage an audience (e.g., eye contact, pace, pronunciation)
- valid and convincing evidence in support of ideas

Students are expected to adapt their language to meet the needs of the audience and purpose. Whether speaking in formal or informal situations, students may not know their audience beforehand, therefore it is important that they continue to develop skills to adapt quickly to changing circumstances. This may require impromptu changes in tone, changes in body language, and displays of empathy. It is important that students have experiences with speaking and listening that reflect situations where adaptations may be necessary.

Students should also recognize and deliver a presentation that is entertaining, informative, or persuasive, depending on the purpose. They are expected to critically listen and speak in response to a variety of texts, questions, and situations. Special attention should be given to whether or not the speaker has achieved his or her purpose.

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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Discuss characteristics of formal and informal speaking situations as well as appropriate and inappropriate language.
- Review speaking tips (e.g., use Toastmasters™ tips).
- Share a TED™ talk with the class and discuss strengths. Share reasons why the video is an exemplar of a strong formal speech while often containing traces of informal speech.
- Discuss purposes of different forms of communication (e.g., advertisement, news report, stand-up comedy).
- Share varying points of view on an issue and encourage students to reflect on and evaluate their own opinions.

Students may

- Write a journal to reflect on past speaking and listening experiences (both formal and informal experiences).
- Simulate an authentic conversation using their own cell phones. Sit at opposite ends of the classroom (or one student can move to the hallway) and hold conversations related to topics they would normally encounter. Begin with no audience and graduate to having the whole class listening to and discussing conversations.
- Improvise telephone conversations in situations such as responding to a job advertisement, asking for information, giving directions to their home, addressing a customer complaint, or asking a person out.
- Create a diagram (web) of people they talk to on a regular basis, making note of the types of topics covered and the level of formality of language. Share and discuss similarities and differences within the class regarding speaking and listening activities.
- Participate in improv activities to practice responding to unexpected situations (choose topics randomly from a class created list).
- Identify situations that require formal and informal speech (e.g., conversation with a close friend and an interview).
- List and share the top speaking and listening skills they feel are necessary for school or work (e.g., ask or respond to questions, give presentations, contribute to discussions, follow instructions, talk to peers, colleagues, or customers).
- Form pairs or small groups and read short selections to practice intonation and pace.

## Resources and Notes

### Authorized

Quest (iLit)

- Strategies to support GCO 2 are found in the After and Beyond sections following each selection. i.e.:
  - 9, 53, 98, 133, 138, 165, 169, 195, 267, 342, 357
- Selections related to GCO 2:
  - 35, 162, 196, 205, 213, 236, 335

### Suggested

Improvisation

- *The Stage and School* (authorized for Drama 2206)

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Link – National Public Radio Web Site
- Video – Formal vs Informal Speaking
- Link – TED™ Talks
- Link – Toastmasters: Speaking and Listening Strategies
- Link – Oral Readings: Plays
- Link – Audio Versions of Shakespeare Plays

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

## Outcomes

*Students will be expected to*

- 6.0 *use strategies that contribute to formal and informal communication*
- 7.0 *adapt language and delivery for a variety of audiences and purposes*
- 8.0 *respond critically to a variety of text forms, questions, and situations*
- 9.0 *evaluate their own and others' uses of language in a range of contexts*

## Focus for Learning

Some text forms to consider for critical listening activities may include:

- audio files
- dramatic readings
- eulogies
- news broadcasts
- panel discussions
- parodies
- podcasts
- poems
- presentations
- radio documentaries
- rants
- recitations
- songs
- speeches
- stories
- vlogs

As students analyze audio texts teachers should prompt students by:

- allowing a text to be heard more than once
- asking different types of questions (closed and open ended)
- asking one direct, clear question at a time
- asking questions that require students to continue to elaborate
- avoiding leading questions
- following a yes or no question with an additional question
- preparing a list of questions beforehand; anticipating student responses when planning
- providing time for students to think before responding
- providing time for students to think/reflect after responses are complete

As students participate in a range of speaking and listening experiences, they will continue to use dialogue and questioning skills to reflect on and evaluate language used. These varied experiences are usually those they encounter on a daily basis. How students engage in the experiences, however, may require more planning. For example, students often listen to radio programs or watch videos, but they do not always discuss and question what they hear. In English 3201, students need opportunities to discuss, question, and analyze what they hear and speak about.

As students evaluate language use to determine whether it achieves its purpose, they may find it helpful to develop a rubric or checklist. Criteria should focus on the effect that language has on purpose, message, setting, context, content, as well as audience engagement and reaction.

## Sample Performance Indicator

Plan, rehearse, and perform a short skit or play excerpt. Incorporate both formal and informal speaking and listening skills. Once the performance is finished, hold a question and answer session as well as a comment session where the audience can offer feedback on the performance.



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

## Sample Teaching and Assessment Strategies

### Connection

Students may

- Convert a formal text to an informal text (or the reverse). Edit in pairs and orally present the final product.
- Listen to a song and make a list of points based on message, tone, and writing style. Discuss whether the singer's intended purpose is achieved.
- Make notes about a character from a novel and from the notes choose five important points or characteristics they feel help to develop the character. Share with the group, providing reasons for their choice.
- Practice speaking to a variety of audiences using a cube (die) template by writing one audience type (e.g., primary class, seniors, employer) on each section of the template. Each time the die is rolled, the speaker must adapt delivery to the audience noted on the top section.
- Record (in groups) a news report on a current topic with each group reporting for a different audience.
- Use the Speaking Cards Activity to practice speaking in improv situations. See Appendix E for more information.
- Write two paragraphs to describe an object or person. Include the same characteristics in both while writing one paragraph in formal and the other in informal language.

### Consolidation

Students may

- Interview and record a professional on the pros and cons of a particular career choice. Summarize and present findings.
- Adapt a play and perform it for the class as a radio play.
- Respond critically through both selected and constructed response items to a radio show or podcast (e.g., texts from the National Public Radio [NPR] Web site).
- Prepare an oral report for the class which focuses on audience, delivery, or language of a political or other type of speech.
- Produce a movie or book trailer. Assessment will be based on a student's ability to use appropriate language (e.g., volume, pace, tone) based on purpose and audience.

### Extension

Students may

- Participate in (or start) a social awareness club in their school. Inform others through organized presentations and school announcements.

## Resources and Notes

### Authorized

Appendices

- Appendix E – Speaking Cards Activity

### Cultural Connections

Texts to practice listening include:

- Bellows and Bows – Historic Recordings of Traditional Fiddle & Accordion Music From Across Canada (provided 2014)
- Tanglecove: 30 New Canadian Fiddle Tunes (provided 2014)

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>10.0 differentiate situations, audiences, and purposes that require varying degrees of sensitivity</p> <p>11.0 analyze how oral language reflects culture and identity</p> <p>12.0 respond with the sensitivity appropriate to various situations, audiences and purposes</p>	<p>In English 2201, students were introduced to various strategies to use when interacting. Teachers must continue to model speaking and listening with sensitivity and respect.</p> <p>In English 3201, students should recognize that all situations and audiences require different levels of sensitivity and respect. An increased awareness and understanding of audience, purpose, and context are necessary to help students achieve this. In any setting:</p> <ul style="list-style-type: none"> <li>• A good speaker will:           <ul style="list-style-type: none"> <li>- be clear, fluent, and use appropriate vocabulary</li> <li>- be confident, approachable, and invite participation</li> <li>- relate to the audience, demonstrate empathy, and use silence appropriately</li> </ul> </li> <li>• A good listener will:           <ul style="list-style-type: none"> <li>- be attentive and participate appropriately</li> <li>- demonstrate appropriate body language</li> <li>- infer, summarize and/or rephrase main points, ask, and answer questions</li> </ul> </li> </ul> <p>Oral language, particularly regional dialects, local expressions, idioms, slang, and specialized language are an integral part of culture and cultural identity. In English 3201, students are expected to analyze the use of language in relation to culture and identity.</p> <p>It is also important that they participate in classroom discussions about: bias (their own as well as others), character defamation, social inequity, character weakness (people playing on the weakness of others), and stereotypes. Quite often, members of society fail to acknowledge these characteristics in themselves and others, as well as the consequences associated with them.</p> <p>Students are expected to apply sensitivity, empathy, and respect to different situations and audiences. Situations may include speeches (formal and informal), performances, video and audio experiences, as well as discussions derived from written texts.</p> <p>Audiences and situations may require various responses. While students will identify an appropriate response to a given situation, it is important they understand that an appropriate response in one culture or situation may be offensive in another.</p> <p>When analyzing the connection between language and culture, a wide range of cultures may be considered (e.g., dialects within the province, music cultures, aboriginal cultures). Teachers should be cognizant of the wide range of student knowledge that exists on a local, national, and international level.</p>



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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Lead a discussion on the necessity of applying different levels of sensitivity to various situations. Discuss how people can show respect for other cultures and points of view by what they say and through their body language (e.g., in the context of a visit to an unfamiliar place, participation in a multicultural event).
- Experiment with and discuss the effect of intonation on meaning (e.g., repeat the same word, phrase, or sentence in different ways to convey regret, anger, annoyance, and humour).
- Discuss the difference between derogatory vs appreciative responses.
- Discuss examples of assertive vs aggressive speech.
- Introduce a moral dilemma (from a written, video, or audio text) and ask what students would do in the same situation.

Students may

- Generate a list and discuss examples of occasions when empathy should be shown. In doing this, students should explore the differences between empathy, sympathy, and apathy and note examples of when each is appropriate.
- View a variety of spoken word performances and identify the audiences to which they appeal. Identify and discuss reasons why some audiences may find a performance inappropriate or offensive (also identify and list examples of non-verbal communication used).
- View a video which shows an escalating situation and discuss how both language and presentation change.
- Share situations where they or someone they know have felt either valued or undervalued (e.g., being the only one to show up on time for a group meeting).
- Examine commercials in which a presenter speaks directly to consumers. Analyze and discuss how pitch, tone of voice, facial expression, gesture, volume, bias, and assumed relationship with the audience affect persuasiveness and influence interpretation.
- Make a list of types of non-verbal communication (e.g., crossed arms, slouching) and their possible meanings (e.g., defensive). Consider using categories such as facial expressions, posture, and gestures and discuss implications these may have on sensitive situations.
- List examples of moral dilemmas people face and discuss the level of sensitivity required by the listener in each situation.

### Resources and Notes

#### Authorized

Quest (iLit)

- Strategies to support GCO 3 are found in the After and Beyond sections following each selection. i.e.:
  - 110, 119, 169, 207, 228, 262
- Selections related to GCO 3:
  - 155, 170, 190, 251

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Audio – Radio Programs
- Video – Slam Poetry

Oral: Language Development

- *Talking to Learn: 50 Strategies for Developing Oral Language* (2011)

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

### Outcomes

*Students will be expected to*

*10.0 differentiate situations, audiences, and purposes that require varying degrees of sensitivity*

*11.0 analyze how oral language reflects culture and identity*

*12.0 respond with the sensitivity appropriate to various situations, audiences and purposes*

### Focus for Learning

Students must be sensitive as they respond to situations, audiences, and purposes. They must learn to recognize their own biases and work to make them less threatening to others. They should evaluate how bias affects them and develop skills that will allow them to recognize ways in which media plays on their own weaknesses.

They must understand the protocols of speaking in all situations, the importance of choosing their words carefully, and the impact they can have on others when they speak. They must also be constantly aware of their messages and the accountability they have to these messages. Opportunities for class discussion and questioning will help them to think critically about any situation.

Students should consider the following questions when listening to texts:

- In what ways are we alike?
- In what ways are we different?
- To whose voices are we listening?
- What do we care about as a group?
- What do we care about as individuals?
- What do we think is important to know?
- Whose voices are missing?

Teachers should identify the varying sensitivities required in certain contexts. They might consider the appropriate spoken word and audience response at a/an:

- closing argument (trial)
- funeral
- guest speaker talk
- inauguration speech or award acceptance speech
- Remembrance Day ceremony
- school assembly, pep rally, graduation ceremony, or prom
- wedding

### Sample Performance Indicator

View a presentation (e.g., speech or TED™ talk, TV show), and determine the audience and purpose. Work in a small group to create a news broadcast based upon the presentation you viewed (each group will create a different segment). Consider segments which will represent a range of sensitivities (e.g., conflict, human interest, health, sports, politics, week in review). Show or perform the broadcast for your class, and invite peer feedback.

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

## Sample Teaching and Assessment Strategies

## Resources and Notes

### Connection

Students may

- Listen to segments from the radio documentary series “Under the Influence” and discuss the connection between the advertiser and the audience.
- Listen to traditional music (e.g., Newfoundland, Irish) and analyze the language used in relation to the culture.
- Listen to a radio call-in show. Discuss how oral language is used to present a message and develop empathetic understanding.
- Role-play situations where they need or will need to have strong speaking and listening skills (e.g., going through customs, meeting an employer, talking to a customer, deflating a potentially difficult situation, defending against a false accusation).
- Detect elements of persuasion and appeal in radio commercials and other texts. Comment on the purpose and impact of pace, volume, tone, stress, and music as they are conveyed by vocabulary and ideas.

### Consolidation

Students may

- Use inquiry to find an example of propaganda and analyze the degree of empathy shown to a particular group. Present findings.
- Create an oral reflection on how they (and others) have been successful in conveying ideas and information to particular audiences.
- Participate in video narration by creating a video that represents a theme or character and presenting the video, narrating reasons why specific images were chosen.
- Create a reflection journal on their own responses to spoken text and how their responses reveal personal attitudes and values.
- Impersonate a broadcast or TV personality. Reflect on the language and delivery used once the role-play is finished.
- Participate in a mock interview (one student will be the potential employee while others will conduct the interview). Use a realistic job advertisement (may also be completed using formal requests to the principal, school district, or municipal council).

### Extension

Students may

- Facilitate a mock peer mediation session. One student will mediate a problem or concern that has arisen between two or more students.

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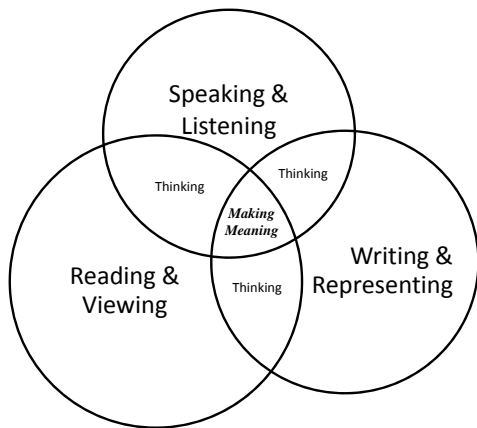
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Section Three:  
Specific Curriculum Outcomes

Reading and Viewing

# Reading and Viewing

## Focus



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

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

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

## Outcomes Framework

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

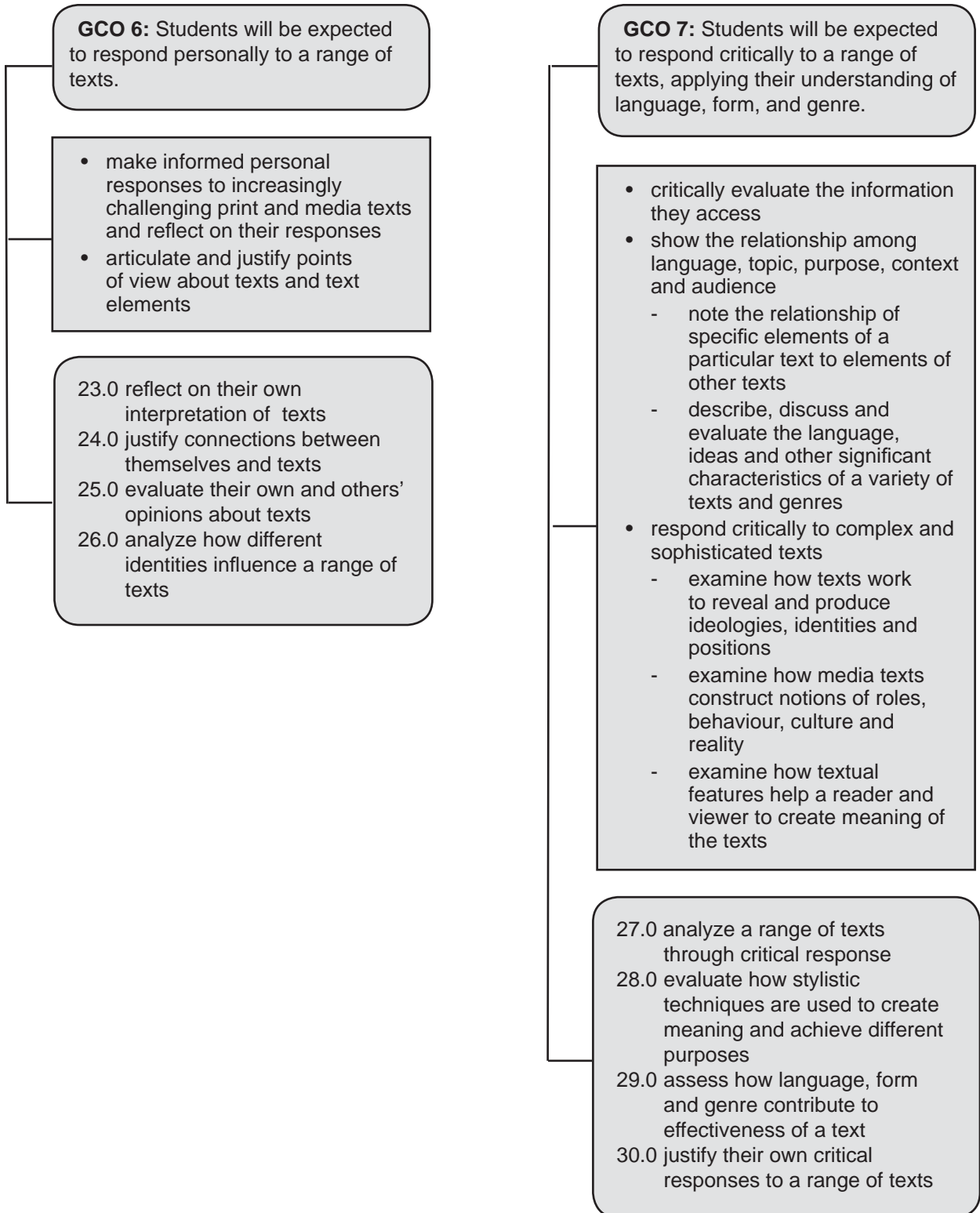
- select texts to support their learning needs and range of special interests
- read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
- articulate their understanding of ways in which information texts are constructed for particular purposes
- use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- articulate their own processes and strategies in exploring, interpreting and reflecting on sophisticated texts and tasks

