**ELA Outcomes Grades 6 – 9**

**Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.**

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| ***6*** | ***7*** | ***8*** | ***9*** |
| **OUTCOME: View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, efficacy.** | | | |
| ***CR6.1***   * Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: * ***Understanding the ideas***: * clearly, completely, and accurately summarize and explain explicit and implicit messages and main ideas * cite details that support main ideas * make logical inferences * interpret obvious themes or authors’ message logically | ***CR7.1***   * Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: * ***Understanding the ideas***: * construct & justify interpretation of text * restate & paraphrase main ideas * interpret purpose & theme * identify evidence that supports interpretation * generate and respond to comprehension tasks with support from text * compare new information with previous knowledge & beliefs * describe setting, character, main events, conflict & how they are related * state & support beliefs about characters’ motivations & feelings * use information & ideas from a variety of sources to complete tasks | ***CR8.1***   * Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by: * ***Understanding the ideas***: * clearly, completely, and accurately summarize and explain the ideas and implicit and explicit messages * cite details that support the main ideas * make logical inferences * interpret obvious themes or author’s message logically | ***CR9.1***   * View, listen to, and read a variety of texts related to the theme or topic of student and show comprehension and demonstrate response by: * ***Understanding the ideas***: * summarize & explain ideas * cite details that support main ideas * make logical inferences * interpret obvious themes or author’s message logically |

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| * ***Understanding how texts are organized and presented for effect (and use the text structures and features) to:*** * construct meaning and evaluate craft and technique of different types of text (visual, multimedia, oral, and print fiction and non-fiction) and organizational structure within different texts:   + problem/solution   + compare/contrast   + order of importance   + chronological * ***Responding to and interpreting texts:*** * responding with clear, complete, and accurate information that includes specific references to the texts * making, explaining, and justifying reactions and personal connections to texts * making explicit and deliberate connections with previous knowledge and experiences * giving opinions and making judgments supported by reasons, explanations, and evidence * drawing conclusions about ideas on the basis of evidence * making logical interpretations of the author’s message * making and supporting inferences about characters’ feelings, motivations, and point of view * Recognize key characteristics and elements and techniques of a variety of texts. * Access, view, listen to, read, and respond to a variety of digital texts including electronic texts * Discuss own and others’ understanding of various community and cultural traditions in various times and places as portrayed in a variety of texts. * Consider potential impact of visual, multimedia, oral, and written texts. * Compare various oral, visual, multimedia, and written text forms and genres. | * ***Understanding and using the text features of texts to construct meaning:*** * identify key feathers * recognize organization and structural cues within texts * recognize images and rhetorical techniques in texts * make thoughtful and critical response to craft in a variety of texts * identify how texts were constructed, shaped, and produced * ***Responding to and interpreting texts:*** * offer reasonable interpretations of a wide range of visual, oral, written, and multimedia texts * evaluate the ideas, arguments, and influence of texts * analyze ideas and information * support personal and critical responses with support from text * evaluate effectiveness of various texts including ideas, elements, techniques, and overall effect * develop personal responses and offer reasons for and examples of judgments, feeling and opinions * describe setting and atmosphere, main characters and characterization techniques, conflicts, and events in some details * make logical inferences about characters’ and authors’ message, purpose, or theme * identify main ideas * make accurate notes using logical categories * make and support interpretations * make reasonable assertions * write and deliver oral responses to texts * compare own with others’ understanding of people, cultural traditions, and values portrayed in texts. * compare choices and behaviors of individuals presented in texts. * compare new information with previous knowledge and beliefs. * connect characters, themes, and situation in texts with own experiences and other texts. * compare texts to present day lives. | * ***Understanding, using, and analyzing the text structures and (language) features of texts to construct meaning:*** * use key features * recognize organizational patterns and structural cues within texts * recognize rhetorical techniques and craft of texts * identify how texts were constructed, shaped, and produced * ***Responding to and interpreting texts:*** * make, explain, and justify reactions and personal connections to texts * give opinions and make judgments