**Oral Language (Speaking and Listening)**

***Purposes (Oral Language)***

A1 interact and collaborate in pairs and groups to

– support and extend the learning of self and others

– explore experiences, ideas, and information

– incorporate new perspectives into own thinking

– respond to and **critique** a variety of **texts**

– create a variety of **texts**

A2 express ideas and information in a variety of situations and **forms** to

– explore and respond

– recall and describe

– narrate and explain

– argue, persuade, and **critique**

– support and extend

– engage and entertain

A3 listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**,

considering

– purpose

– messages

– **tone**

– **structure**

– effects and impact

– bias

– **context**, including historical, social, and political influences

***Strategies (Oral Language)***

A4 select, adapt, and apply a range of **strategies** to interact and collaborate with others in pairs

and groups, including

– initiating and sharing responsibilities

– listening actively

– contributing ideas and supporting the ideas of others

– seeking out diverse perspectives

– reaching consensus or agreeing to differ

A5 select, adapt, and apply a range of **strategies** to prepare oral communications, including

– interpreting a task and setting a purpose

– generating ideas

– considering multiple perspectives

– **synthesizing** relevant knowledge and experiences

– planning and rehearsing presentations

A6 select, adapt, and apply a range of **strategies** to express ideas and information in oral

communications, including

– vocal techniques

– **style** and **tone**

– **nonverbal techniques**

– visual aids

– organizational and memory aids

– monitoring methods

A7 use listening **strategies** to understand, recall, and **analyse** a variety of **texts**, including

– extending understanding by accessing prior knowledge

– making plausible predictions

– **synthesizing** main points

– generating critical questions

– clarifying and confirming meaning

***Thinking (Oral Language)***

A8 speak and listen to make personal responses to **texts**, by

– relating reactions and emotions to understanding of the **text**

– generating thoughtful questions

– making inferences

– explaining opinions using reasons and evidence

– suggesting **contextual** influences and relationships

A9 speak and listen to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by

– examining and comparing ideas and concepts among **texts**

– **critiquing** the **author’s** logic and quality of evidence

– describing and **critiquing** perspectives

– identifying and challenging bias, contradictions, and distortions

– identifying the importance and impact of historical, social, and political **context**s

A10 speak and listen to **synthesize** and extend thinking, by

– personalizing ideas and information

– explaining relationships among ideas and information

– applying new ideas and information

– **transforming** existing ideas and information

– **contextualizing** ideas and information

A11 use **metacognitive strategies** to reflect on and assess their speaking and listening, by

– referring to criteria

– setting goals for improvement

– creating a plan for achieving goals

– **evaluating** progress and setting new goals

***Features (Oral Language)***

A12 recognize and apply the structures and **features** of **oral language** to convey and derive meaning,

including

– **context**

– **text structures**

– **syntax**

– **diction**

– usage **conventions**

– **rhetorical devices**

– vocal techniques

– **nonverbal techniques**

**Reading and Viewing**

***Purposes (Reading and Viewing)***

B1 read, both collaboratively and independently, to comprehend a wide variety of literary **texts**,

including

– literature reflecting a variety of times, places, and perspectives

– literature reflecting a variety of prose **forms**

– poetry in a variety of **forms**

– significant works of Canadian literature (e.g., the study of plays short stories, poetry, or novels)

– traditional **forms** from Aboriginal and other cultures

– student-generated material

B2 read, both collaboratively and independently, to comprehend a wide variety of **information** and

persuasive **texts** with increasing complexity and subtlety of ideas and **form**, such as

– articles and reports

– biographies and autobiographies

– textbooks, magazines, and newspapers

– print and electronic reference material

– advertising and promotional material

– opinion-based material

– student-generated material

B3 view, both collaboratively and independently, to comprehend a variety of visual **texts**, with increasing

complexity of ideas and **form**, such as

– broadcast media

– web sites

– **graphic novels**

– film and video

– photographs

– art

– visual components of print media

– student-generated material

B4 independently select and read, for sustained periods of time, **texts** for enjoyment and to increase

**Fluency**

***Strategies (Reading and Viewing)***

B5 before reading and viewing, select, adapt, and apply a range of **strategies** to anticipate content

and construct meaning, including

– interpreting a task

– setting a purpose or multiple purposes

– accessing prior knowledge, including knowledge of **genre**, **form**, and **context**

– making logical, detailed predictions

– generating guiding or speculative questions

B6 during reading and viewing, select, adapt, and apply a range of **strategies** to construct, monitor, and

confirm meaning, including

– comparing and refining predictions, questions, images, and connections

– making inferences and drawing conclusions

– summarizing and paraphrasing

– using **text features**

– determining the meaning of unknown words and phrases

– clarifying meaning

B7 after reading and viewing, select, adapt, and apply a range of **strategies** to extend and confirm

meaning, and to consider **author’s** craft, including

– reflecting on predictions, questions, images, and connections made during reading