- 13.0 read and view a range of texts for specific purposes
- 14.0 use a variety of strategies to enhance understanding of texts
- 15.0 demonstrate their understanding of a variety of texts
- 16.0 evaluate how selected texts create meaning and achieve different purposes
- 17.0 explain their own processes and strategies when engaging with texts

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

- access, select and research, in systematic ways, specific information to meet personal and learning needs
  - use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter
  - evaluate their research process

- 18.0 investigate topics and questions for inquiry
- 19.0 select information from a variety of sources
- 20.0 evaluate information from a variety of sources
- 21.0 integrate information to meet the requirements of a learning task
- 22.0 evaluate their own inquiry processes



SCO Continuum

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

English 1201	English 2201	English 3201
4.1 identify and select texts that meet their needs and interests	13.0 read and view a variety of texts for different purposes	13.0 read and view a range of texts for specific purposes
4.2 analyze how text features are used to create meaning and achieve different purposes	14.0 use specific strategies to enhance understanding of a text	14.0 use a variety of strategies to enhance understanding of texts
4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	15.0 reflect on the effectiveness of strategies for understanding text	15.0 demonstrate their understanding of a variety of texts
4.4 assess specific strategies used to clarify confusing parts of a text	16.0 evaluate how text features are used to create meaning and achieve different purposes	16.0 evaluate how selected texts create meaning and achieve different purposes
	17.0 understand how texts can influence behaviours and opinions	17.0 explain their own processes and strategies when engaging with texts

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

English 1201	English 2201	English 3201
5.1 select relevant topics and questions for inquiry	18.0 investigate topics for inquiry	18.0 investigate topics and questions for inquiry
5.2 analyze appropriate information from a variety of reliable sources	19.0 select information from a variety of sources	19.0 select information from a variety of sources
5.3 organize information from selected sources	20.0 evaluate information from a variety of sources	20.0 evaluate information from a variety of sources
5.4 integrate information to effectively meet the requirements of a learning task	21.0 integrate information to meet the requirements of a learning task	21.0 integrate information to meet the requirements of a learning task
5.5 share relevant information	22.0 assess their own inquiry processes	22.0 evaluate their own inquiry processes



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

English 1201	English 2201	English 3201
6.1 explain a personal point of view about issues, messages and situations within texts	23.0 justify a personal point of view about issues, themes and situations within texts	23.0 reflect on their own interpretation of texts
6.2 analyze their personal points of view about issues, messages and situations in texts using relevant evidence from the text(s)	24.0 analyze their personal points of view about issues, themes and situations in texts using relevant evidence from the text(s)	24.0 justify connections between themselves and texts
6.3 recognize more than one interpretation of a text	25.0 evaluate more than one interpretation of a text	25.0 evaluate their own and others' opinions about texts
		26.0 analyze how different identities influence a range of texts

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

English 1201	English 2201	English 3201
7.1 evaluate the different stylistic techniques of texts that contribute to meaning and effect	26.0 evaluate the effectiveness of stylistic techniques used in various texts	27.0 analyze a range of texts through critical response
7.2 respond critically with support to content, form and structure of texts	27.0 evaluate the impact of literary and media devices on a text	28.0 evaluate how stylistic techniques are used to create meaning and achieve different purposes
7.3 analyze the impact of literary and media devices on the understanding of a text	28.0 interpret social issues and cultural perspectives in a variety of texts	29.0 assess how language, form and genre contribute to effectiveness of a text
7.4 justify how texts reveal ideologies and identities	29.0 examine multiple viewpoints within or between texts	30.0 justify their own critical responses to a range of texts
7.5 evaluate the portrayal of cultural identities in texts	30.0 justify their own critical responses to a variety of texts	

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

**Outcomes**

*Students will be expected to*

- 13.0 read and view a range of texts for specific purposes
- 14.0 use a variety of strategies to enhance understanding of texts
- 15.0 demonstrate their understanding of a variety of texts
- 16.0 evaluate how selected texts create meaning and achieve different purposes
- 17.0 explain their own processes and strategies when engaging with texts

**Focus for Learning**

Students will be expected to independently choose texts of increasing complexity for a specific purpose (e.g., entertain, inform). When texts are authentic and significant for students, their reading interests and skills develop more quickly. They must continue to have opportunities to select texts based on their own interests, reading level, and purpose. There is an expectation that students will be exposed to a variety of text types and genres throughout the year. They should be able to justify their choices. See Appendix F for a list of genres.

Students should develop a proficiency in independently selecting the strategies most appropriate for a particular text. Strategies may include those they practiced in English 2201 including:

- annotating
- asking questions
- examining text features
- examining titles, table of contents, and index
- highlighting
- identifying key points
- making connections
- reading closely
- rereading
- scanning
- skimming
- underlining

See Appendix B2 for suggested questions and prompts to scaffold student learning when reading and viewing.

By using Book Clubs and Literature Circles in the classroom, students have more opportunity to choose the texts they read and view, therefore becoming more engaged and knowledgeable about the text. See Appendix G for more information on Book Clubs and the PL site for videos. See Appendix H for more information on Literature Circles.

Students will continue to build skills and knowledge necessary to demonstrate their understanding of texts, including:

- analyzing language, tone, style, content, accuracy of information, meaning, purpose, and intended audience
- comparing texts (e.g., genres, text features, issues, themes)
- determining how the author has created unity and coherence; see GCO 8 for more information on unity and coherence
- determining whether the author has used appropriate transitions
- examining structure (e.g., title, plot, text features, patterns, introduction and conclusion) to determine how they work together to convey meaning
- identifying explicit and implicit messages
- interpreting and analyzing literary devices; see Appendix I for a suggested list of literary devices
- knowing the characteristics of a particular genre, text form, or text type; see Appendix J for more information on essay types
- making significant connections to varying dimensions of the text including historical context and textual allusions
- responding to images and symbols appropriately

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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Share and discuss characteristics of texts from a variety of genres.
- Explain that different kinds of texts (and readers) require different kinds of reading and require students to adjust reading strategies appropriately (e.g., highlight notes in a textbook, peruse a pamphlet). Model various reading/viewing strategies to illustrate how they may enhance a reader's understanding and discuss strategies which work best for students.
- Choose a magazine that is appealing and explain why particular text features make it engaging for a specific audience or help to achieve the author's purpose.

Students may

- Complete activities that are set up at various stations around the classroom. Activities will focus on a variety of reading strategies (e.g., paraphrase, illustrate a scene, write an alternate chapter ending).
- Create character/reader journals in either a written or online format (e.g., blog) to demonstrate their understanding as they navigate a text.
- Compile a cast list for novel or story characters that is based on suitability to play the role.
- Infer and analyze an artist's rationale for using various features in his or her text and present their reasoning to classmates.
- Read or view a variety of films or excerpts in different genres, eras, or formats (e.g., action film, nature film, documentary). Compare text features such as pace of movement, lighting, and colour.
- Make notes on how genre reflects the author's purpose and influences reader understanding. Use a graphic organizer to present information.

#### Connection

Teachers may

- Discuss current events that may link thematically to the text(s).
- Provide bibliographic information about an author and the historical and cultural context of the selection.
- Discuss different ways that poems may be approached or read (e.g., find literal meaning first, then expand into an interpretation).

*Continued*

### Resources and Notes

#### Authorized

Appendices

- Appendix F – Literary Genres
- Appendix B2 – Suggested Questions and Prompts to Scaffold Student Learning (R/V)
- Appendix G – Book Clubs
- Appendix H – Literature Circles
- Appendix I – Literary Devices
- Appendix J – Essay Types

Quest (iLit)

- Strategies to support GCO 4 are found in the After and Beyond sections following each selection. i.e.:
  - 27, 58, 63, 85, 133, 154, 201, 212, 243, 298
- Selections related to GCO 4:
  - 39, 49, 122, 130, 244

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/strat.html>

- Video Clips – Book Clubs with Rachel Cooke
- Video Clip – Student Book Clubs

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Links – Movie Reviews
- Link – Displays at The Rooms

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

### Outcomes

*Students will be expected to*

*13.0 read and view a range of texts for specific purposes*

*14.0 use a variety of strategies to enhance understanding of texts*

*15.0 demonstrate their understanding of a variety of texts*

*16.0 evaluate how selected texts create meaning and achieve different purposes*

*17.0 explain their own processes and strategies when engaging with texts*

### Focus for Learning

Understanding language style will be beneficial to students when they are both reading and writing. They should understand the differences between formal and informal language. Students will be expected to evaluate how texts create meaning and achieve different purposes. They will identify and select important concepts and details in increasingly challenging texts. They will also make and explain inferences with detailed support from the text in addition to making connections to their personal experiences, other texts, and the world around them. Even the simplest texts require readers and viewers to go beyond the text to create meaning.

Students must:

- be able to determine the texts which may be more open to interpretation (e.g., a poem as opposed to a driver's manual)
- determine the purpose for reading or viewing a text and decide how it may be different when reading or viewing a second time
- evaluate whether text features create meaning and achieve their purpose; see GCO 9 for sample text purposes
- understand that texts may have different interpretations, therefore it is not expected that every text will have one meaning for all
- understand that the purpose for reading or viewing a text may not be the same purpose the author had in mind when creating

See Appendix A2 for information on common approaches to instruction.

Students must be active participants in their own learning. To achieve this they must reflect on the processes and strategies they use when engaging with texts. The expectation is that students will be able to explain how they explore, interpret, and reflect on texts by posing and answering critical questions which may include:

- How is this like something I have already done?
- What can I recall about a previous strategy that might help me with this one?
- What do I understand? What do I still need to understand?
- What steps can I take to improve my own understanding?
- What strategies best help me to remember what I have read?
- What strategies do I use when I encounter difficulties?
- Where have I heard about this before? What do I already know?

### Sample Performance Indicator

Choose a text that exists in more than one form (e.g., novel and its film version). In an essay or other form, compare and contrast the texts in relation to content, message, and intended purpose. Other topics for comparison may include audience engagement, potential societal impact, and emotional appeal.

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

### Sample Teaching and Assessment Strategies

Students may

- Choose three short texts on the same topic that represent different cultural groups, time periods, or locations. Contrast the text features of each and discuss the form they feel is more informative, engaging, or useful.
- Reconstruct an existing advertisement. Examine and share results based on how it alters the purpose or effectiveness of the text (e.g., strategies, target audience, perspective).
- Choose song(s) where the tone, diction, or mood reflect their own emotional reaction to a text. Justify their reasoning for song choice.
- Choose a contemporary issue. Share and discuss message, purpose, and audience of a variety of texts related to the issue (e.g., read, view, and discuss a poster, poem, and article related to homelessness).
- Participate in an outing where students explore artifacts, find objects, or take photographs that are symbolic of characters or motifs studied in class. Discuss or present.
- Use reflection questions in Focus for Learning to respond to a text (e.g., How is this like something I have already done?). Discuss as a class.

### Consolidation

Students may

- Create a product that outlines the strategies they use to engage with texts (e.g., create an informational video).
- Write a response journal for all novels they read during the year. Record reviews and reflections based on their own reading.
- Find characters or settings in history or geography that exhibit similar traits to those present in a specific text.
- Use Twitter™ or Instagram™ hashtags to track thematic topics over time as they link to current events (e.g., celebrity breakups, sports team trades, new technologies). Create a report that summarizes overall inferences and findings.
- Choose a topic from a list of contemporary issues. Read and view a range of texts on the chosen topic and create an annotated bibliography of selections reflecting various viewpoints. Compose a reflective text that identifies and evaluates their own use of strategies throughout the process.

### Extension

Students may

- Create a literature review of books or articles on a given topic (a general online search for literature review will offer suggestions).

### Resources and Notes

#### Authorized

Appendices

- Appendix A2 – Common Approaches to Instruction

#### Supplementary

Texts for Independent Reading - Senior High School Annotated Bibliography (2015) can be found at [http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/2015-02-17\\_Sr\\_High\\_Annotated\\_Bib\\_2015.pdf](http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/2015-02-17_Sr_High_Annotated_Bib_2015.pdf)

#### Cultural Connections

School libraries are provided with published works under the Resource Acquisition Program. Detailed listings, including grade level suggestions, of current and past acquisitions are available at [www.culturalconnectionsnl.ca/](http://www.culturalconnectionsnl.ca/)

Texts with a variety of text features include:

- *Almost Home, The Sinking of the S.S. Caribou* (provided 2014)
- *Fluctuat Nec Mergitur - J.C. Roy's Newfoundland* (provided 2014)
- *More than Just a Name* (provided 2014)
- *Newfoundland Quarterly: Vol. 106 (1-3), Vol. 105 (4)* (provided 2014)
- *Southern Labrador Roadshow* (provided 2014)

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

**Outcomes**

*Students will be expected to*

- 18.0 investigate topics and questions for inquiry
- 19.0 select information from a variety of sources
- 20.0 evaluate information from a variety of sources
- 21.0 integrate information to meet the requirements of a learning task
- 22.0 evaluate their own inquiry processes

**Focus for Learning**

Students have had frequent opportunities to use inquiry, conduct research, and present their findings. For English 3201, research should focus on a more sophisticated format that allows students to work both individually and collaboratively through intentional and thoughtful discussion-based inquiry. Students will prepare for participation in lectures, seminars, meetings, workshops, planning sessions, focus groups, and interviews. They will use inquiry and research to convince, debate, probe, question, analyze, infer, explain, judge, and/or defend.

While the Specific Curriculum Outcomes in GCO 5 are essentially the same in English 2201 and English 3201, the expectation is that inquiry at the 3201 level will ask more sophisticated questions on more complex subjects and topics. These may include:

- How can I confirm this?
- How do I know a text is unbiased?
- How might a literary review help me? Where can I find these?
- Where can I find more scholarly research on a topic?

Teachers should be open to discussions with students regarding topics for inquiry-based learning, considering the following:

- context for particular subjects
- sharing samples of established, reputable research
- student(s) interests
- understanding agendas that may exist
- wide ranging considerations of bias

Students may find it helpful to approach the inquiry process by:

Posing Questions	<ul style="list-style-type: none"> <li>• What do I want to know about this topic?</li> <li>• How can I narrow my question?</li> <li>• Is this the best question related to my topic?</li> <li>• What do I need to know?</li> </ul>
Finding Resources	<ul style="list-style-type: none"> <li>• What kinds of sources might help?</li> <li>• Where do I find the types of information I need?</li> <li>• How do I know the information is valid?</li> <li>• Who is responsible for the info?</li> </ul>
Interpreting Information	<ul style="list-style-type: none"> <li>• How is this relevant to my question?</li> <li>• What parts support my answer?</li> <li>• What parts do not support my answer?</li> <li>• Do I need to find more information?</li> </ul>
Reporting Findings	<ul style="list-style-type: none"> <li>• How should I organize information?</li> <li>• Who is my audience?</li> <li>• Does it fit my purpose?</li> <li>• How does it connect?</li> </ul>



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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Share their own topics of interest and any inquiry or research they have completed.
- Model the techniques of paraphrasing and précis writing.
- Model the evaluation of sources of information.
- Use regular group discussion for both generating research questions and sharing the results of the research.
- Guide students to find topics for inquiry that are of interest to them (e.g., current events, shifting social values, the protection of individual privacy, public policies, global issues, community concerns, challenging authority, climate change, the education system, and any other ideas generated by the students).