supported by reasons, explanations, and evidence * make judgments and draw conclusions about ideas on the basis of evidence * make logical interpretations of the author’s message * make and support inferences about characters’ feelings, motivations, and point of view * organize response and interpretation around several clear ideas or premises * explain motivation of characters in literary texts providing evidence. * identify and describe techniques use to create mood * explain preferences for various texts, genres, or specific authors. * identify and explain connections between new ideas/information and previous beliefs/values/experiences. * identify stereotyping and recognize its negative impact. * discuss how similar ideas, people, experiences, and traditions are conveyed in a variety of texts. * consider how text has contributed to understanding of self and others. * describe and give examples to explain person criteria for assessing and responding to what is viewed, heard, or read. * evaluate the content, quality, organization, and presentation of a text. * produce response journals and use interactive websites such as web logs. * describe the purpose of specific texts and explain how their key features aid understanding. | * ***Understanding, using, and evaluating the text structures and (language) features to construct meaning:*** * evaluate key features * evaluate organization and structural cues within texts * evaluate techniques in texts * make thoughtful and critical response to craft in a variety of texts * identify how texts were constructed, shaped, and produced * ***Responding to and interpreting texts:*** * offer reactions and opinions about texts * make, explain, and justify reactions and personal connections to texts * make explicit and deliberate connections with previous knowledge and experience * give opinions and make judgments supported by reasons, explanations, and evidence * make judgments and draw conclusions about ideas on the basis of evidence * make logical interpretations of the author’s message * make and support inferences about characters’ feelings, motivations, and point of view * organize response and interpretation around several clear ideas or premises * paraphrase text’s content, purpose, and point of view. * describe and give examples to explain personal criteria for assessing and responding to what is viewed, heard, and read. * identify and explain connections between what is viewed, heard, and read and personal ideas and beliefs. * used information to develop inquiry or research questions, create original texts, and give personal and critical responses. * identify and investigate how different cultures/socio-economic groups are portrayed. * show understanding that experience, background, and culture influence the treatment of theme. * analyze text, showing how it reflects the heritage, traditions, attitudes, privileges, and beliefs of presenter/author. * question and reflect on personal responses and interpretations. * determine purpose, attitude, and perspective. * recognize persuasive techniques and credibility in texts. * identify and analyze recurring themes across texts. * relate ideas and information in text to universal themes. * compare themes/purposes/appeal of different texts. * compare and analyze works of writers and determine how similarities are presented. * cite specific info and support inferences made in texts. * investigate points of view and how they affect a text. * differentiate between fact/opinion and bias and propaganda in texts. * organize details and info from texts. * interpret and report on info from texts. |

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| **OUTCOME: Select and use appropriate strategies to construct meaning before, during and after viewing, listening, and reading** | | | |
| ***CR6.2***   * Understand that listening, reading, and viewing require the use of several BDA strategies:   ***BEFORE:***   * tap, activate, and build prior knowledge (e.g. consider what is known and needs to be known about topic) * ask questions (e.g. generate questions to address the “needs to be known”) * preview text (e.g. preview beginning events) * anticipate messages and intent (e.g. consider title and what is know about author) * predict what text will be about (e.g. consider the accompanying visuals and headings) * set purpose (e.g. set focus on what “need to and might learn” about topic) | ***CR7.2***   * Apply the BDA strategies during independent viewing, listening, reading, and response: * tap, activate, and build prior knowledge (e.g. list or outline what is known and what needs to be known) * ask questions (e.g. generate a list of questions to guide viewing, listening, and reading) * preview text (e.g. skim and scan text and figure out the main idea of each paragraph) * anticipate messages and intent (e.g. look closely at maps, charts, graphs, and other illustrations) * predict what text will be about (e.g. predict outcomes) * set purpose (e.g. use 5Ws+H to consider possible purposes for viewing, listening, and reading) | ***CR8.2***   * Describe, apply, and assess the BDA viewing, listening, and reading strategies: * tap, activate, and build prior knowledge (e.g. preview what is known and has been learned about subject of text; identify want needs to be learned from text to fill in gaps) * ask questions (e.g. survey text and ask questions about it; form implicit questions and search for answers in text) * preview text (e.g. look briefly at each