**Oral Language (Speaking and Listening)**

***Purposes (Oral Language)***

A1 interact and collaborate in pairs and groups to

a– support and extend the learning of self and others

b– explore experiences, ideas, and information

c– gain insight into others’ perspectives

d– respond to and **analyse** a variety of **texts**

e– create a variety of **texts**

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

a– explore and respond

b– recall and describe

c– narrate and explain

d– argue, persuade, and support

e– engage and entertain

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

considering

a– purpose

b– messages

c– **tone**

d– **structure**

e– effects and impact

f– bias

g– **context**, including historical and cultural influences

***Strategies (Oral Language)***

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

groups, including

a– initiating and sharing responsibilities

b– listening actively

c– contributing ideas and supporting the ideas of others

d– acknowledging and discussing diverse **points of view**

e– reaching consensus or agreeing to differ

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

a– interpreting a task and setting a purpose

b– generating ideas

c– considering multiple perspectives

d– **synthesizing** relevant knowledge and experiences

e– planning and rehearsing presentations

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

communications, including

a– vocal techniques

b– **style** and **tone**

c– **nonverbal techniques**

d– visual aids

e– organizational and memory aids

f– monitoring methods

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

a– extending understanding by accessing prior knowledge

b– making plausible predictions

c– summarizing main points

d– generating thoughtful questions

e– clarifying and confirming meaning

***Thinking (Oral Language)***

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

a– making connections with prior knowledge and experiences

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

c– generating thoughtful questions

d– making inferences

e– explaining opinions using reasons and evidence

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

a– making and supporting reasoned judgments

b– examining and comparing ideas and elements among **texts**

c– describing and comparing perspectives

d– describing bias, contradictions, and non-represented perspectives

e– identifying the importance and impact of historical and cultural **context**s

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

a– personalizing ideas and information

b– explaining relationships among ideas and information

c– applying new ideas and information

d– **transforming** existing ideas and information

e– **contextualizing** ideas and information

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

a– referring to criteria

b– setting goals for improvement

c– creating a plan for achieving goals

d– **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

a– **context**

b– **text structures**

c– **syntax**

d– **diction**

e– usage **conventions**

f– **rhetorical devices**

g– vocal techniques

h– **nonverbal techniques**

i– **idiomatic expressions**

**Reading and Viewing**

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

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

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

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

c– poetry in a variety of narrative and lyric **forms**

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

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

f– student-generated material

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

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

a– articles and reports

b– biographies and autobiographies

c– textbooks, magazines, and newspapers

d– print and electronic reference material

e– advertising and promotional material

f– opinion-based material

g– student-generated material

B3 view, both collaboratively and independently, to comprehend a variety of visual **texts**, such as

a– broadcast media

b– web sites

c– **graphic novels**

d– film and video

e– photographs

f– art

g– visual components of print media

h– 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

a– interpreting a task

b– setting a purpose or multiple purposes

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

d– making logical, detailed predictions

e– 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

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

b– making inferences and drawing conclusions

c– summarizing and paraphrasing

d– using **text features**

e– determining the meaning of unknown words and phrases

f– 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

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

b– reviewing **text** and purpose for reading

c– making inferences and drawing conclusions

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

e– identifying stylistic techniques

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

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

a– making comparisons to other ideas and concepts

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

c– explaining opinions using reasons and evidence

d– suggesting **contextual** influences

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

a– making and supporting reasoned judgments

b– comparing ideas and elements among **texts**

c– identifying and describing **diverse voices**

d– describing bias, contradictions, and non-represented perspectives

e– identifying the importance and impact of historical and cultural **context**s

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

a– personalizing ideas and information

b– explaining relationships among ideas and information

c– applying new ideas and information

d– **transforming** existing ideas and information

e– **contextualizing** ideas and information

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

a– referring to criteria

b– setting goals for improvement

c– creating a plan for achieving goals

d– **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, including

a– **form** and **genre**

b– functions of **text**

c– **literary elements**

d– **literary devices**

e– use of language

f– **non-fiction elements**

g– **visual/artistic devices**

B13 demonstrate increasing word skills and vocabulary knowledge, by

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

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

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

d– using vocabulary appropriate to audience and purpose

e– discerning nuances in meaning of words considering historical, cultural, and literary **contexts**

**Writing and Representing**

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

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

a– experiment

b– express self

c– make connections

d– reflect and respond

e– remember and recall

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

a– explore and respond

b– record and describe

c– **analyse** and explain

d– speculate and consider

e– argue and persuade

f– engage

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

a– strengthen connections and insights

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

c– experiment with increasingly sophisticated language and style

d– engage and entertain

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

a– explore and respond

b– record and describe

c– explain and persuade

d– 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

a– making connections

b– setting a purpose and considering audience

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

d– **analysing** writing samples or models

e– setting class-generated criteria

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

including

a– using a variety of sources to collect ideas and information

b– generating **text**

c– organizing and **synthesizing** ideas and information

d– **analysing** writing samples or models

e– creating and consulting criteria

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

including

a– checking work against established criteria

b– enhancing supporting details and examples

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

d– **proofreading**

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

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

a– making comparisons to other ideas and concepts

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

c– developing opinions using reasons and evidence

d– suggesting **contextual** influences

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

a– making and supporting reasoned judgments

b– describing and comparing perspectives

c– describing bias, contradictions, and non-represented perspectives

d– identifying the importance and impact of historical and cultural **context**s

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

a– personalizing ideas and information

b– explaining relationships among ideas and information

c– applying new ideas and information

d– **transforming** existing ideas and information

e– **contextualizing** ideas and information

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

a– relating their work to criteria

b– setting goals for improvement

c– creating a plan for achieving goals

d– **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

a– **syntax** and **sentence fluency**

b– **diction**

c– **point of view**

d– **literary devices**

e– **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

a– organization of ideas and information

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

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

meaning and artistry, including

a– grammar and usage

b– punctuation, capitalization, and Canadian spelling

c– **copyright** and citation of references

d– **presentation**/layout