Students may

- Participate in a group discussion seminar (e.g., Socratic circle, literature circle).
- Use research sources to practice paraphrasing and précis writing.
- Generate topics for inquiry by asking questions such as:
  - How can I deepen my understanding about \_\_\_\_\_?
  - What conclusions can I draw about \_\_\_\_\_?
  - What current trends in the news are ones that I would like to explore?
  - What decisions will I have to make in the next five years? In the next ten years? In the next twenty years?
  - What makes me feel angry?
  - What makes me want to act in a certain way?
  - What would I like to know more about?
  - Why do people choose to \_\_\_\_\_?

#### Connection

Teachers may

- Collaborate with other teachers on opportunities for cross-curricular inquiry.
- Establish a blog, Twitter™ feed, or online discussion forum to post relevant articles or links.
- Lead an activity based on recognizing the difference between and the validity of Internet domain suffixes (e.g., .com, .net, .org, .gov, .edu, .info, .us, .fr, .uk, .mx, .mobi).

*Continued*

### Resources and Notes

#### Authorized

*Quest* (iLit)

- Strategies to support GCO 5 are found in the After and Beyond sections following each selection. i.e.:
  - 18, 63, 98, 138, 142, 149, 179, 198, 353
- Selections related to GCO 5:
  - 49, 91, 134, 139, 147

*Beyond Five Paragraphs: Advanced Essay Writing* (iLit)

- Strategies to support GCO 5 are found in chapters 3, 4, 5, and 8

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Link – Citing Sources
- Link – Introduction to Research
- Link – Research Ideas

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

**Outcomes**

- Students will be expected to*
- 18.0 investigate topics and questions for inquiry*
  - 19.0 select information from a variety of sources*
  - 20.0 evaluate information from a variety of sources*
  - 21.0 integrate information to meet the requirements of a learning task*
  - 22.0 evaluate their own inquiry processes*

**Focus for Learning**

Students will discuss and select possible topics for inquiry based learning according to their interests.

To select and summarize valuable information, students will:

- clarify conflicting information
- highlight supporting ideas
- locate main ideas
- question the text
- recognize key words
- record bibliographic details
- skim and scan
- use abbreviations
- use graphic organizers

Students will continue to build valuable skills necessary to integrate information appropriately by understanding standard English grammar and knowing how to create a coherent and organized presentation of ideas limited to a specific thesis. How students integrate information depends on the purpose and audience of the learning task. They will need to be familiar with the difference between summarizing, paraphrasing, and using direct quotations.

Students will evaluate their own inquiry processes in a variety of ways. When creating a more formal research product, they should have opportunities to create an outline and receive feedback, as well as opportunities to discuss what they have learned while creating an outline and a first draft. They may need to seek feedback several times while creating a text, therefore having time to create a polished product is important. They may ask themselves questions such as:

- Am I satisfied with my product?
- Is my focus clear?
- Should I have done something differently?
- Where do I go from here?

When completing informal or shorter inquiry processes, students can follow the same guidelines while adjusting time frames as necessary.

**Sample Performance Indicator**

Select one genre of a television show or movie and examine the pattern of change over time in elements such as language use, content, societal values, stereotypes, bias, and influence on society. Use the following steps to complete this activity:

1. Research and integrate the historical and cultural backgrounds of each show/movie to identify the causes of change.
2. Create a mini documentary.
3. Present results to your class either formally or informally.
4. Complete a self-evaluation checklist.



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

### Sample Teaching and Assessment Strategies

Students may

- Research a topic using a variety of online sources and compare the information collected from each to determine validity.
- Create posters, videos, or podcasts to demonstrate key elements of the research process (e.g., evaluating sources, note-taking, paraphrasing, bibliography writing).
- Select a current news topic, research background information, and lead a class discussion on the topic.
- Complete research related to another course. Organize information in a graphic organizer or using another method.

### Consolidation

Students may

- Complete 3-2-1 exit cards. Suggest 3 topics for future inquiry, 2 interesting things learned about inquiry and research, and ask 1 question that needs clarification.
- Choose and deconstruct an advertisement with the intention of researching and dispelling (if necessary) corporate agendas (e.g., competing messages between products, far reaching ownership associated with large corporations).
- Research class-related or cross-curricular topics and prepare an interactive multimedia activity (e.g., games, Nearpod™ or Socrative™ quiz).
- Create a list of questions on a topic of interest, poll classmates, then analyze and report results either formally or informally.
- Investigate a topic related to a particular tradition, value system, or historical context (e.g., urban legends, myths, family/local connections). Share findings in a form of their choice.
- Create products based on traditional modes of artistic expression in various cultures (e.g., dances, songs, poems, recipes, and artwork).
- Produce a classroom speech that includes research.
- Investigate new and traditional methods of body adornment and/or modification (e.g., hair colour, hair extensions, fashion, tattoos, piercings). Present information on what the adornments and/or modifications represent, whether they have the same meaning for others who see them, and whether the individuals are happy or regretful of their choices.

### Extension

Students may

- Participate in a national competition that requires submissions as a result of research completed.

### Resources and Notes

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

**Outcomes**

*Students will be expected to*

- 23.0 reflect on their own interpretation of texts
- 24.0 justify connections between themselves and texts
- 25.0 evaluate their own and others' opinions about texts
- 26.0 analyze how different identities influence a range of texts

**Focus for Learning**

In English 2201, students are expected to personally respond to a range of texts and, through self-assessment and reflection, recognize the evolution of their own opinions. In English 3201, students will continue to develop these skills, while reading and viewing more sophisticated texts which illustrate thematic, cultural, and social diversity. This is a cyclical rather than a linear process. Students must view reflection activities as strategies they engage in throughout the entire learning process. Before personally responding to any text, students should reflect on their own:

- past experiences
- prior knowledge
- tendencies to be easily convinced
- tendencies to follow the beliefs of others
- views on specific topics

Students will demonstrate a willingness to make connections between texts and their own emotions, beliefs, culture, and experiences.

As they connect their own experiences to texts, students will refer to specific emotions to describe their feelings (e.g., exuberant, exhilarated, melancholic, and indignant), as opposed to more general vocabulary (e.g., happy, good, sad, angry).

They must consider and be able to analyze the validity of opposing viewpoints before forming (or adjusting) their own opinions. Students should be able to articulate, clarify, and then justify any personal connections they make using logical arguments and evidence.

The amount of evidence required to justify a connection will depend on the types of texts they read, view, or hear. Responses may be directed to a specific perspective such as:

- creative (e.g., use a motivational speech or spoken word to present on a familiar topic)
- critical (e.g., use an article or monologue to respond to a political topic)
- personal (e.g., use an email or text message to respond to a request to attend a function)

Students need to recognize the validity and origins of their own opinions and beliefs, and question the factors that determine them.

When responding personally, students are expected to select a form that is appropriate to the context and to the ideas they wish to express. In preparation they will discuss or note ideas and impressions that are meaningful to them.

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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Share exemplars (e.g., editorials, autobiographies, memoirs, journals) of personal responses.
- Facilitate a class discussion introducing a text, subject, or issue to determine students' initial personal responses to different topics and situations.
- Model their own interpretation (think-aloud) of a text.
- Begin class with a brief discussion of the day's top news stories.

Students may

- Track their emotions at designated intervals during a read-aloud or video and compare their reactions to those of a partner.
- Participate in a gallery viewing where they view images and interpret and respond to the visual based on their emotions. Responses may be written on the reverse of Post-it™ notes to conceal them from other students until all responses are complete and ready to reveal at the same time.
- Share an example of a time when their opinions changed after exposure to additional information or to an opposing viewpoint. Justify the change.
- Participate in a class discussion to share and justify their initial viewpoint on a topic or issue.

#### Connection

Teachers may

- Discuss ideological lenses through which we look at the world (e.g., gender, social class, political affiliations) and discuss how different lenses may influence text creation.
- Share with students, "Yesterday, the funniest thing I saw, the most interesting thing I saw, the most ridiculous thing I saw..." and ask students to also share similar experiences.

Students may

- Interview a guest speaker in person or virtually (e.g., author, artist, musician, member of a local organization). Create a text that makes a connection to or represents the message, identity, or opinion of the speaker.
- Complete a response (e.g., double-entry journal) from differing points of view in a text (e.g., protagonist, antagonist, major or minor characters, characters from a different text). Discuss.

### Resources and Notes

#### Authorized

*Quest* (iLit)

- Strategies to support GCO 6 are found in the After and Beyond sections following each selection. i.e.:
  - 79, 129, 169, 173, 183, 189, 195, 219, 342
- Selections related to GCO 6:
  - 80, 152, 166, 199, 299

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Videos – Personal Response Prompts

*Continued*

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

**Outcomes**

*Students will be expected to*

*23.0 reflect on their own interpretation of texts*

*24.0 justify connections between themselves and texts*

*25.0 evaluate their own and others' opinions about texts*

*26.0 analyze how different identities influence a range of texts*

**Focus for Learning**

When responding personally, some choices include:

- anecdote
- autobiography
- biography
- biopic film
- blog
- commentary
- diary entry
- eulogy
- essay
- graphic novel
- interview
- letter
- memoir
- newspaper article
- personal essay
- profile
- review
- song
- speech
- spoken poem
- travel log

Students will evaluate their own and others' ideas about texts and respond based on their evolving views. This will include questioning and analyzing literary and visual elements as well as identifying with an author, character, or narrator. They will re-examine their own beliefs, and consider modifying their previous opinions. Self-assessment and reflection are important tools in helping students decide how their own thinking has evolved over time. To evaluate their own and others' opinions about texts they may ask:

- Are other opinions valid? Has my understanding broadened?
- Are my reactions influenced by experiences or readings?
- Does this text present a biased approach?
- Do I agree or disagree with characters or arguments? Why?
- Is the meaning influenced by the cultural, historical, and social context in which it was written? Has the meaning changed?
- What judgments have I made? What do they reveal about me?

Students will analyze how their own and others' personal, social, and cultural identities influence a range of texts. The chart below may help to lead discussion and analysis of their influence:

<b>Personal</b> - change as experiences and interests develop	<b>Social</b> – based on membership activities that change over time	<b>Cultural</b> – based on expectations present throughout life
e.g., enjoys reading, swimming, travelling	e.g., band, sports team, book club member	e.g., religion, gender, country of origin

**Sample Performance Indicator**

View a variety of commercials and shows which represent diverse groups of people and respond personally to the texts using a form of your choice. You may consider the following questions when forming a response:

- What judgements did I make?
- How does my culture influence my response to texts?
- Will I consider changing any views as a result of new information?

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

### Sample Teaching and Assessment Strategies

- Compose an email or letter to an author, posing a series of questions and providing feedback on their views of a text.
- Create a response that includes their personal reaction to the choices or actions of a character.
- Pose questions throughout an activity, including:
  - What was your original opinion about this issue? (before reading)
  - What valid opposing viewpoints are being expressed in the texts? (during reading)
  - Have your initial opinions changed? If so, why? (after reading)

### Consolidation

Students may

- Contrast television advertisements that appealed to them at various stages of their lives (e.g., ages 4, 8, 12, present). Make a list of advertising elements or characteristics that were appealing and give reasons for their choices.
- Choose a childhood text (e.g., painting, book cover, story, film, illustration) and create a response (e.g., infographic) to illustrate how their interpretation has changed over time.
- Write a personal response or argumentative essay in which they advocate and justify their views on a topic or issue.
- Participate in a Book Club in which they discuss the connections between the text and their own experiences and feelings. See Appendix G for more information on Book Clubs.
- Write a movie review or create a movie trailer (without researching other reviews or trailers). Once completed, find other movie reviews or trailers for that same text and contrast the two. Justify why one text is more effective in achieving its purpose.
- Participate in a role-play activity in which they are randomly assigned roles and given a hypothetical situation. Make notes or create a graphic that will help them convey the specific viewpoints and interests of the assigned character, regardless of their own personal bias.
- Create and share a text that outlines their own personal, social, and cultural identities.

### Extension

Students may

- Write a letter to the editor through which they present their opinions and views on an issue that is of personal importance.

### Resources and Notes

#### Authorized

Appendices

- Appendix G – Book Clubs

#### Cultural Connections

Mentor Texts include:

- *The Breakwater Book of Contemporary Poetry* (provided 2014)
- *Soak: Poetry* (provided 2014)

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

**Outcomes**

*Students will be expected to*

27.0 analyze a range of texts through critical response

28.0 evaluate how stylistic techniques are used to create meaning and achieve different purposes

29.0 assess how language, form and genre contribute to effectiveness of a text

30.0 justify their own critical responses to a range of texts

**Focus for Learning**

In English 2201, students are expected to identify, analyze and assess the stylistic techniques used in print and media texts. In English 3201, students will build on these skills to critically analyze information provided in texts of increasing complexity. They will use a variety of strategies to analyze the message and influence of a variety of text forms, not just the traditional printed word.

Students will identify, analyze, and evaluate the effectiveness of:

- characteristics of a variety of text forms and how they affect and communicate meaning; see Appendix K for characteristics of common text forms
- how the audience is influenced by a text
- text features to determine how illustration, written word, and structure communicate meaning
- the purpose and meaning of specific features (e.g., annotations, footnotes, text boxes)

They should also consider:

- author’s background, experience, point of view, and perspective as well as voices that are missing
- how the text could be revised to make it more complete
- how they may change as a result of interacting with the text
- ideas the author may want the audience to consider or focus on
- what others say about this topic and whether the information they are provided with is accurate or believable

Students will evaluate whether stylistic techniques within texts achieve a specific purpose (e.g., rhyme scheme can create humour, short sentences can create suspense, shadows can create mood) and their connections to self, text, and world.

Stylistic techniques may refer to many different characteristics that are used in creating texts, such as:

- conciseness of the writing
- development of tone, mood, and atmosphere
- genre and medium
- literary, visual, and media devices
- text features and text form
- transitional phrases, unity, and coherence
- use of dialogue and diction
- use of passive or active voice
- varied sentence structure

Students should have a strong understanding of literary devices, media terms, and visual elements. They will deconstruct a range of texts to determine how stylistic techniques and text features convey meaning, contribute to author purpose, and reflect the intended audience. See Appendix I and Appendix L for lists of literary, visual, and media devices.



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

## Sample Teaching and Assessment Strategies

### Activation

Teachers may

- Model how students might deconstruct different types of advertisements (e.g., poster, radio, TV). Ask:
  - What is the writer's/creator's world view?
  - How does this fit in with the views of the reader/viewer?
  - How might other readers/viewers view this text? (counter argument)
- Discuss the impact of language on an audience (literal/figurative, connotation/denotation, colloquialism, slang, dialect, emotional/rational language).
- Ask questions to determine student knowledge, growth, and depth of understanding of literary and media devices.

Students may

- Use a graphic organizer to compare examples of and reasons for product placement within Web sites, movies, or television.
- Create blog entries that respond critically to one major text at various stages of the reading/viewing process.
- Read local newspapers and watch local news programs to learn more about current issues and their influence on society. Share with peers and discuss their stylistic features.
- Share a visual or media text and highlight how the content and stylistic choices are determined by the intended audience and purpose.

### Connection

Students may

- Participate in a classroom Gallery Walk to respond critically to visual and written prompts. Visuals, poems, and/or videos may be placed around the classroom for students to respond in pairs or small groups. Students may be provided with specific questions or statements to consider (video of sample activity on PL site).
- Discuss whether different genres have an influence on texts they create and the choices they make (i.e., using characteristics of different genres). Present an argument for this orally or in writing.
- View clips of TV shows which originate in different countries. Compare and create a text which outlines whether visual elements, diction, storyline, and character development achieved their intended purpose. Discuss whether these elements are realistic representations of the culture and values of the respective societies.

## Resources and Notes

### Authorized

Appendices

- Appendix K – Characteristics of Common Text Forms
- Appendix I – Literary Devices
- Appendix L – Visual and Media Devices

Quest (iLit)

- Strategies to support GCO 7 are found in the After and Beyond sections following each selection. i.e.:
  - 38, 85, 142, 157, 161, 183, 195, 198
- Selections related to GCO 7:
  - 64, 130, 147, 213, 293

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/strat.html>

- Video – Responding to Texts: Gallery Walk

### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Videos – Suggested Videos for Analysis
- Link – Fascinating Ads
- Link – Suggested Drawings for Analysis
- Link – Animations
- Links – Radio Shows
- Links – Sources for Documentaries

*Continued*

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

**Outcomes**

- Students will be expected to*
- 27.0 analyze a range of texts through critical response*
  - 28.0 evaluate how stylistic techniques are used to create meaning and achieve different purposes*
  - 29.0 assess how language, form and genre contribute to effectiveness of a text*
  - 30.0 justify their own critical responses to a range of texts*

**Focus for Learning**

Language, form, and genre fall under the category of stylistic techniques and will therefore be assessed to determine their:

- relationship to each other
- value in achieving purpose
- value in contributing to meaning

To do this, students should ask specific questions which may include:

Language:

- Does the language create clear images? Is it concise, precise, and clear? Is it familiar to the audience? Is the language constructive rather than negative? Does the formality of the language match the formality of the situation?