section/page of text, paying attention to headings, illustrations, boldface type, and organizational structure; read the first and last paragraph of a text) * anticipate messages and intent (e.g. consider the author’s/presenter’s possible intention given a brief biographical sketch of his/her background and causes) * predict what text will be about (e.g. review an outline of the main ideas in a text and predict what information or stance will be used to support them) * set purpose (e.g. discuss and set a purpose with peers) | ***CR9.2***   * Analyze and evaluate the BDA viewing, listening, and reading strategies: * tap, activate, and build prior knowledge (e.g. brainstorm and reflect on what needs to be known and explore how well it is already known) * ask questions (e.g. formulate focus questions and search for answers in the text; cerate an expectation outline to guide questions about text) * preview text (e.g. reflect upon possible themes after being introduced to an upcoming text; preview and skim for text structure) * anticipate messages and intent (e.g. discuss subject, raise questions about it, and seek possible solutions prior to viewing, listening, or reading; use an anticipation guide) * predict what text will be about (e.g. make predictions using evidence from the text to support thinking; consider previous study and experience to consider what might be found in text) * set purpose (e.g. set a purpose that focuses on improving understanding of what text presents – intent, ideas, form, technique, tone) |

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| ***DURING:***   * connect and construct meaning (e.g. make connections to own lives and contemporary issues and problems; make connections to self, text and world) * note key ideas and what supports them (e.g. identify the problem, key events, and the problem resolution; find important ideas and identify supporting details) * construct mental images (e.g. think critically about use of language to evoke sensory images, feeling, or mood) * make, confirm, and adjust predictions (e.g. consistently make predictions using evidence from text to support thinking; make predictions using text features) * make, confirm, and adjust inferences and draw conclusions (e.g. used stated or implied ideas to support interpretation of text/make judgments/draw conclusions about ideas in texts) * ask questions (e.g. ask questions to check understanding and evaluate text’s message) * use cueing systems to construct meaning and self-monitor comprehension (e.g. self-monitor understanding and ask questions when meaning is lost; clarify the meaning of words and concepts, and check understanding) * adjust rate and/or strategy (e.g. match silent and oral reading rate to specific purpose and difficulty of text) | * connect and construct meaning (e.g. make personal connections to text and world and to contemporary and historical issues and problems) * note key ideas and what supports them (e.g. notice and understand cause and effect and other relationships among ideas) * construct mental images (e.g. visualize the setting and mood) * make, confirm, and adjust predictions (e.g. consistently make predictions using evidence from the text to support thinking and to confirm conclusions) * make, confirm, and adjust inferences and draw conclusions (e.g. draw conclusions from dialogue, including language with double meaning) * ask questions and self monitor comprehension (e.g. ask questions of texts to increase understanding) * use cueing systems to construct meaning and self-monitor comprehension (e.g. place subject of text in the centre and “ma;” out the key ideas when viewing, listening, and reading) * adjust rate and/or strategy (e.g. match silent and oral reading rate to specific purpose and difficulty of text) | * connect and construct meaning (e.g. make connections to self, other texts, and to the world to help with making predictions, visualizing, and drawing conclusions) * note key ideas and what supports them (e.g. stop at the end of each page, section, or chapter to answer 5W+H questions; note how examples, illustrations, and visual aids support or take away from key message) * construct mental images (e.g. imagine what a character might be seeing, hearing, smelling, tasting, or feeling in a particular place and time) * make, confirm, and adjust predictions (e.g. identify and explain the clues in the text that confirm defensible predictions) * make, confirm, and adjust inferences and draw conclusions (e.g. analyze, infer, and explain unstated ideas in texts) * ask questions (e.g. ask evaluative questions to gain meaning from text, and to locate key points) * use cueing systems to construct meaning and self-monitor comprehension (e.g. use and insert notations such as + [that’s new], ? [I don’t understand], \* [that’s important]) * adjust rate and/or strategy (e.g. skim, scan, and read carefully depending on text complexity and purpose) | * connect and construct meaning (e.g. keep an open mind and consider how text relates to self, other texts, and to the world giving specific examples) * note key ideas and what supports them (e.g. determine what the text presents literally and what the text might mean by what is said) * construct mental images (e.g. imagine what the text might intend by consider the words that help one to see, hear, smell, taste, or feel experiences and situations) * make, confirm, and adjust predictions (e.g. predict, clarify, and confirm predictions) * make, confirm, and adjust inferences and draw conclusions (e.g. draw conclusions based on evidence from the text) * ask questions (e.g. ask and answer questions about the intent of the text and its effectiveness) * use cueing systems to construct meaning and self-monitor comprehension (e.g. make notes in own words and organize them using headlines) * adjust rate and/or strategy (e.g. skim, scan, and read carefully in keeping with purpose and difficulty of text) |