– reviewing **text** and purpose for reading

– making inferences and drawing conclusions

– summarizing, **synthesizing**, and applying ideas

– identifying stylistic techniques

***Thinking (Reading and Viewing)***

B8 explain and support personal responses to **texts**, by

– making comparisons to other ideas and concepts

– relating reactions and emotions to understanding of the **text**

– developing opinions using reasons and evidence

– suggesting **contextual** influences and relationships

B9 interpret, **analyse**, and **evaluate** ideas and information from **texts**, by

– **critiquing** logic and quality of evidence

– identifying and describing **diverse voices**

– **critiquing** perspectives

– identifying and challenging bias, contradictions, and distortions

– identifying the importance and impact of social, political, and historical **contexts**

B10 **synthesize** and extend thinking about **texts**, by

– personalizing ideas and information

– explaining relationships among ideas and information

– applying new ideas and information

– **transforming** existing ideas and information

– **contextualizing** ideas and information

B11 use **metacognitive strategies** to reflect on and assess their reading and viewing, by

– referring to criteria

– setting goals for improvement

– creating a plan for achieving goals

– **evaluating** progress and setting new goals

***Features (Reading and Viewing)***

B12 recognize and explain how **structures** and **features** of **text** shape readers’ and viewers’ construction

of meaning and appreciation of **author’s** craft, including

– **form** and **genre**

– functions of **text**

– **literary elements**

– **literary devices**

– use of language

– non-fiction elements

– **visual/artistic devices**

B13 demonstrate increasing word skills and vocabulary knowledge, by

– **analysing** the origins and roots of words

– determining meanings and uses of words based on **context**

– identifying, selecting, and using appropriate academic and technical language

– using vocabulary appropriate to audience and purpose

– discerning nuances in meaning of words considering social, political, historical, and literary

**contexts**

**Writing and Representing**

***Purposes (Writing and Representing)***

C1 write meaningful **personal texts** that elaborate on ideas and information to

– experiment

– express self

– make connections

– reflect and respond

– remember and recall

C2 write purposeful **information texts** that express ideas and information to

– explore and respond

– record and describe

– speculate and consider

– argue and persuade

– **analyse** and **critique**

– engage

C3 write effective **imaginative texts** to develop ideas and information to

– strengthen connections and insights

– explore and adapt literary **forms** and techniques

– experiment with increasingly sophisticated language and **style**

– engage and entertain

C4 create thoughtful **representations** that communicate ideas and information to

– explore and respond

– record and describe

– explain and persuade

– engage

***Strategies (Writing and Representing)***

C5 select, adapt, and apply a range of **strategies** to generate, develop, and organize ideas for writing and

**representing**, including

– making connections

– setting a purpose and considering audience

– gathering and summarizing ideas from personal interest, knowledge, and inquiry

– **analysing** writing samples or models

– setting class-generated criteria

C6 select, adapt, and apply a range of drafting and composing **strategies** while writing and **representing**,

including

– using a variety of sources to collect ideas and information

– generating **text**

– organizing and **synthesizing** ideas and information

– **analysing** writing samples or models

– creating and consulting criteria

C7 select, adapt, and apply a range of **strategies** to **revise**, **edit**, and **publish** writing and **representing**,

including

– checking work against established criteria

– enhancing supporting details and examples

– refining specific aspects and **features** of **text**

– **proofreading**

***Thinking (Writing and Representing)***

C8 write and **represent** to explain and support personal responses to **texts**, by

– making comparisons to other ideas and concepts

– relating reactions and emotions to understanding of the **text**

– developing opinions using reasons and evidence

– suggesting **contextual** influences and relationships

C9 write and **represent** to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by

– **critiquing** logic and quality of evidence

– relating and **critiquing** perspectives

– identifying and challenging bias, contradictions, and distortions

– identifying the importance and impact of social, political, and historical **contexts**

C10 write and **represent** to **synthesize** and extend thinking, by

– personalizing ideas and information

– explaining relationships among ideas and information

– applying new ideas and information

– **transforming** existing ideas and information

– **contextualizing** ideas and information

C11 use **metacognitive strategies** to reflect on and assess their writing and **representing**, by

– relating their work to criteria

– setting goals for improvement

– creating a plan for achieving goals

– **evaluating** progress and setting new goals

***Features (Writing and Representing)***

C12 use and experiment with elements of **style** in writing and **representing**, appropriate to purpose

and audience, to enhance meaning and artistry, including

– **syntax** and **sentence fluency**

– **diction**

– **point of view**

– **literary devices**

– **visual**/**artistic devices**

C13 use and experiment with elements of **form** in writing and **representing**, appropriate to purpose

and audience, to enhance meaning and artistry, including

– organization of ideas and information

– **text features** and **visual/artistic devices**

C14 use **conventions** in writing and **representing**, appropriate to purpose and audience, to enhance

meaning and artistry, including

– grammar and usage

– punctuation, capitalization, and Canadian spelling

– **copyright** and citation of references

– **presentation**/layout