Form:

- Is this the most appropriate text form for the intended audience and purpose? Is the language used appropriate for the text form? Do text features within this form contribute to meaning? Do they add value in any other way? Are characteristics of the text form evident?

Genre:

- Is this the most appropriate genre to use for the purpose? Is this the most appropriate genre for the topic or subject? How does creating in this genre contribute to the text?

In addition, students must be able to analyze characters as they:

- assess a character’s purpose through questioning and study
- compare viewpoints of characters within or between texts
- discuss methods of characterization (e.g., appearance, actions, reactions, attitudes, thoughts, dialogue, tone, setting, plot)
- justify the purpose of character types: minor (supporting), major, round, flat, type, tragic hero, foil, antagonist, protagonist

Students will create justifiable arguments as critical responses to texts. They may:

- compare and contrast the viewpoints of creators
- describe experiences and emotions, formulate hypotheses, explain processes and opinions
- provide textual and/or statistical evidence

**Sample Performance Indicator**

Choose a topic or issue and compare how it is portrayed in a print and a visual text. Distinguish between the two in terms of stylistic devices, textual features, intended audience, and purpose.



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

### Sample Teaching and Assessment Strategies

- Choose two textbooks from other subject areas and discuss how text features help to create a more complete understanding of the topic (e.g., table of contents, index, font, graphics, headings).
- View various current event/news programs to evaluate for bias.
- Deconstruct two television programs or two novels of the same genre (e.g., drama, comedy, mystery). Contrast the use of language and form.
- Complete an anticipation reflection (e.g., view a book cover or an album cover) to predict mood, themes, plot, character traits, or ending. Determine whether their predictions are accurate.

### Consolidation

Students may

- Select a variety of talk shows that contain diverse panels (e.g., primarily male/female, mixed gender/ages) and analyze whether topics and discussions contain bias. Share results with the class.
- Select a text and analyze diction for its reflection of race, gender, socio-economic status, culture, age, identity, or place of origin. Share results in the form of a table or chart.
- Choose a current global issue and research how the issue is presented in a range of texts. Compare and contrast the content, stylistic devices, and purpose of each text and present findings to the class (through a multimedia presentation, a written report, a speech, or graphic organizer).
- Follow a political leader or a current event and assess the motivations driving the campaign or action. Share interpretations in the form of an editorial.
- Choose two texts (different forms) on the same topic and compare the use of literary or media devices (e.g., a poem may use metaphors to make a point clear whereas an essay may use irony). Present findings and justify why one is more effective than another.

### Extension

Students may

- Create a media text (e.g., skit, news program, blog, editorial) to portray a viewpoint or message which is meant to reflect their own personal experiences and culture. Explain stylistic choices.

### Resources and Notes

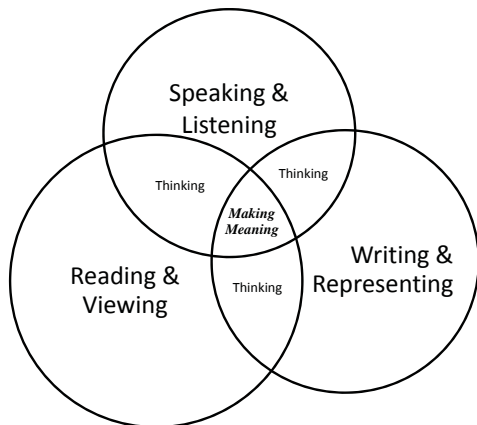
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Section Three:  
Specific Curriculum Outcomes  
Writing and Representing

# Writing and Representing

## Focus



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

- activating and connecting to prior knowledge, ideas, and experiences
- generating and composing imagined ideas
- recreating and consolidating information from a variety of sources

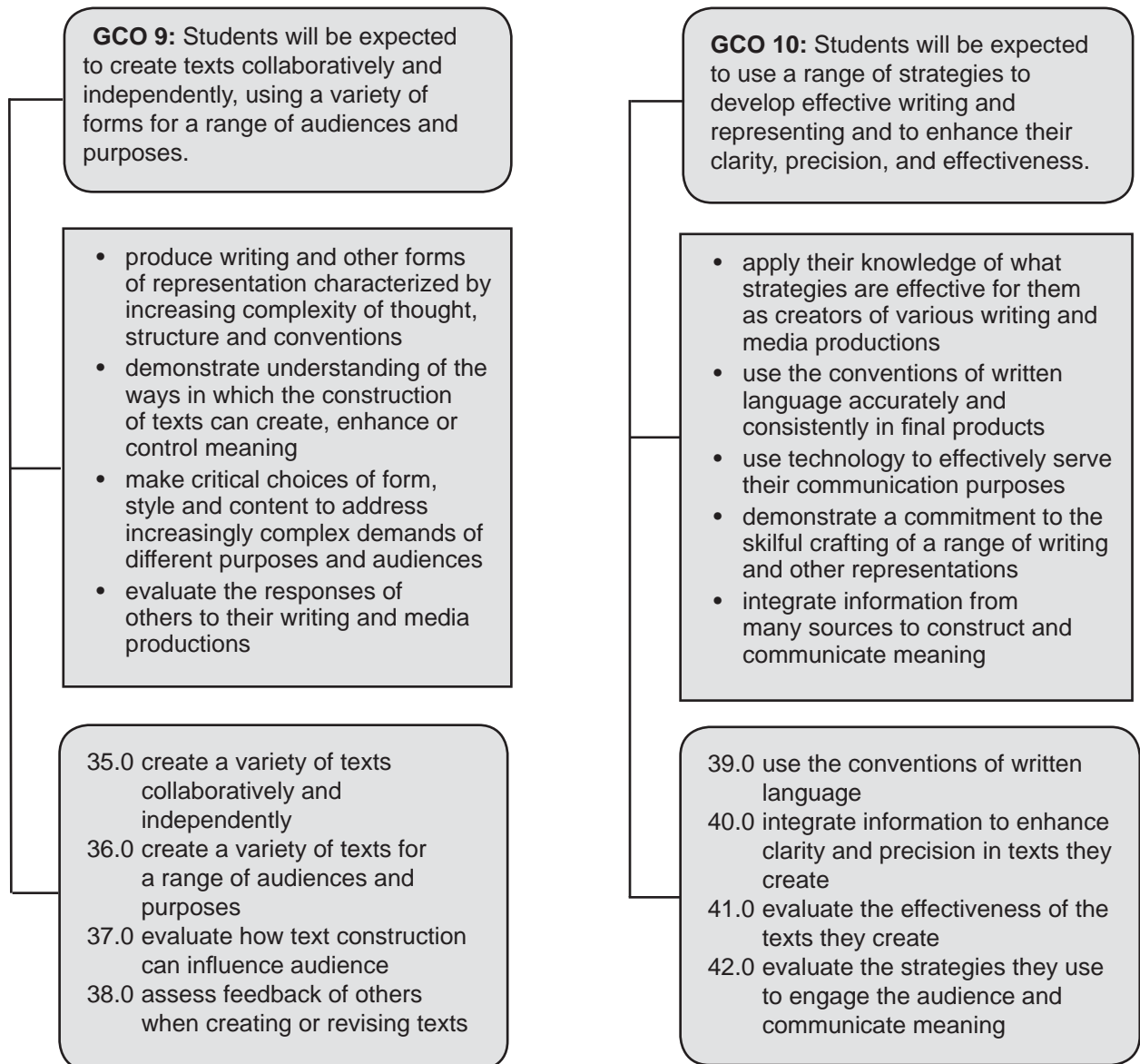
In writing and representing, students must decode, understand, evaluate, and create a variety of forms and reflect on the creation process.

## Outcomes Framework

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

- use writing and other ways of representing to extend, explore and reflect on
  - their experiences with and insights into challenging texts and issues
  - the processes and strategies they used
  - their achievements as language users and learners
  - the basis for their feelings, values and attitudes
- use note-making to reconstruct increasingly complex knowledge
- make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing

- 31.0 clarify their thoughts and feelings through writing and other forms of representing
- 32.0 create a variety of texts using a range of stylistic techniques
- 33.0 express creativity through a variety of texts
- 34.0 assess their own writing and representing strategies and processes



SCO Continuum

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

English 1201	English 2201	English 3201
8.1 apply a variety of effective strategies when writing and representing	31.0 apply a variety of strategies when writing and representing	31.0 clarify their thoughts and feelings through writing and other forms of representing
8.2 evaluate how ideas, values and attitudes are revealed through a variety of text forms	32.0 create a variety of texts using a range of stylistic techniques	32.0 create a variety of texts using a range of stylistic techniques
8.3 use language which creates interesting and imaginative effects	33.0 evaluate the perspectives and biases present in texts they create	33.0 express creativity through a variety of texts
8.4 evaluate their own learning processes and strategies	34.0 assess their own writing and representing strategies and processes	34.0 assess their own writing and representing strategies and processes

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

English 1201	English 2201	English 3201
9.1 create a range of texts of appropriate complexity for a variety of audiences and purposes	35.0 create a variety of texts both independently and collaboratively	35.0 create a variety of texts collaboratively and independently
9.2 use the appropriate form, style and content for specific audiences and purposes	36.0 create a variety of texts for a range of purposes and audiences	36.0 create a variety of texts for a range of audiences and purposes
9.3 evaluate their use of strategies used to engage the audience	37.0 analyze the form, style and content throughout the processes of text creation	37.0 evaluate how text construction can influence audience
9.4 analyze others' responses when creating or revising texts	38.0 assess feedback of others when creating or revising texts	38.0 assess feedback of others when creating or revising texts
9.4 recognize others' responses when creating or revising		

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

English 1201	English 2201	English 3201
10.1 use a variety of strategies to improve their presentation of ideas	39.0 use the conventions of written language	39.0 use the conventions of written language
10.2 use the conventions of written language effectively	40.0 justify responses by integrating information	40.0 integrate information to enhance clarity and precision in texts they create
10.3 use information from a variety of sources to construct and communicate meaning	41.0 evaluate the effectiveness of texts they create	41.0 evaluate the effectiveness of the texts they create
10.4 evaluate the quality of various samples of work	42.0 refine their use of strategies to engage the audience and communicate meaning	42.0 evaluate the strategies they use to engage the audience and communicate meaning

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i></p> <p>31.0 clarify their thoughts and feelings through writing and other forms of representing</p> <p>32.0 create a variety of texts using a range of stylistic techniques</p> <p>33.0 express creativity through a variety of texts</p> <p>34.0 assess their own writing and representing strategies and processes</p>	<p>Students in English 3201 are expected to use their own thoughts and feelings to guide their creativity and self-expression. They will create texts by gathering and sorting information and by generating ideas individually and with others. See Appendix B3 for suggested questions and prompts to scaffold student learning when writing and representing.</p> <p>To express themselves competently and efficiently, students must read (both fiction and nonfiction) and view mentor texts which will help them develop their own style, learn writing techniques, and build their vocabulary. See Appendix M for modes of writing and Appendix N for sample writing forms.</p> <p>Students must learn to read with a writer’s eye, analyzing how an author holds the attention of a reader. They should consider:</p> <ul style="list-style-type: none"> <li>• aspects of the opening that encourage further reading</li> <li>• how the organization (logical order) keeps the reader engaged</li> <li>• the use of sound devices; see GCO 2 for a suggested list</li> <li>• whether the audience easily related to characters</li> <li>• whether the ending was satisfying (i.e., questions answered and purpose achieved)</li> </ul> <p>Students will use creative writing and representing to:</p> <ul style="list-style-type: none"> <li>• convey emotions, beliefs, values, and biases</li> <li>• entertain, inform, or persuade</li> <li>• express thoughts or opinions</li> <li>• reflect on initial responses and attitudes to texts and issues</li> </ul> <p>Students should use their language and thinking skills to explore a range of topics, issues, and themes through a variety of texts. Often, their best ideas can be brought to the surface through free writing. They should also have many opportunities to incorporate their own thoughts and feelings and be encouraged to revisit their work, layering it with stylistic techniques (see GCO 7) that clarify their thoughts and enhance meaning.</p> <p>Stylistic techniques used in writing and representing often include:</p> <ul style="list-style-type: none"> <li>• development of setting and overall message</li> <li>• emphasis on character and plot development</li> <li>• incorporation of descriptive language and emotional appeal</li> <li>• use of a specific method (or a combination of methods) of essay development</li> <li>• use of dialogue and anecdotes</li> <li>• use of literary devices</li> </ul> <p>How different techniques are used will depend on the type of text being created. For example, focus on character and plot development may be present when writing a short story, and literary devices may be more of a focus when writing poetry. See Appendix K for characteristics of common text forms.</p>



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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Model how to analyze the tone, attitude, and bias of a speaker, author, or artist.
- Model how to evaluate voice in personal writing.
- Review essay types including descriptive, narrative, expository, persuasive, argumentative, personal, photo, and video (see Appendix J for more information on essay types).
- Discuss different stylistic techniques that may be used for creative expression.

Students may

- Choose a text and, using a writer's eye, assess the author's writing. Create a checklist of criteria to use for assessment.
- Defend why they enjoy a particular text.
- View and listen to various texts and record first impressions about the message and delivery.
- Scan online news articles and discuss unusual topics indicating first reactions, views, and questions.
- Make a list of ideas they may use as inspiration for writing and representing. These may include sources they interact with every day but seldom use for inspiration (e.g., school, bus, store, hair salon, restaurant).
- Create a display of various texts (e.g., a graffiti wall of magazine pages, news articles, visuals). During a gallery walk, highlight specific stylistic techniques used in each (see GCO 7 for a list of stylistic techniques).

#### Connection

Students may

- Listen to songs and other sounds and describe the emotions they evoke.
- Choose a written or visual text. Infer and discuss assumptions, interests, beliefs, and values embedded in the text.
- Choose a fiction and a nonfiction text. Discuss how the texts create different emotions and impact people differently.
- Write a paragraph to explain why they agree or disagree with specific text features (or other stylistic techniques) used in a video game or magazine ad.
- Make emotional connections to their past by describing how they felt when they were spoken to for doing something wrong, broke a toy, had to go to the dentist, or opened a birthday present.

### Resources and Notes

#### Authorized

Appendices

- Appendix B3 – Suggested Questions and Prompts to scaffold Student Learning (W/R)
- Appendix M – Modes of Writing
- Appendix N – Sample Writing and Representing Forms
- Appendix K – Common Text Forms and Characteristics
- Appendix J – Essay Types and Methods of Development

Quest (iLit)

- Strategies to support GCO 8 are found in the After and Beyond sections following each selection. i.e.:
  - 34, 72, 90, 212, 235, 315, 325, 350
- Selections related to GCO 8:
  - 19, 59, 73, 99, 218, 280

*Beyond Five Paragraphs: Advanced Essay Writing* (iLit)

- Strategies to support GCO 8 are found throughout all chapters (1-10)

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links>.

- Links – Writing Prompts
- Links – Author's Web Sites
- Videos – Writing Prompts
- Link – Reference Books for Writing

*Continued*

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

**Outcomes**

*Students will be expected to*

*31.0 clarify their thoughts and feelings through writing and other forms of representing*

*32.0 create a variety of texts using a range of stylistic techniques*

*33.0 express creativity through a variety of texts*

*34.0 assess their own writing and representing strategies and processes*

**Focus for Learning**

Students should use organizational strategies to plan their text. For example, when writing a short story, they may compile a list which includes specific knowledge about the main character such as: name, age, appearance, and occupation. When writing a poem, a plan may include form, literary devices, rhythm, setting, and imagery.

English 3201 students must create sophisticated texts, then assess and articulate why they are using various strategies and techniques such as: brainstorming, conventions, form, journals, language, organizational aids, text features, use of prior knowledge, relevant ideas, variation of style, and voice. It is through creation and assessment of their own writing and representing that students will gain a thorough knowledge of many important characteristics (e.g., characteristics associated with drama: act, aside, chorus; characteristics associated with narration: plot, character, climax).

Students should also appropriately use emphatic devices, including:

- font (bold, unusual capitalization, italics, underline)
- listing (numerical order, bullets, sequencing)
- punctuation (colon, dash, exclamation mark, ellipsis, brackets)
- repetition, parallel structure/parallelism
- sentence fragments and short sentences

Students must create texts that are unified and coherent and which use appropriate transitions. They should understand that:

Unity can be achieved by:	Coherence can be achieved through:
<ul style="list-style-type: none"> <li>• closing by return</li> <li>• repetition (key words and phrases)</li> <li>• supporting evidence</li> <li>• thesis (statement)</li> <li>• topic sentence</li> </ul>	<ul style="list-style-type: none"> <li>• pronoun reference</li> <li>• transitions</li> <li>• use of emphatic devices</li> <li>• use of patterns of organization (e.g., chronological, spatial, cause and effect, classification)</li> </ul>

See Appendix O for a sample list of transitions.