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| ***AFTER:***   * recall, paraphrase, summarize, and synthesize (e.g. remember information from factual texts and use strategies for remembering it; summarize main ideas to arrive at new understanding or conclusion; synthesize information from two different points of view) * reflect and interpret (e.g. think critically about conclusions) * evaluate (respond critically) (e.g. understand subtexts where the author is saying one thing but meaning another; draw conclusions about the validity of ideas and information, identify fact and opinion) * evaluate craft and techniques (e.g. recognize, understand, and discuss symbolism; understand how layout contributes to meaning and effectiveness of texts) * respond personally (giving support from text) (e.g. support thinking beyond the text from specific evidence based on personal experience) * listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g. express opinion about ideas, themes, issues, and experiences presented in texts using examples from texts to support) | * recall, paraphrase, summarize, and synthesize (e.g. track, gather, and summarize information about characters, their traits, and their relationships; summarize main points; summarize and ask questions to synthesize information from different texts) * reflect and interpret (e.g. explain how the texts reveal the theme through events, characters, plot; work cooperatively with other to reach consensus on the meaning of a text and how to interpret it) * evaluate (respond critically) (e.g. think critically about the authenticity of characters and the portrayal of current issues; identify bias and stereotyping) * evaluate craft and techniques (e.g. discuss the artistic aspect of a text including how illustrations and narrative form a cohesive whole; detect the emotional appeal and language that is persuasive) * respond personally (giving support from text) (e.g. explain identification with character or incidents and why) * listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g. notice how the author/presenter reveals the underlying messages; try out different interpretations through oral reading) | * recall, paraphrase, summarize, and synthesize (e.g. connect, compare, and contrast ideas in texts; determine implied and literal messages; make notes to assist recall) * reflect and interpret (e.g. keep an open mind and consider ideas that differ from own) * evaluate (respond critically) (e.g. identify strategies used to influence audience including exaggeration, one-sided view or a group, jolts) * evaluate craft and techniques (e.g. draw conclusions about presenter’s, speaker’s, writer’s message, values, point of view and craft) * respond personally (giving support from text) (e.g. connect, compare, and contrast ideas in text to own knowledge and experiences) * listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g. listen, read, or view again to evaluate the effectiveness and overall impact of the text to deliver the message intended) | * recall, paraphrase, summarize, and synthesize (e.g. provide evidence of understanding the complex ideas and plots in a text) * reflect and interpret (e.g. consider what has been learned through the text) * *analyze* and evaluate (e.g. analyze and explain the purpose, message, values, artistry, or perspective presented in the text) * evaluate craft and techniques (e.g. analyze and discuss the artistry of the text) * respond personally (giving support from text) (e.g. compare own values with those presented in text) * listen, read, or view again and speak, write, and represent to deepen understanding and pleasure (e.g. review text for insights into cultures and time periods) |

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| **OUTCOME: Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic and other cues to construct and confirm meaning.** | | | |
| ***CR6.3***   * Recognize and comprehend the particular purpose (pragmatic cues), textual structures and patterns (syntactical cues), work patterns (lexical/semantic/morphological cues), sound-symbol relationships (graphophonic cues), and other cues, in visual, oral, print, and multimedia texts.   ***Pragmatic:***   * explore various ways in which language is used across culture, age groups, and genders to honour and celebrate people and events * recognize and explain function and purpose of texts including informing, persuading, narrating, and describing * recognize and use register of language (i.e. formal, informal, slang)   ***Textual:***   * recognize and explain how structures and features of texts can work to shape understanding including form/genre, sequence of ideas, artistic devices (e.g. personification, figurative language, exaggerations, symbolism), elements (e.g. point of view, conflict, theme, supporting arguments, and text features (e.g. credits, headings, diagrams, glossaries, columns, sidebars, pull-quotes)   ***Syntactical:***  Recognize and comprehend:   * clear sentence structures that contain a verb and its