They must also assess their own writing and representing for bias as well as to determine whether peer-editing suggestions should be incorporated. Critical examination of their writing and the writing of others will be key to the advancement of their writing abilities. Deeper questions will be generated as they continue to construct their understandings of the world.

**Sample Performance Indicator**

Choose a symbol that represents you (e.g., interests, life, talents, goals). This symbol may be a colour, an object, an animal, or something else. Create a visual representation of the symbol and explain its significance in a written text.

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

### Sample Teaching and Assessment Strategies

- Choose a personal response essay created by them or another author and respond to questions including:
  - Is imagery present? Is it strong? Is the language clear and precise? Does it flow smoothly? What do literary devices such as alliteration, rhyme, or cacophony add to the text? How is the voice developed? Is the voice strong?
- Write a journal entry while instrumental music plays in the background. Discuss how music influenced their writing.
- Create a title for a selection of instrumental music and justify their decision based on thoughts and feelings evoked by the music.

### Consolidation

Students may

- Watch a peer as they complete a task (e.g., a hobby), then write a process analysis essay to describe the steps involved (sample video on PL site).
- Create a Prezi™ or Photostory™ in response to selections studied in class. Add photos and music which represent a theme or message from the selection(s) (sample video on PL site).
- Compare different visual and multimedia presentations that are based on the same ideas, information, or issues (e.g., ads from different countries about the same topic such as health promotion). Determine which most appeals to them and share their reasoning.
- Create an alternate ending for a novel and write a persuasive essay to encourage others' to agree with them.
- Create a visual essay or scrapbook page based on a theme.
- Design a tattoo to express the personality of a character. Justify their choice through a written component.
- Create and use a rubric or a checklist to assess stylistic techniques specific to a text they have created (e.g., visual, narrative, poem).
- Construct a board game with appropriate visual elements based on a novel, long play, or research topic.
- Design an 'anti-ad' or parody of a popular product advertisement (e.g., Canadian Beaver parody of American Eagle ad).
- Write a song to represent/narrate an important life event.
- Create a painting to represent a scene, character, or theme.

### Extension

Students may

- Participate in extra-curricular or co-curricular activities which may also be used as an English 3201 assignment (sample video: Christmas Cards for Seniors project on PL site).

### Resources and Notes

#### Authorized

Appendices

- Appendix O – Transitions

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/strat.html>

- Video – Teaching Expository Writing
- Video – Responding to Texts using Prezi™
- Video – Christmas Cards for Seniors Project

#### Cultural Connections

Texts which may be used as models for writing and representing:

- *Our Life on Lear's Room, Labrador – Personal Account* (provided 2014)
- *Whale of a Tale...With Hooks, Lines and Singers* – Visuals with anecdotes (provided 2014)
- *The Cuffer Anthology – Essays and Short Stories* (provided 2014)

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

**Outcomes**

*Students will be expected to*

- 35.0 create a variety of texts collaboratively and independently
- 36.0 create a variety of texts for a range of audiences and purposes
- 37.0 evaluate how text construction can influence audience
- 38.0 assess feedback of others when creating or revising texts

**Focus for Learning**

In English 3201, students will build on the analytical skills acquired in English 2201 to evaluate appropriate stylistic techniques in creating texts both independently and collaboratively. Students will continue to develop their skills as they create increasingly complex texts for a wide range of audiences and purposes.

Both collaboratively and independently, students will be required to judge whether the texts they create accomplish or achieve an intended result.

Students must understand that texts have a purpose, such as to:

- clarify
- entertain
- identify problems
- inform
- initiate change/persuade
- present information
- record information
- reflect personally
- respond critically
- summarize

Students should create texts for a variety of audiences such as:

- authority figures
- celebrities
- characters
- friends, peers, family
- hostile readers and viewers
- potential employers
- unknown public audience

Before writing or creating a text, students must consider their purpose and target audience. For example, they may be:

- applying for a job (consider formality of language and form, content, audience expectations)
- describing an event (consider the level of detail the audience would need, language, form)
- explaining how to play a game or sport (consider demographics, previous knowledge)
- selling a product (consider age, demographic, style of writing or representing which may appeal)

With the creation of any text, students will need to understand that in addition to audience and purpose, they must also consider tone. They must understand and demonstrate the difference between connotative and denotative meanings. Being aware of the demographics, prior knowledge, education, and expectations of the audience will be helpful in determining appropriate content.

Students will be required to use various stages of the writing and representing process, including drafting, revising, editing and publishing. During this process, they will determine the most effective stylistic techniques of communication (diction, emphatic devices, visuals, etc.) to reach the intended audience and achieve the desired purpose. Students will also determine how a text can influence the audience, depending on their culture and personal experiences, as well as whether the audience is influenced in the way they intended.

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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Review how audience and purpose affect choice of stylistic techniques and form.
- Review the processes involved in writing: drafting, revising, editing, and publishing.
- Discuss the experiences and strengths that students bring to collaborative environments.

Students may

- Share personal preferences regarding inspiration, location, and atmosphere for creating different text forms.
- Brainstorm a list of texts and purposes that are created by working as a group (e.g., song writers for a social cause, writers for a television show or political speech).
- Provide examples to illustrate the difference between denotation and connotation (e.g., the denotative versus the connotative meanings of home).
- Discuss how they would adapt their writing and representing on an assignment for a different target audience.
- Reflect on and share strategies they use to generate topics.

#### Connection

Teachers may

- Identify techniques used by popular media that the class would consider to be persuasive. Discuss the influence on the audience.
- Play an advertisement without sound, discuss words, sounds, and music that can be added to assist in creating meaning.

Students may

- Review tweets (or other social media posts) and consider how they would rewrite for different audiences and purposes.
- Read a fractured fairy tale and discuss the use of politically correct terms, tone, intended audience, and purpose.
- Generate a list of questions they would ask an advertising agency about how and why they tailor advertisements to specific audiences.
- Provide examples of different ways they express their thoughts and emotions for a variety of audiences and purposes (e.g., journal for personal reflection, Internet posts for social media, poetry and visual art for personal expression).

### Resources and Notes

#### Authorized

*Quest* (iLit)

- Strategies to support GCO 9 are found in the After and Beyond sections following each selection. i.e.:
  - 67, 157, 224, 243, 280, 292, 298, 334
- Selections related to GCO 9:
  - 4, 28, 91, 184, 225, 309

*Beyond Five Paragraphs: Advanced Essay Writing* (iLit)

- Strategies to support GCO 9 are found throughout all chapters (1-10)

#### Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/links.html>

- Videos – TED™ Talks on Writing
- Links – Writers and their Audience
- Links – Writing Blogs

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

**Outcomes**

*Students will be expected to*

*35.0 create a variety of texts collaboratively and independently*

*36.0 create a variety of texts for a range of audiences and purposes*

*37.0 evaluate how text construction can influence audience*

*38.0 assess feedback of others when creating or revising texts*

**Focus for Learning**

Students may ask:

- Have I given enough details? Is my message clear? Are there parts that may be confusing?
- Have I used an active voice? Is my voice evident?
- Have I used multimedia and visuals appropriately?
- Have I used literary devices appropriately?
- Is my introduction/description compelling?
- Is my writing concise? Have I stayed away from clichés, qualifiers and redundancies?
- Is the form appropriate for the audience and purpose?
- Is the title appropriate? Interesting? Giving too much information?
- Is the tone appropriate for the purpose, audience, and form?
- What do I want the audience to know and feel at the end?

Students need to thoughtfully critique their own work and the work of peers in order to formulate useful feedback during and after the creative process. When working with peers, they should create editing checklists or scoring scales appropriate for the type of text they are working on. These checklists or scoring scales will be helpful in providing constructive feedback and in assessing feedback from other students to determine whether changes should be made. See Appendix P for a suggested scoring scale.

When assessing feedback to determine whether they will make edits to their own work, they should consider whether the feedback is:

- consistent throughout the text
- realistic for the intended purpose
- specific and easily understood

By the end of this course, students should have a strong understanding of their own strengths and challenges when writing and representing. They should be able to use strategies which capitalize on those strengths, and which meet their individual challenges for growth. This will enable them to bridge from high school into their academic, workplace, and personal futures.

**Sample Performance Indicator**

Compile a portfolio or other collection of work that you have completed. In a journal, reflect on the strengths and challenges you notice as you create texts, when you write (or create) for specific audiences or purposes, and when you work individually or in groups. Journal entries should be completed at the beginning of the school year and at various stages throughout. At the end of the year, add an entry that reflects on how you see yourself as a writer or creator and on personal growth you noticed throughout the year.



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

### Sample Teaching and Assessment Strategies

#### Consolidation

Students may

- Choose a song, poem, or visual with a specific message (e.g., anti-war) and write an essay to explain why it has or has not achieved its intended purpose.
- Condense an existing text (e.g., poster, essay) to a form of microfiction (10 words or less) or a tweet (140 characters or less). Determine and discuss whether this new text form can have the same influence on the audience.
- Revise a classic fairy tale for an adolescent audience. It must convey the same message, but appeal to the interests and experiences of an adolescent in today's society.
- Redesign an advertisement to appeal to a different audience than the originally intended audience.
- Transpose a text from one form to another and justify the stylistic changes that were made (e.g., script to a short story, news report to a poem, instructional essay to a Youtube™ video, poem to a script).
- Create a subjective description based on a fond memory (e.g., Christmas at eight years old) and an objective description of the same subject from the present (e.g., recent Christmas). The description may be of a personal photo, advertisement, text, or movie.
- Choose a well known writer who has written or given an interview about a text they have created. Write an essay to summarize their feelings about the writing process, strategies, pitfalls, concerns, inspiration, and joys.
- Participate in peer editing and then respond to prompts such as:
  - I am not sure what \_\_\_\_\_ means
  - I agree with \_\_\_\_\_; I'm confused by \_\_\_\_\_
  - I like the way \_\_\_\_\_ wrote because
  - My strengths as a writer include \_\_\_\_\_
  - I would like to become better at \_\_\_\_\_
  - Writing will continue to be important in my future because
  - Others feel that I do this well: \_\_\_\_\_
  - My favourite kind of writing is \_\_\_\_\_ because
  - My favourite writer or writing style is \_\_\_\_\_ because

#### Extension

Students may

- Solicit feedback on their writing from family members, experts in appropriate professional fields, or other community members outside of school. Share with the class.

### Resources and Notes

#### Authorized

Appendices

- Appendix P – Scoring Scale

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

<b>Outcomes</b>	<b>Focus for Learning</b>
<p><i>Students will be expected to</i> 39.0 use the conventions of written language</p>	<p>In English 3201, it is expected that students will not only use appropriate conventions consistently, but will have the ability to explain and justify their use.</p>
<p>40.0 integrate information to enhance clarity and precision in texts they create</p>	<p>Grammar, mechanics, and conventions should not be taught in isolation. However, these concepts must be revisited, reinforced, and expanded upon even though students should already understand their purpose. These may include:</p>
<p>41.0 evaluate the effectiveness of the texts they create</p>	<ul style="list-style-type: none"> <li>• active and passive voice</li> <li>• antonyms, synonyms</li> <li>• coherence, unity</li> <li>• commonly misused words</li> <li>• emphatic devices</li> <li>• parts of speech</li> <li>• possessives, punctuation</li> <li>• sentence types, fragments</li> <li>• subject-verb agreement</li> <li>• verb tense and consistency</li> </ul>
<p>42.0 evaluate the strategies they use to engage the audience and communicate meaning</p>	<p>Students will further develop skills necessary to create clear and precise texts. When creating transactional texts, they should keep the following guidelines in mind:</p> <ul style="list-style-type: none"> <li>• avoid using unfamiliar words from a thesaurus to replace a familiar word that suits the purpose, content, and audience (e.g., the word team offers a different connotation than group)</li> <li>• avoid wordy phrases (e.g., usually vs in the majority of instances)</li> <li>• choose strong verbs (e.g., utilize vs use)</li> <li>• eliminate unnecessary prepositional phrases (e.g., The student's opinion... vs The opinion of the student...)</li> <li>• minimize the use of colons, semicolons, quotation marks, and parenthesis so the style of writing is linear</li> <li>• reduce wordy verbs (e.g., knows vs has knowledge of)</li> <li>• use strong rather than inflated language (e.g., after vs subsequently)</li> <li>• use specific nouns (e.g., The public is spending more money on travel vs The public is spending more money in the area of travel)</li> <li>• use active rather than passive voice (e.g., slippery roads can cause accidents vs accidents can be caused by slippery roads)</li> </ul> <p>Students must be able to write and evaluate essay types such as narrative, descriptive, expository and persuasive/argumentative. See Appendix J for information on essay types and methods of development. They must also develop skills necessary to write analytical essays as responses to a variety of text types. Analytical essays involve the critical analysis and evaluation of written, visual, digital, or auditory texts and may be based on topics which include how:</p> <ul style="list-style-type: none"> <li>• a social phenomenon, historical event, political situation, etc, is addressed</li> <li>• content or message of a text compares to another text or to research</li> <li>• theme, conflict, characters, etc., are developed in a written text or in a movie</li> </ul>



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

### Sample Teaching and Assessment Strategies

#### Activation

Teachers may

- Review and discuss the importance of using a variety of conventions appropriately and for effect.
- Discuss examples of texts that present differing viewpoints and perspectives, including those that reflect global diversity, world views, and various backgrounds (age, gender, appearance).
- Discuss and share examples of writing and representing techniques and forms that are immediately useful to students (e.g., tables in social studies and math, email to a potential employer to share a cover letter and resumé).
- Collect and record examples of figurative language that they have used for writing and representing projects.
- Set up discussion forums such as Edmodo™ or Google Drive™ to post and respond to works in progress.

Students may

- Brainstorm a list of criteria for proficient writing and representing.
- Keep an idea bank for recording ideas, questions, or topics they are interested in (use a form that is unique and individual, e.g., cellphones or Post-it™ notes as part of a graffiti wall).
- Make a list of possible audiences and list the most appropriate form for communicating with each (e.g., teenagers are more engaged with videos or novels).
- Write one sentence, then rewrite it a different way five times. Decide on the best version and share reasons for this choice.
- Practice creating texts using guidelines which focus on clear and precise texts (e.g., replace verbs with stronger verbs, rewrite a text to make it concise, change from passive to active voice).
- Discuss how they are influenced by Web sites which direct their interests to another site (e.g., iTunes, Netflix, and Amazon often make suggestions to the consumer). Ask: Who compiles these lists? Why? Am I satisfied with these suggestions? Do suggestions limit or expand knowledge and/or creativity?

#### Connection

Students may

- Use an online blog to respond to a text (responses may be answers to questions posed by the teacher). Respond to posts made by peers (sample Collaborative™ video on PL site).
- Write instructions for a How to... (e.g., locate a point on a map).
- Choose a video or other media text and determine whether the text is clear and precise. Justify reasoning.

### Resources and Notes

#### Authorized

Appendices

- Appendix J – Essay Types and Methods of Development

Quest (iLit)

- Strategies to support GCO 10 are found in the After and Beyond sections following each selection. i.e.:
  - 22, 48, 53, 110, 149, 161, 192, 204, 215
- Selections related to GCO 10:
  - 10, 54, 134, 236, 316

*Beyond Five Paragraphs: Advanced Essay Writing* (iLit)

- Strategies to support GCO 10 are found throughout all chapters (1-10)

PL Site: Teaching and Learning Strategies: <https://www.k12pl.nl.ca/curr/10-12/ela/3201/strat.html>

- Video – Using Collaborative™ to Communicate Meaning

*Continued*

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

**Outcomes**

*Students will be expected to  
39.0 use the conventions of  
written language*

*40.0 integrate information  
to enhance clarity and  
precision in texts they  
create*

*41.0 evaluate the effectiveness  
of the texts they create*

*42.0 evaluate the strategies they  
use to engage the audience  
and communicate meaning*

**Focus for Learning**

Students must learn to self-assess. They must understand why it is important to be able to evaluate both the texts they create and the strategies they use to create them. Teachers can support students by:

- providing opportunities for self-assessment and reflection
- creating opportunities for students to share self-assessments as well as receiving feedback from peers and the teacher
- engaging in discussions on the importance of self-assessment
- helping them assume more responsibility for their own work
- co-creating rubrics and scoring scales
- modelling self-assessment and discussing goals and targets

To evaluate the effectiveness of texts they create, students will consider whether they have engaged the audience and whether their purpose has been achieved. They may ask:

- What is the audience's reaction? Is it as I had intended?
- Are a variety of conventions used appropriately for effect?
- Is my text coherent? Clear? Unified? Organized appropriately?
- How did I use language, tone, transitions, examples?
- Is the form appropriate?
- Have I used humour, emotional appeal, and anecdotes appropriately?
- Did I use statistics or visuals to support my point?
- Have I used engaging stylistic techniques and text features?

Students must use various literary tools, stylistic elements, and conventions to communicate ideas clearly and precisely. They will edit, proofread, and polish their own work and readily identify their strengths and weaknesses. They should be able to justify their choice of text forms, specific purposes and audiences, or personal artistic preferences.

**Sample Performance Indicator**

Produce a report that summarizes your own or another author's style of creating. Use the following questions as a guide:

- Are statistics or visuals used to support a point?
- Are stylistic techniques and text features used for engagement?
- Are there outside influences on the author (e.g., personal struggles, accomplishments, other life experiences)?
- Did the author use humour, emotional appeal, and anecdotes appropriately?
- How did the author use language, tone, transitions, examples?
- Is the form appropriate?
- Is the text coherent? Clear? Unified? Organized appropriately?
- Is the text fact or fiction (or a combination)?
- Who is the audience? What is the audience's reaction?

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

### Sample Teaching and Assessment Strategies

- Choose a variety of texts and identify the purpose, intended audience, and messages of each. Discuss why some results may be the same or different between texts.
- Choose a text they have created and make a list of suggested edits. Share with a peer who has also made a list of suggested edits for the same text. Compare and contrast choices to determine the best way to move forward.
- Use unconventional grammar in a rap to create an impression on the reader or listener.
- Write a multi paragraph instructional text (1-1 1/2 pages). When completed, shorten the text to 2/3 of a page and then shorten again to 1/2 a page. Discuss how concise the piece can be before important information is lost.
- Use a teacher approved online discussion forum to receive writing support and suggestions from peers, teachers, and invited guests.

### Consolidation

Students may

- Justify the purpose, intended audience, message, point of view, form, and text features of a text they have created.
- Use rubrics and checklists they have developed with peers and teachers to determine which strategies they used to create a text (see column 2, Focus for Learning for questions to support).
- Write a persuasive essay outlining why a grade should be changed and what the grade should now be.
- Analyze a visual they have created to determine how images, placement, and/or music are used for effect and impact.
- Create a text (e.g., essay, infographic, chart) which contrasts the statements made in two different news articles. Justify the article that is more effective in achieving its purpose and more engaging. Discuss reasons why one may be more effective while the other may be more engaging.
- Critique a movie trailer, discussing whether audience, tone, content, and organization help to achieve the intended purpose.

### Extension

Students may

- Annotate a text they created and share it with their peers. Annotations should focus on aspects that they felt helped it to achieve its purpose as well as strategies they used throughout to make the text more engaging for the audience.

### Resources and Notes



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# Appendices

Appendix A: Planning For Instruction .....	86
Appendix A 1: Suggested Guidelines for Selecting Content .....	86
Appendix A 2: Common Approaches to Instruction .....	87
Appendix B: Questions and Prompts to Scaffold Student Learning .....	89
Appendix B 1: Speaking and Listening .....	89
Appendix B 2: Reading and Viewing .....	90
Appendix B 3: Writing and Representing .....	91
Appendix C: Assessing and Supporting Speaking and Listening .....	92
Appendix D: Informal Debates .....	93
Appendix E: Speaking Cards Activity .....	94
Appendix F: Literary Genres .....	95
Appendix G: Book Clubs .....	97
Appendix H: Literature Circles .....	99
Appendix I: Literary Devices .....	100
Appendix J: Essay Types and Methods of Development .....	101
Appendix K: Characteristics and Elements of Common Text Forms .....	102
Appendix L: Visual and Media Devices .....	103
Appendix M: Modes of Writing .....	104
Appendix N: Sample Writing and Representing Forms .....	105
Appendix O: Transitions .....	106
Appendix P: Scoring Scales .....	107
Appendix Q: Resources .....	108

## Appendix A: Planning for Instruction

### Appendix A1: Suggested Guidelines for Selecting Content

The learning resources authorized by the Department of Education provide a core content to all teachers and students in the province. Opportunity should be provided, however, for students to interact with texts beyond those used for instructional purposes. It is within this context that the following guidelines for selecting content is provided. **Number of products and/or experiences are suggestions only. A greater focus is placed on the study of fiction in English 3201 (approximately 60%).**

Length: dictated by form and grade level	English 1201	English 2201	English 3201
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<b>Speaking and Listening Activities</b>			
Informal speaking and listening experiences can be observed on a continual basis.	Minimum of 2 informal and/or formal speaking Minimum of 2 listening		
Formal speaking experiences involve products produced through processes; these experiences may help students meet outcomes in writing and representing.			

<b>Reading and Viewing Activities</b>			
<b>Poetry</b> ballad, elegy, epic, free verse, blank verse, lyric, narrative, ode, sonnet, etc.	Minimum of 5	Minimum of 8	Minimum of 8
<b>Drama</b> Longer: play, script, excerpt Shorter: monologue, student script, excerpt, etc.	Minimum of 1 longer and 1 shorter	Minimum of 1 longer and 1 shorter	Minimum of 1 longer
<b>Short Prose</b> fiction and nonfiction (essay, short story, article, blog, rant, etc.)	Minimum of 4 fiction, 4 nonfiction	Minimum of 3 fiction, 6 nonfiction	Minimum of 6 fiction, 3 nonfiction
<b>Multimedia</b> film, music, Web sites, commercials, advertisements, podcasts, etc.	Minimum of 5	Minimum of 5	Minimum of 5
<b>Extended Texts</b> (Independent and/or class study) Novel, biography	Minimum of 2	Minimum of 2	Minimum of 2

<b>Writing and Representing Activities</b>			
<b>Transactional</b> persuasive, explanatory, procedural, etc.	Minimum of 2	Minimum of 2	Minimum of 2
<b>Expressive</b> memoir, biography or autobiography, narrative, etc.	Minimum of 1	Minimum of 2	Minimum of 2
<b>Visual/Multimedia</b> web page, model, collage, photo essay, drama, etc.	Minimum of 1	Minimum of 2	Minimum of 2
<b>Inquiry/Research Focused</b> can be writing or representing, may also be incorporated into other texts throughout the year; students should complete at least one formal research paper in 3201	Minimum of 1 (if formal, 2-4 pages with min. four sources)	Minimum of 1 (if formal, 3-5 pages with min. four sources)	Minimum of 1 (3-5 pages with min. four sources)
<b>Poetic</b> poetry, prose poems, songs, rap, spoken word, etc.	Minimum of 1	Minimum of 2	Minimum of 2

## Appendix A2: Common Approaches to Instruction

Atlantic Canada English Language Arts Curriculum: English Language Arts, Grades 10-12 identifies a number of common approaches to instruction. Teachers should use multiple approaches within their English language arts program, including the study of a particular genre. The following chart outlines common approaches to instruction which may be used by teachers.

<b>Sample</b>	<b>Description</b>	<b>Examples</b>	<b>Teacher Roles</b>
<b>Genre Study</b>	This approach involves the in-depth study of a particular genre.	<ul style="list-style-type: none"> <li>drama</li> <li>graphic novels</li> <li>historical fiction</li> <li>poetry</li> <li>political satire</li> </ul>	<ul style="list-style-type: none"> <li>Identify a genre to be studied by the class or provide a framework to investigate various genres.</li> <li>Provide students with texts (or suggestions) from within the chosen genre(s).</li> </ul>
<b>Issue (or essential question)</b>	This approach involves active inquiry focusing on diverse perspectives, experiences and values.	<ul style="list-style-type: none"> <li>employment</li> <li>homophobia</li> <li>prejudices, racism, sexism</li> <li>social networking in the digital world</li> </ul>	<ul style="list-style-type: none"> <li>Provide a framework for inquiry.</li> <li>Guide students in gathering/assessing information.</li> <li>Encourage variety and diversity of opinions.</li> <li>Support the development, and interpretation of investigations, and presentations of findings.</li> </ul>
<b>Theme</b>	This approach involves the creation of and response to a range of texts focused on a central idea.	<ul style="list-style-type: none"> <li>beauty</li> <li>freedom</li> <li>identity</li> <li>love</li> <li>truth</li> </ul>	<ul style="list-style-type: none"> <li>Identify a variety of themes within various resources.</li> <li>Help students choose a theme, suggest strategies for inquiry, and determine a culminating activity.</li> </ul>
<b>Project</b>	This approach focuses on finding information and building knowledge through investigative techniques and processes.	<ul style="list-style-type: none"> <li>art</li> <li>multimedia</li> <li>research</li> <li>sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate topics and tasks.</li> <li>Suggest resources and research strategies.</li> <li>Give feedback and guide decisions about content, form and integration of information.</li> </ul>
<b>Workshop</b>	In this approach, the focus is on the process of creating text or meaning. The workshop can be used in conjunction with other approaches.	<ul style="list-style-type: none"> <li>drama workshop</li> <li>reader's workshop</li> <li>viewer's workshop</li> <li>writer's workshop</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate the planning of activities.</li> <li>Monitor, coach, and provide feedback on individual and group processes.</li> <li>Co-create evaluation criteria.</li> </ul>
<b>Concept</b>	In this approach, experiences and investigations focus on a language arts concept or topic.	<ul style="list-style-type: none"> <li>archetypes</li> <li>imagery</li> <li>satire</li> <li>symbols</li> <li>voice</li> </ul>	<ul style="list-style-type: none"> <li>Suggest resources, questions and directions for inquiry.</li> <li>Coach students in decision making.</li> <li>Give feedback.</li> </ul>

Sample	Description	Examples	Teacher Roles
<b>Major Text</b>	This approach encourages close exploration of diverse aspects of a major work (novel, play, or film) with options to extend experiences with, and responses to, the text.	<ul style="list-style-type: none"> <li>• small group study of a major text</li> <li>• whole class study of a major text</li> <li>• independent study of a major text</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiate a focus and a task as well as an evaluation criteria.</li> <li>• Suggest resources and issues to explore.</li> <li>• Coach students in evaluating and selecting information.</li> <li>• Give feedback.</li> <li>• Ask questions about form and format decisions.</li> </ul>
<b>Author Study</b>	This approach encourages explorations and investigations of specific authors and may include historical and background information, texts, and cultural contexts in which the works were created or set.	<ul style="list-style-type: none"> <li>• facilitate original investigations of authors, filmmakers, poets, and journalists.</li> <li>• help students to research, contact, interview, interpret, and present findings of a local author</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of authors for which resources are available.</li> <li>• Negotiate focus, strategies, and task.</li> <li>• Coach students on strategies for the selection and integration of information.</li> <li>• Coach students on decision making about content and form.</li> </ul>
<b>Historical Geographical Cultural Exploration</b>	This approach centers on a range of works representing particular times, places, and cultures.	<ul style="list-style-type: none"> <li>• genocide</li> <li>• the Holocaust</li> <li>• Newfoundland and Labrador writers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of topics for which resources are available.</li> <li>• Negotiate focus, strategies, and tasks.</li> <li>• Ask questions and suggest directions to extend the inquiry.</li> <li>• Give feedback.</li> <li>• Suggest areas and issues for further development.</li> </ul>

Adapted with permission from the Province of Nova Scotia, Department of Education and Early Childhood Education, *Teaching in Action, Grades 10–12: A Teaching Resource*, 2011, pp. 85–87.



## Appendix B: Questions and Prompts to Scaffold Student Learning

### Appendix B1: Speaking and Listening

<b>Effective Speaking</b>
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• How can you ensure that others have an opportunity to be heard respectfully?</li> <li>• How can you politely disagree with someone's opinions and offer your own ideas respectfully?</li> <li>• What are some rules for small group discussion?</li> <li>• What steps did you follow to prepare for the presentation? Which steps were the most helpful?</li> <li>• What steps have you followed to make your presentation clear and easy to follow?</li> <li>• Who is your intended audience? What will you include to explain/describe/convince/persuade/entertain your audience?</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• How did your body language help introduce, explain and summarize this topic?</li> <li>• How did you capture and hold the audience's attention?</li> <li>• What techniques did you use to highlight key points?</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• How would you evaluate your presentation? What were its strengths? What do you want to improve?</li> <li>• What feedback have you received from others that you will incorporate into your next presentation?</li> <li>• What is a goal for your next informal talking activity?</li> <li>• What is a goal for your next speaking activity? What would help you become a better speaker?</li> <li>• What would help make you and others more confident when having conversations?</li> </ul>
<b>Effective Listening</b>
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• What strategy most effectively helps you to remember ideas and facts presented? What other strategies might you try?</li> <li>• What would you consider to be your strengths as a listener?</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• How did you ask for clarification on complex topics? How did the discussion help with this topic?</li> <li>• In what ways did you encourage the person who was speaking?</li> <li>• What did the speaker do to sustain your attention?</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Can you give an example of how the speaker used or might have used humour, repetition and gestures?</li> <li>• How did you distinguish between fact and opinion? Provide an example of each.</li> <li>• What did the speaker deliberately leave out of the presentation to support his or her own bias?</li> <li>• What do you think the speaker wanted you to understand about the topic? What evidence did they provide? How did he/she go about persuading you?</li> <li>• What opposing viewpoints were presented? In what ways have you changed your viewpoint? What words and images did the presenter use to help you better understand the topic? How did he/she help you remember the presentation?</li> </ul>

## Appendix B2: Reading and Viewing

### Building Strategies

#### Before

- Preview the informational text. How is it organized? What sections do you think will give you the most information? The least? In what ways might this help you understand the material?
- What do you predict will be the problem or struggle in the story? Why?
- What is your purpose in reading this text? What questions do you have before you begin to read?
- What predictions can you make about this novel? (before and after reading first page)

#### During

- How does rereading/reading ahead/skimmming/scanning help you understand the text?
- How do the text features help you to understand what you have read?
- If you come to words you don't know or understand, what strategies do you use to figure them out?
- Which part of the story so far has been the most challenging for you to understand? Why?

#### After

- How different would the story be if it was told from another perspective? In what ways have your predictions been validated, or not?
- What questions do you still have that you would like to clarify by rereading?
- What types of self-correcting strategies did you use when a passage didn't make sense?
- What was the author's intent in writing this? What was the bias?

### Exploring Text

#### After reading/viewing a text:

- Did the author try to persuade you in any way? How?
- How can you apply the information you learned to an issue or problem in today's world? In what ways did the weaknesses/strengths of the character affect the chain of events in the story?
- What connections did you make to the character's feelings?
- What details/evidence led you to your understanding of the character's personality?
- What new information did you learn from reading and viewing this text? How did it change your thinking about the topic? What evidence from the selection supports your new thinking?
- What were the key ideas in the information you read/viewed? Why were they important?
- Which event would you identify as the critical event? How did it trigger subsequent events?

### Making Connections

- At what point in the story did you wonder about the resolution of the problem?
- Can you identify the facts? The opinions? Describe how the protagonist/antagonist exhibited\_\_\_\_\_ (e.g., kindness/cruelty, fairness/unfairness).
- Describe your favourite genre. What is it that engages you?
- How does one theme serve to represent two different texts?
- What characteristics or elements does the author/creator use? How does he or she make them stand out?
- What events led up to the climax of the story? What was the anticlimax?
- What patterns did you recognize in the story? Explain. How did this help you to predict events?
- What themes are addressed in the story?

## Appendix B3: Writing and Representing

### Creating Text

- How do the visuals support your work? How has the organization of this piece of research helped the readers understand your message and information? What evidence is there in your conclusion to support your viewpoint?
- How will your audience know about your personal interest in the topic?
- What information about this form and genre can help you organize your writing or product?
- What part of this text do you feel is particularly strong?
- What techniques did you use in your writing or representing to keep your audience's interest?
- Where have you attempted to create mood? What word and sentence choices show that?
- Who is your audience? How did you craft this piece of writing or product specifically for your audience? How did knowing the audience influence the form, style, and word choice?

### Developing Approaches to Text

- Find two ideas/sentences that can be combined. How can you create a more interesting sentence?
- Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings?
- Highlight the part of your work which best reflects your personal voice.
- How and where did peer editing influence the revision of your work?
- How can you begin in a way that starts in the middle of the action or begins with dialogue?
- How did using criteria help you when editing someone else's work?
- How did you organize your work? What sources did you use?
- In what ways did you develop your characters (e.g., through dialogue, description, actions)?
- Is there a part of your text you would like to revise? What would you focus upon in revision?
- Read your writing aloud. What trait is the strongest? Why do you feel this way?
- What are your goals for your next piece of writing/representation?
- What word(s) or element(s) contribute the most to expressing emotion?
- What would be the best presentation style and format for your published work?