subject * closely related ideas in compound structures that use conjunctions or joining words * complete sentences with appropriate modification * varied sentence beginnings * effective punctuation and capitalization * the word order and emphasis on particular words within a sentence   ***Semantic/Lexical/Morphological:***   * recognize and comprehend words that are appropriate for audience, purpose, and context and a capture particular aspect of intended meaning * recognize common prefixes, suffixes, and root words * use reference tools to determine meanings of words * recognize words used figuratively (e.g. personification, similes, metaphors) and for imagery   ***Graphophonic:***   * recognize and comprehend word families and sound-symbol patterns and relationships   ***Other Cues:***   * recognize and comprehend non-verbal cues and body language, physical movement, gestures, facial expression, sound, and visual and multimedia aids to enhance presentations, and characteristic conventions of a variety of visual, multimedia, and print texts (e.g. labels, sidebars, diagrams) | ***CR7.3***   * Recognize and comprehend the particular purpose (pragmatic), textual structures and patterns (textual), word patterns and meanings (lexical/semantic/morphological), sound-symbol relationships (graphophonic), and other cues and conventions in oral, visual, print, and multimedia (including digital) texts. * recognize and explain function and purpose of texts including informing, persuading, narrating, and describing * recognize use of language and language register (i.e. formal, informal, colloquialism, jargon, slang) * recognize author’s purpose and point of view * detect use of emotional appeal or persuasive language (e.g. testimonials, emotional appeals, bandwagon effects) * recognize and explain how structures and features of texts can work to shape understanding including form/genre, common organizational patterns with texts (chronological, enumerative, problem/solution, cause/effect, comparison/contrast), artistic devices (e.g. personification, exaggerations, symbolism, figurative language including similes and metaphors), elements (e.g. point of view, conflict, theme, supporting arguments), and text features (e.g. credits, headings, diagrams, glossaries, columns, sidebars, pull-quotes)   Recognize and comprehend:   * sentence structures that contain a verb and its subject * closely related ideas in compound structures using conjunctions or joining words * complete sentences with main idea and appropriate subordination and modification * varied sentence beginnings * effective capitalization and punctuation * recognize and comprehend words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning * use context, prefixes, suffixes, and root words, sounds, and reference tools to determine meaning of words * recognize words used figuratively and for imagery * identify and interpret figurative language and words with multiple meanings * understand and explain “shades of meaning” in related words (e.g. quietly, softly) * recognize and explain onomatopoeia, alliteration, derivatives, bases, and affixes * recognize and comprehend non-verbal cues, physical movement, body language, gestures, and facial expressions * recognize sound, visual, and multimedia techniques characteristic of visual and multimedia texts including navigational bars, footnotes, headings, charts, and diagrams | ***CR8.3***   * Recognize and understand the particular purpose, tone, and register (pragmatic), textual structures and patterns (textual), sentence structure (syntactical), word patterns and meanings (lexical/semantic/morphological), sound-symbol relationships (graphophonic), and other cues and conventions in visual, oral, print, and multimedia (including digital) texts. * recognize and explain function and purpose including informing, persuading, narrating, describing * recognize intended audience and tone * recognize use of language and language register (i.e. formal, informal, colloquialism, jargon, slang, clichés) * detect use of emotional appeal or persuasive language (e.g. testimonials, emotional appeals, bandwagon effects) * recognize and explain how structures and features of texts can work to shape understanding including form/genre, artistic devices (e.g. personification, figurative language including similes and metaphors, exaggeration, symbolism), elements (e.g. point of view, conflict, theme, supporting arguments), and text features (e.g. credits, headings, diagrams, columns, sidebars, pull-quotes); * recognize common organization patterns within texts (chronological, enumerative, problem/solution, cause/effect, comparison/contrast) * understand how author organized text to achieve unity and coherence   Recognize and comprehend:   * complete, interesting, and clear sentence structures that contain a verb and it subject * compound and complex sentences used for variety, interest, and effect * appropriate subordination and modification * effective use of qualifiers * effective punctuation and capitalization * recognize and comprehend words that are appropriate for audience, purpose, and context and captures a particular aspect of intended meaning * recognize synonyms used for variety * use context, prefixes, suffixes, root words, sounds, and reference tools including dictionaries, thesauri, and handbooks to determine meanings of words * recognize words used figuratively and for imagery * recognize and comprehend word patterns, the stress, pitch, and