### Developing Ability to Use Features of Language in Writing

- Can you point out the clauses in this sentence that could have been arranged differently for dramatic effect?
- When you cite the work of other authors, how do you acknowledge that source for your readers? Why must you acknowledge the source?
- What sources can you examine to provide more variety in word choice to prevent the overuse of words?
- How can you indicate to the reader that this part of your piece is dialogue, and help them identify which character is speaking?
- How many sources have you cited for your work? Where are your references?
- How reliable/reputable are the sources? How do you know?
- How did using technology help you with your revision and editing?
- Read your piece aloud. Is your voice coming through? Explain.

## Appendix C: Assessing and Supporting Speaking and Listening

Informal assessments can be used to assess achievement. Most students will need opportunities in a small group situation to rehearse, receive feedback and revise their presentations. When assessing speaking and listening:

- teachers should have clear expectations for students
- speaking skills can be assessed using an observational approach
- a structured assessment approach may be used where the student is asked to perform one or more specific oral communication tasks
- student portfolios can include reflections, listener and observer responses, peer and self-assessments
- students can answer selected response questions that address literal and inferential comprehension after completing a listening activity
- students can self-assess to reflect on their own and others' perceptions of them as speakers and listeners
- using checklists co-constructed with students, teachers can determine student proficiency

To support students, if you notice that ...	you need to ...
A student is reluctant to participate in group discussions	<ul style="list-style-type: none"> <li>• provide opportunity to share in other ways</li> <li>• pair students (then create small groups before moving to a whole group)</li> </ul>
A student has difficulty following oral directions	<ul style="list-style-type: none"> <li>• give one or two directions at a time</li> <li>• ask the student to paraphrase the directions given</li> <li>• provide written or visual instructions</li> </ul>
A student struggles to summarize what was said	<ul style="list-style-type: none"> <li>• activate prior knowledge or provide an outline</li> <li>• provide a structure to support the student</li> <li>• model summarizing techniques</li> </ul>
A student does not ask clarifying questions of another speaker	<ul style="list-style-type: none"> <li>• prompt the student to ask questions</li> <li>• model different types of questions</li> <li>• allow the student to write questions</li> <li>• encourage investigation of questions others ask</li> </ul>
A student is not respectful of the ideas and opinions expressed by others	<ul style="list-style-type: none"> <li>• model appropriate behaviour</li> <li>• generate a list of group norms</li> <li>• pair the student with a student who will model positive behaviour</li> <li>• provide the student with a protocol for participation</li> </ul>
A student has difficulty evaluating the effectiveness of a speaker	<ul style="list-style-type: none"> <li>• provide criteria for evaluation</li> <li>• model effective and ineffective presentations</li> </ul>
A student has difficulty expressing his or her own ideas and opinions	<ul style="list-style-type: none"> <li>• allow the student to express ideas in writing or through other representations</li> <li>• encourage sharing with a partner, then a group</li> <li>• encourage the student to create a video of themselves speaking that they can view on their own</li> </ul>
A student excels at engaging an audience of their peers	<ul style="list-style-type: none"> <li>• challenge the student to engage an unfamiliar audience</li> </ul>
A student excels at persuading someone to agree with his or her opinion	<ul style="list-style-type: none"> <li>• challenge the student to argue a viewpoint that opposes his or her own</li> </ul>

## Appendix D: Informal Debates

This guide may be used to help plan and prepare a classroom debate. A traditional debate format may be used. However, other debate strategies can also be used as a variation to involve the whole class.

### Tag Team Debate

This strategy can be used as a more informal type of debate where students may feel uncomfortable with a traditional debate process. As well, teams could be larger in order to involve more students. This would also take less time to complete. However, preparation on the part of each team is important.

The following steps may be used:

1. Teams can have four or more members.
2. Each team is given a set amount of time to present a point of view.
3. One team member begins to speak.
4. When finished, another team member will continue the argument.
5. If another team member feels they have a good point to make, they can signal the person already speaking that they are ready to speak.

### Four Corners Debate

This strategy requires four pieces of paper to be posted in four corners of the room. Each piece of paper has one of the following written on it: Strongly Disagree, Disagree, Agree, Strongly Agree.

Once complete, the following steps may be followed:

1. Introduce a controversial statement which is of relevance to students.
2. Ask students to move to the corner which reflects their position.
3. Give groups a few minutes to discuss their reasoning and form a group argument.
4. One or two students from each group presents their arguments.
5. Students from other corners may move to another group if they have been persuaded by their arguments.

### Three Card Strategy

This strategy can be used to help students gather information for a debate or simply to have them gain practice in speaking. This activity allows all students an opportunity to participate in class discussions. As well, students gain an appreciation for 'thinking' before speaking.

The following steps may be used:

1. Give each student two or three blank cards.
2. Provide students with a discussion prompt.
3. Students must raise one card to make a comment or pose a question.
4. Each card can be used only once.
5. Once all cards have been used, the cycle may begin again.

### Traditional Debate Structure

This method requires time for research, written preparation and debate preparation.

Once complete, the following steps may be followed:

Round 1 – Opening Statement – One team member from each team (captain) states the topic and tells why they are arguing for or against this topic.

Round 2 – Other team members on each team take turns to present their arguments.

Round 3 – A cross-examination occurs where teams question each other.

Round 4 – Closing statements occur where teams sum up their arguments, explaining why the audience should vote for or agree with their side.

### Other strategies which may be used as debate activities:

- Role-plays
- Fishbowl strategy
- Tennis Ball Debate
- Think-Pair-Share
- Graphic organizers to make comparisons

## Appendix E: Speaking Cards Activity

In pairs, students will take turns choosing a card and responding to the question or situation posed on the card.

For example:



Speaking Card Ideas:

Written Prompt	Visual Prompt
Describe what happened to cause the situation below.	Person levitating
Describe what happened right after this photo was taken.	Accident
Tell the story of the person who owns these objects.	Messy house, Collectibles
Create a word that will be added to the dictionary. What does it mean? Is it a noun? Verb? Adjective? Etc.	Question mark
Explain the journey of a coin from the Royal Canadian Mint to your pocket.	Coin
What movie character would you choose to be and why?	Movie reel
What do English teachers do for fun?	Teacher

## Appendix F: Literary Genres

Genre is the term used to describe the various types of literature. It is a French term derived from the Latin *genus/generis*, meaning “type”. Genre designates forms of literature into classifications according to the formal structures, the treatment of subject matter, or both. Grouping literary works together in this way is beneficial because it:

- offers an orderly way to talk about literature
- allows learners to have a better idea of the intended overall structure of the text and/or subject
- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre

Providing students with varied opportunities to experience and respond to a wide range of literary genres, enables them to:

- construct and elaborate upon their own interpretations
- increase their awareness of form and technique
- appreciate the range and power of language
- develop as critical readers, writers, and thinkers
- develop a lifelong habit of reading as a rewarding leisure time pursuit

The following chart lists selected types of literary genres, both nonfiction and fiction, with a description for each.

Literary Genres	
Genre	Description
Adventure	Adventure provides the reader with the opportunity to explore circumstances in which the characters experience new situations, overcome adversity, and grow as individuals.
Autobiography	A story of one’s life as written by oneself.
Biography	A written account of the series of events that make up a person’s life.
Cross-genre	Includes books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story).
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or one play.
Essay	A short literary composition that reflects the author’s outlook or point of view.
Expository Text	Expository text explains or provides direction.
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale.
Fairy Tale	A story about magical and imaginary beings and lands.



Fantasy	Fiction with strange or other worldly settings or characters; fiction which invites suspension of reality (fantasy animal stories, ghost stories, supernatural fiction, time fantasy, space fiction).
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact.
Fiction in Verse	Full length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form.
Folklore	The songs, stories, myths, and proverbs of a people or “folk” as handed down by word of mouth.
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction).
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader.
Humour	Fiction full of fun, fancy, and excitement, meant to entertain; can be contained in all genres.
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas.
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material.
Memoir	An account or reflection of a particular event, time, or period in a person’s life.
Messaging Text	Computer mediated language presented in a range of text messaging formats and resembles typed speech.
Mystery	Fiction dealing with the solution of a crime or the unravelling of secrets.
Mythology	Legend or traditional narrative, often based in part on historical events, that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Nonfiction	Factual information presented in a format which tells a story.
Nonfiction	Informational text dealing with an actual, real life subject.
Poetry	Verse and rhythmic writing with imagery that creates emotional responses.
Realistic Fiction	Stories that often focus on universal human problems and issues. Although it comes from the writer’s imagination, it is realistic.
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets.
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters.
Speech	Public address or discourse.
Tall Tale	Humorous story with exaggerations and heroes who do the impossible.



## Appendix G: Book Clubs

### What are book clubs?

Book Clubs are patterned on adult reading groups that have become very popular. In book clubs:

- Students choose their own reading materials and form groups of 3-6, based upon book choice
- Grouping is by text choice, not ability
- Different groups read different books and meet on a regular basis
- Members write notes to guide their reading and discussion
- Although called Book Clubs, this format can be used for any text form
- Discussion comes from the students and is based on personal responses, connections, and question
- The teacher acts as a facilitator, fellow reader, and observer
- Discussions may range from fifteen minutes to one hour
- Assessment is by teacher observation and tasks completed by students

*Adapted from Harvey Daniels & Nancy Steineke Mini Lessons for Literature Circles*

### How do students choose their texts and book clubs?

Students may choose books using a variety of methods. They may:

- Choose based on advice from a peer or teacher (or a book talk by a teacher)
- Decide to read a book because it is part of a series in which they have an interest
- Choose from books that are readily available as part of their classroom or school library
- Participate in a book pass approach where many books are passed around the classroom and students have an opportunity to view/read each one for three to four minutes; they may rate each book and decide the one that best suits them (they may decide on several books and read them over a few months)

### How can I ensure that students “get the true meaning” out of the text and fully understand it when I am not teaching a whole class novel?

The book club approach requires shifts in thinking from teacher-centered pedagogy to student-centered pedagogy where:

- every reader’s reading of the text has validity, not just the teacher’s reading of the text
- students can move from a passive positioning in their response to reading and learning to an active one when their thinking is validated
- when teachers’ model, coach, scaffold and guide students in their reading by sharing their own thinking about a text, they gradually release the responsibility so that students can assume the responsibility
- students construct meaning as a result of their own thinking and as a result of the ‘authentic dialogue’ with their peers and often arrive at a deeper appreciation and understanding of elements of the text than they would if all students read the same novel and studied it with conventional questions in a teacher directed manner
- ultimately, a community of readers is created in the classroom where the 5 elements of collaborative learning are in place to construct knowledge (interdependence, accountability, face-to-face interaction, social skills, processing)

**How can I teach lessons when each group is reading a different text?**

The lesson content will shift from the content of the text to the skills required to understand the text and its themes. Rather than a lesson on character, the lesson will focus on the four methods of characterization applied to an excerpt from a text. Students then apply the four methods to characters in their own texts. Full class lessons provide the place for teachers to introduce students to a variety of reading skills (predicting, inferring, connecting, visualizing, determining importance, questioning, synthesizing, and monitoring understanding) and literary skills that they can apply to their various texts. These mini-lessons provide the focus of examination of the text for book club discussions.

**How long does a book club unit last?**

This depends on the text that is chosen. A short text like a newspaper article may be a one period book club. Book Clubs may meet 5 times for a full length novel. These 5 meetings would be interspersed with mini-lessons, reading time and other activities so that the 5 dates are not consecutive.

**How do assessment *for*, *as* and *of* learning work in this structure?**

The tasks that students must complete for book clubs are generally related to the Reading Expectations of : 1. Reading for Meaning, 2. Understanding Form and Style, 3. Reading with Fluency, and 4. Reflecting on Skills and Strategies. Once students have practiced the skills, there can be assessment of their learning. There will be several book club discussions taking place in the classroom at one time, so it is best to assess one or two groups per book club class. Not all book clubs need to be assessed every time they meet. Students should be encouraged to reflect on (assessment as learning) their Book Club experiences and how they are developing as readers.

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

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

Adapted from Frequently Asked Questions About Book Clubs

Rachel Cooke – Instructional Leader English/Literacy

**Teacher Resources for Establishing Amazing Book Clubs**

*Allen, Janet. Inside Words. Portland: Stenhouse Publishers, 2007. ISBN 978-1-57110-399-4*

*Brailsford, A. & Coles, J. Book Talk: The Power of Book Clubs in the Middle Grades. Markham: Scholastic Canada, 2008. ISBN 9 780779 166817*

*Cooke, Rachel et al. Constructing Meaning: Skills for Understanding Contemporary Texts. Canada: McGraw-Hill Ryerson, 2013. ISBN 978-125907599-5*

*Daniels, H. & Steineke N. Mini-lessons for Literature Circles. Portsmouth: Heinemann, 2004. ISBN 0-325-00702-0*  
[www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf](http://www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf) • PDF file

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

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

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

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

## Appendix H: Literature Circles

Literature Circles allow students to respond to a text as a group. Each student within the group will have a specific role which will change each day. The role is briefly explained and potential questions are presented. Students will be assigned specific sections of the novel to read in preparation for each class. During class students will discuss the novel in their groups and record information based on their role. Assessment may be based on preparation, written work, class discussions, peer and self-assessment.

Role	Responsibility	Sample questions
Cartographer	map maker who traces the journey (literally and/or metaphorically) that the protagonist makes	<ul style="list-style-type: none"> <li>• What is the nature of this journey?</li> <li>• What best describes the character's growth?</li> <li>• Who assists the protagonist; who doesn't?</li> <li>• What connotations do journeys hold?</li> </ul>
Connector	makes the link between the assigned selection and the large picture (connect the passages to own life, school life, other works studied, current events, etc.)	<ul style="list-style-type: none"> <li>• What connections can you make to your own life?</li> <li>• What other texts/characters can this compare with?</li> <li>• What does this work say about the world at large?</li> <li>• What is the most interesting connection?</li> <li>• What real people/events come to mind?</li> </ul>
Discussion Director	facilitator who leads discussion and ensures that members of the group stay on topic (discuss the larger issues of the book or major themes within the work)	<ul style="list-style-type: none"> <li>• What is the most significant episode/event?</li> <li>• What do you like/dislike about this selection?</li> <li>• What do you think will happen next? Why?</li> <li>• How does this reading tie into the whole novel?</li> <li>• What thoughts occurred to you as you read?</li> </ul>
Illustrator	visual artist who draws a scene or creates a visual (e.g., cartoon sequence, to show significance or plot of a scene) and uses labels or captions to clarify	<ul style="list-style-type: none"> <li>• What do you think this picture means?</li> <li>• How does this drawing relate to the story?</li> <li>• Who and what are represented here?</li> <li>• How does this illustration connect to the novel?</li> <li>• Why did you create this particular visual this way?</li> </ul>
Maestro	deejay who controls the music list and selects at least one song that relates to today's reading (bring lyrics and/or music to class)	<ul style="list-style-type: none"> <li>• I selected this music because it reminds me...</li> <li>• This music characterizes...</li> <li>• The overall connection between this music and these chapters is...</li> <li>• The tone best suits because...</li> </ul>
Motif Seeker	seeks meaning in the mundane, symbols in the settings and allusions throughout; argues characters, scenes, objects or represents more than meets the eye	<ul style="list-style-type: none"> <li>• What key elements appear in this passage?</li> <li>• How heavily symbolic are key objects?</li> <li>• What is the purpose of particular motifs or symbols?</li> <li>• What allusion was not readily apparent and why?</li> <li>• What is revealed about character, setting, etc.?</li> </ul>
Interpreter	becomes the identity of a key character, item, object, or element from the section read; writes a journal entry from that point of view	<ul style="list-style-type: none"> <li>• What are personal characteristics or traits?</li> <li>• What big decisions did he/she have to make?</li> <li>• What obstacles had to be overcome?</li> <li>• Why was that particular character or object chosen?</li> <li>• What was the contribution of that character or object?</li> </ul>

## Appendix I: Literary Devices

Students will discuss literary and other devices as they relate to particular texts. Some of these include:

- |                |   |   |
|----------------|---|---|
| • allegory     | • dominant impression                   | • personification   |
| • alliteration | • epiphany                              | • point of view (first, second, third limited/omniscient) |
| • allusion     | • euphony                               | • protagonist   |
| • anachronism  | • extended metaphor                     | • pun   |
| • analogy      | • fallacy                               | • purpose   |
| • antagonist   | • figurative language                   | • refrain   |
| • apostrophe   | • flashback                             | • rhetorical question                                     |
| • archetype    | • foil                                  | • sarcasm   |
| • assonance    | • foreshadowing                         | • satire  |
| • atmosphere   | • hubris                                | • setting   |
| • cacophony    | • hyperbole                             | • speaker   |
| • catharsis    | • imagery                               | • simile  |
| • cliché       | • irony (dramatic, situational, verbal) | • stanza  |
| • comparison   | • juxtaposition                         | • stereotype  |
| • composition  | • metaphor                              | • suspense  |
| • complication | • mood                                  | • symbolism   |
| • conflict     | • motif                                 | • temporal reference                                      |
| • connotation  | • narrator                              | • theme   |
| • consonance   | • onomatopoeia                          | • thematic statement                                      |
| • context      | • oxymoron                              | • thematic topic  |
| • contrast     | • paradox                               | • tone  |
| • denotation   | • paraphrase                            | • transitions   |
| • diction      | • parallel structure                    |   |

## Appendix J: Essay Types and Methods of Development

Essay Type	Characteristics
Description	<ul style="list-style-type: none"> <li>• appeals to the senses</li> <li>• connects with the reader on an emotional level</li> <li>• leaves a clear impression</li> <li>• may be objective or subjective</li> <li>• provides the reader with vivid detail and a clear image</li> <li>• uses vivid language</li> </ul>
Exposition	<ul style="list-style-type: none"> <li>• includes a clear thesis statement</li> <li>• includes evidence to support ideas</li> <li>• transitions are clear and logical</li> <li>• used to provide additional information or clarification of a topic</li> </ul>
Narration	<ul style="list-style-type: none"> <li>• often uses first person</li> <li>• may be written in chronological order or may be written as an informative narrative (i.e., not follow the chronological storyline)</li> <li>• may include the parts of a story (character, plot setting, suspense, climax, etc.)</li> <li>• often anecdotal and personal which readers can relate to</li> </ul>
Argumentation/ Persuasion	<ul style="list-style-type: none"> <li>• argumentative writing offers credible reasons, facts, and evidence to convince the reader that the point of view is valid and deserves consideration</li> <li>• persuasive writing blends facts and emotions in an attempt to convince the reader to agree with the writer</li> <li>• similar to exposition but usually require detailed research which enables the writer to choose a position and support it using research</li> </ul>

All essay types may be created using one or more of the following methods of essay development:

- cause and effect
- classification and division
- comparison and contrast
- definition
- examples and illustration
- process analysis

## Appendix K: Characteristics and Elements of Common Text Forms

Text Form	Sample elements and/or devices which may be associated with common text forms:		
Drama/Plays	<ul style="list-style-type: none"> <li>• act</li> <li>• action</li> <li>• aside</li> <li>• chorus</li> <li>• comic relief</li> </ul>	<ul style="list-style-type: none"> <li>• dialogue/voice</li> <li>• monologue</li> <li>• prologue</li> <li>• scene</li> <li>• screenplay</li> <li>• script</li> </ul>	<ul style="list-style-type: none"> <li>• soliloquy</li> <li>• stage directions</li> <li>• stereotype</li> <li>• tragedy</li> <li>• tragic hero</li> </ul>
Short Story/ Narrative	<ul style="list-style-type: none"> <li>• antagonist</li> <li>• anticlimax</li> <li>• atmosphere</li> <li>• character</li> <li>• climax</li> <li>• conflict</li> <li>• denouement</li> <li>• exposition</li> </ul>	<ul style="list-style-type: none"> <li>• falling action</li> <li>• frame story</li> <li>• irony</li> <li>• juxtaposition</li> <li>• message</li> <li>• mood</li> <li>• narrator</li> <li>• plot</li> </ul>	<ul style="list-style-type: none"> <li>• point of view</li> <li>• protagonist</li> <li>• resolution</li> <li>• rising action</li> <li>• setting</li> <li>• subplot</li> <li>• suspense</li> <li>• theme</li> </ul>
Poetry (ballad, elegy, epic, free verse, blank verse, lyric, narrative, ode, sonnet, villanelle, etc.)	<ul style="list-style-type: none"> <li>• allegory</li> <li>• alliteration</li> <li>• assonance</li> <li>• blank verse</li> <li>• cacophony</li> <li>• consonance</li> <li>• couplet</li> <li>• enjambment</li> <li>• euphony</li> <li>• feet</li> </ul>	<ul style="list-style-type: none"> <li>• hyperbole</li> <li>• iambic pentameter</li> <li>• imagery</li> <li>• irony</li> <li>• line</li> <li>• metaphor</li> <li>• mood</li> <li>• onomatopoeia</li> <li>• paradox</li> <li>• personification</li> </ul>	<ul style="list-style-type: none"> <li>• point of view</li> <li>• quatrain</li> <li>• repetition</li> <li>• rhyme/rhythm</li> <li>• sestet/tercet</li> <li>• simile</li> <li>• stanza</li> <li>• symbol</li> <li>• tone</li> <li>• verse</li> </ul>
Informational	<ul style="list-style-type: none"> <li>• appendix</li> <li>• bold print</li> <li>• bullet</li> <li>• caption</li> <li>• chart/table</li> <li>• colour</li> <li>• cross section</li> <li>• diagram</li> <li>• drawing</li> <li>• figure</li> </ul>	<ul style="list-style-type: none"> <li>• glossary</li> <li>• graph</li> <li>• heading</li> <li>• index</li> <li>• italics</li> <li>• label</li> <li>• map</li> <li>• overlay</li> <li>• photo</li> <li>• preface</li> </ul>	<ul style="list-style-type: none"> <li>• pronunciation guide</li> <li>• sidebar</li> <li>• sketch</li> <li>• speech balloon</li> <li>• subheading</li> <li>• table of contents</li> <li>• text box</li> <li>• timeline</li> <li>• title</li> </ul>

## Appendix L: Visual and Media Devices

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

<b>Elements</b>	<ul style="list-style-type: none"> <li>• angle</li> <li>• asymmetry</li> <li>• background</li> <li>• balance</li> <li>• colour</li> <li>• composition</li> <li>• contrast</li> </ul>	<ul style="list-style-type: none"> <li>• dominant image</li> <li>• focal point</li> <li>• focus (in or out)</li> <li>• font</li> <li>• foreground</li> <li>• frame</li> <li>• lighting</li> <li>• line</li> </ul>	<ul style="list-style-type: none"> <li>• panel</li> <li>• perspective</li> <li>• proportion</li> <li>• scale</li> <li>• shadow</li> <li>• symbol</li> <li>• symmetry</li> </ul>
<b>Form</b>	<ul style="list-style-type: none"> <li>• caricature,</li> <li>• collage</li> <li>• editorial cartoon</li> </ul>	<ul style="list-style-type: none"> <li>• comic strip</li> <li>• graphics</li> <li>• photo essay</li> </ul>	<ul style="list-style-type: none"> <li>• poster</li> <li>• print</li> <li>• storyboard</li> </ul>

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

<b>Media Devices</b>	<ul style="list-style-type: none"> <li>• advertisement</li> <li>• agenda</li> <li>• bias</li> <li>• blog</li> <li>• brochure</li> <li>• caption</li> <li>• commercial</li> <li>• deconstruct</li> <li>• demographic</li> <li>• dialogue bubbles</li> <li>• endorsement</li> <li>• format</li> </ul>	<ul style="list-style-type: none"> <li>• headline</li> <li>• hypertext</li> <li>• icon</li> <li>• image</li> <li>• intent</li> <li>• lead</li> <li>• logo</li> <li>• mass media</li> <li>• media</li> <li>• media strategies*</li> <li>• medium</li> <li>• message</li> </ul>	<ul style="list-style-type: none"> <li>• motive</li> <li>• podcast</li> <li>• poster</li> <li>• product</li> <li>• product placement</li> <li>• propaganda</li> <li>• speech balloon</li> <li>• subliminal message</li> <li>• subtext</li> <li>• target audience</li> <li>• Web page</li> <li>• white space</li> </ul>
<b>Media Strategies</b>	<ul style="list-style-type: none"> <li>• bandwagon</li> <li>• cartoon/cute characters</li> <li>• celebrity endorsement</li> </ul>	<ul style="list-style-type: none"> <li>• emotional appeal</li> <li>• facts and figures</li> <li>• gender/sex appeal</li> <li>• name calling</li> <li>• plain folks</li> </ul>	<ul style="list-style-type: none"> <li>• shock appeal</li> <li>• snob appeal</li> <li>• testimonials</li> <li>• humour</li> </ul>

## Appendix M: Modes of Writing

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

Mode	Description	Sample Formats
<b>Expressive</b>	<ul style="list-style-type: none"> <li>• Often colloquial and spontaneous</li> <li>• Used to express personal feelings, describe personal experiences and articulate personal opinions</li> <li>• Often written in the first person point of view</li> <li>• Audience may be less important than what the student has to say</li> </ul>	<ul style="list-style-type: none"> <li>• Blog</li> <li>• Collage</li> <li>• Journal response</li> <li>• Learning log</li> <li>• Memoir/autobiography</li> <li>• Painting or Photograph</li> <li>• Photo essay</li> <li>• Reflective paragraph</li> <li>• Some friendly or personal letters, emails or messages</li> <li>• Storyboard</li> <li>• Thank-you note</li> </ul>
<b>Transactional</b>	<ul style="list-style-type: none"> <li>• Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text)</li> <li>• Primarily used to record and convey information</li> <li>• Sometimes used to provide directions or instructions</li> <li>• Sometimes used to organize or summarize factual information</li> <li>• Sometimes used to report or explain information</li> <li>• Sometimes uses standard formats (e.g., spacing, headers, font sizes)</li> </ul>	<ul style="list-style-type: none"> <li>• Biography</li> <li>• Brochure</li> <li>• Business letter</li> <li>• Directions, instructions, or map</li> <li>• Documentary or timeline</li> <li>• Feature or news article</li> <li>• Formal paragraph (e.g., paraphrase, summary)</li> <li>• Meeting minutes</li> <li>• Newsletter</li> <li>• Public service announcement or advertisement</li> <li>• Questionnaire or survey</li> <li>• Recipe</li> <li>• Report (e.g., financial, scientific, research)</li> <li>• Resume or CV</li> </ul>
<b>Poetic</b>	<ul style="list-style-type: none"> <li>• Often planned using recognized processes (e.g., creating more than one draft of the text)</li> <li>• Primarily used to express creativity</li> <li>• Sometimes presented from an identifiable point of view</li> <li>• Sometimes uses standard formats (e.g., spacing, headers font sizes)</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic story</li> <li>• Movie or Video</li> <li>• Music</li> <li>• Poetry</li> <li>• Script or screenplay</li> <li>• Short story</li> <li>• Song</li> </ul>



## Appendix N: Sample Writing and Representing Forms

Some writing forms may include:

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

## Appendix O: Transitions

**Transition words and phrases are used to connect one thought or idea to the next. They help to make a text coherent and may be used:**

- between sections (in long works, transitional paragraphs summarize information previously covered and make a connection to the following section)
- between paragraphs (a word, phrase, or sentence at the beginning or end of a paragraph which connects the two paragraphs)
- within paragraphs (single words or short phrases which help readers anticipate information that will follow or that there is a further direct connection)

**Transitions within and between paragraphs may be divided into several categories. For example:**

<b>Additional Support</b>	<b>Temporal/ Chronological</b>	<b>Contrast/ Oppositional</b>	<b>Spatial/ Place/ Position</b>	<b>Conclusion/ Summary</b>
<ul style="list-style-type: none"> <li>• additionally</li> <li>• again</li> <li>• also</li> <li>• and, or, nor</li> <li>• as well</li> <li>• besides</li> <li>• equally important</li> <li>• finally</li> <li>• first</li> <li>• further</li> <li>• furthermore</li> <li>• in addition</li> <li>• last, lastly</li> <li>• next</li> <li>• secondly, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• after</li> <li>• afterward</li> <li>• at last</li> <li>• before</li> <li>• currently</li> <li>• during</li> <li>• earlier</li> <li>• immediately</li> <li>• later</li> <li>• meanwhile</li> <li>• recently</li> <li>• simultaneously</li> <li>• so far</li> <li>• subsequently</li> <li>• then</li> <li>• while</li> </ul>	<ul style="list-style-type: none"> <li>• after all</li> <li>• and yet</li> <li>• at the same time</li> <li>• but</li> <li>• however</li> <li>• in contrast</li> <li>• in spite of</li> <li>• nevertheless</li> <li>• nonetheless</li> <li>• notwithstanding</li> <li>• on the contrary</li> <li>• otherwise</li> <li>• though</li> <li>• until</li> <li>• yet</li> </ul>	<ul style="list-style-type: none"> <li>• above</li> <li>• adjacent</li> <li>• adjacent to</li> <li>• below</li> <li>• beyond</li> <li>• here</li> <li>• in back</li> <li>• in front</li> <li>• nearby</li> <li>• neighbouring on</li> <li>• opposite to</li> <li>• there</li> <li>• wherever</li> </ul>	<ul style="list-style-type: none"> <li>• briefly</li> <li>• finally</li> <li>• in a word</li> <li>• in brief</li> <li>• in conclusion</li> <li>• in short</li> <li>• in summary</li> <li>• in the end</li> <li>• in the final analysis</li> <li>• on the whole</li> <li>• thus</li> <li>• to conclude</li> <li>• to summarize</li> <li>• to sum up</li> </ul>

## Appendix P: Scoring Scales

<b>Analytical Essay Scoring Guide</b>			
<b>Content</b>	<b>Score</b>	<b>Composition</b>	<b>Score</b>
<b>Outstanding</b> <ul style="list-style-type: none"> <li>treatment of prompt</li> <li>selection of references</li> <li>explanation of references</li> <li>insights about text</li> </ul>	9-10	<b>Outstanding</b> <ul style="list-style-type: none"> <li>coherence</li> <li>diction</li> <li>mechanics</li> <li>organization</li> </ul>	9-10
<b>Strong</b> <ul style="list-style-type: none"> <li>treatment of prompt</li> <li>selection of references</li> <li>explanation of references</li> <li>insights about text</li> </ul>	7-8	<b>Strong</b> <ul style="list-style-type: none"> <li>coherence</li> <li>diction</li> <li>mechanics</li> <li>organization</li> </ul>	7-8
<b>Satisfactory</b> <ul style="list-style-type: none"> <li>treatment of prompt</li> <li>selection of references</li> <li>explanation of references</li> <li>insights about text</li> </ul>	5-6	<b>Satisfactory</b> <ul style="list-style-type: none"> <li>coherence</li> <li>diction</li> <li>mechanics</li> <li>organization</li> </ul>	5-6
<b>Limited</b> <ul style="list-style-type: none"> <li>treatment of prompt</li> <li>selection of references</li> <li>explanation of references</li> <li>insights about text</li> </ul>	3-4	<b>Limited</b> <ul style="list-style-type: none"> <li>coherence</li> <li>diction</li> <li>mechanics</li> <li>organization</li> </ul>	3-4
<b>Inadequate</b> <ul style="list-style-type: none"> <li>treatment of prompt</li> <li>selection of references</li> <li>explanation of references</li> <li>insights about text</li> </ul>	0-2	<b>Inadequate</b> <ul style="list-style-type: none"> <li>coherence</li> <li>diction</li> <li>mechanics</li> <li>organization</li> </ul>	0-2

<b>Personal Response Scoring Scale</b>	
<b>Outstanding</b> <ul style="list-style-type: none"> <li>content with support</li> <li>diction</li> <li>mechanics</li> <li>organization</li> <li>voice</li> </ul>	9-10
<b>Strong</b> <ul style="list-style-type: none"> <li>content with support</li> <li>diction</li> <li>mechanics</li> <li>organization</li> <li>voice</li> </ul>	7-8
<b>Satisfactory</b> <ul style="list-style-type: none"> <li>content with support</li> <li>diction</li> <li>mechanics</li> <li>organization</li> <li>voice</li> </ul>	5-6
<b>Limited</b> <ul style="list-style-type: none"> <li>content with support</li> <li>diction</li> <li>mechanics</li> <li>organization</li> <li>voice</li> </ul>	3-4
<b>Inadequate</b> <ul style="list-style-type: none"> <li>content with support</li> <li>diction</li> <li>mechanics</li> <li>organization</li> <li>voice</li> </ul>	0-2

## Appendix Q: Resources

### English 3201

<b>McGraw-Hill Ryerson – Components</b>	<b>Student</b>	<b>Teacher</b>
<i>Quest</i> (iLit), McGraw-Hill Ryerson Anchor Text (hardcover)	•	•
<i>Beyond Five Paragraphs: Advanced Essay Writing Skills</i> (iSkills), McGraw-Hill Ryerson Teacher Resource (softcover)	•	•
Digital eBook (Newfoundland and Labrador iLiteracy Resource Site – www.nlilit.ca)	•	•
Teacher's Resource (binder)		•
Teacher's Digital Resource (Newfoundland and Labrador iLiteracy Resource Site – www.nlilit.ca )		•
<b>The Global Shakespeare Series – Components</b>	<b>Student</b>	<b>Teacher</b>
<i>Macbeth</i> (with Related Readings), The Global Shakespeare Series <i>Macbeth</i> (with Related Readings), The Global Shakespeare Series: Teacher's Guide	•	• •
<i>Othello</i> , Harcourt Shakespeare <i>Othello</i> , Harcourt Shakespeare: Teacher's Guide	•	• •

Classroom texts for student-directed and teacher-supported reading and viewing (*Selecting Young Adult Texts: An Annotated Bibliography for Senior High School, 2015*)

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