juncture of a work, affixes, root words, onomatopoeia, and alliteration * recognize and comprehend non-verbal cues (including gestures, physical movement, facial expressions, and body language), layout and accompanying graphics, and how sound effects, visuals, and multimedia aids are used to enhance presentations | ***CR9.3***   * Recognize and comprehend the particular purpose, intended audience, register (pragmatic). textual structures and patterns (textual), sentence patterns (syntactical), word patterns and meanings (lexical/semantic/ * morphological), sound patterns (graphophonic), and other cues in visual, oral, print, and multimedia (including digital) texts. * recognize and understand how language of text was chosen to suit intended audiences and purposes * recognize and explain functions and purpose of texts including informing, persuading, narrating, describing * recognize use and register of language (i.e.. formal, informal, colloquialism, jargon, slang, clichés) * detect use of emotional appeal or persuasive language (e.g. testimonials, emotional appeals, bandwagon effects) * recognize variations in language, accent and dialect in community, country, and texts * discern author’s/presenter’s overall intent * recognize and explain how structures and features of texts can work to shape understanding including form/genre, artistic devices (e.g. personification, figurative language including similes and metaphors, exaggeration, symbolism), elements (e.g. point of view, conflict, theme, supporting arguments) and text features ( e.g. credits, headings, diagrams, columns, sidebars, pull-quotes) * understand range of standard forms for texts including paragraphs and multi-paragraph compositions * recognize point of view employed (including third person) for a particular purpose * recognize organizational patterns within texts (e.g. chronological, enumerative, procedural, problem/solution, cause/effect, comparison/contrast) * recognize how language an techniques create dominant impression, mood, tone, and style   Recognize and comprehend:   * sentences that are complete and interesting * sentences structures including compound and complex sentences used for variety, interest, and effect * how effective co-ordination, subordination, and apposition of ideas make sentences clear and varied * parallel structures or balanced sentences * active (versus) passive verbs * effective punctuation and capitalization * recognize and comprehend words that are appropriate for audience, purpose, and context and captures a particular aspect of intended meaning * recognize and interpret denotative and connotative meanings of words * use context, prefixes, suffixes, root words, sounds, and f=reference tools including dictionaries, thesauri, and handbooks to determine meaning of words * used the knowledge of Indigenous, Norse, Greek, Roman, and other narratives to understand the origin and meaning of words * use knowledge of a range of spelling patterns, including sound-symbol relationships and rules, to help identify, comprehend, and analyze words * recognize common spellings and variants used for effect or dialect   + recognize and comprehend non-verbal cues (including gestures, physical movements, facial expressions, eye contact, and body language), sound effects, visuals, and multimedia aids used t enhance presentation   + recognize how graphics, sound, fonts, colours, and technology can be used to enhance presentations |

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| **OUTCOME: View, respond, and demonstrate comprehension of visual and multimedia grade appropriate texts.** | | | |
| ***CR6.4***   * View, respond, and demonstrate comprehension of: * traditional and contemporary texts * texts from First Nations, Métis, and other cultures * Magazines * Newspapers * Websites * Comic books * Broadcast media * Video * Advertising * Display active viewing behaviors: * preparing to view * considering what is known and needs to be known * showing interest in said is said * anticipating and predicting speaker’s message and meaning * identifying ideas expressed as true or false , real or imaginary * seeking additional information from other sources as needed * View for a variety of purposes including: * to understand and gather information * to form an opinion * to enjoy and appreciate * View and comprehend a variety of visual and multimedia (including digital) tests with specialized features (e.g. the visual components of magazines, newspapers, websites, videos) * Identify basic visual techniques such as choice of colour and point of view and offer reasonable interpretations of visual and multimedia text’s purpose * Draw conclusions based on evidence in visual text (e.g. line graph) * Evaluate what was seen including message, elements (including shape, angles, and physical movement), techniques, and overall effect | ***CR7.4***   * View and demonstrate comprehension and interpretation of text with special features and complex ideas: * circle graphs * Magazines * Newspapers * Websites * Reference books * Graphic novels * Broadcast media * Videos * Promotional materials * Display active viewing behaviors: * setting purpose and formulating questions before viewing * drawing conclusions based on evidence from the text * identifying strategies used to influence audience * View critically to understand and analyze opinions and messages presented in visual and multimedia texts * Identify how data is represented in circle graphs and give a supportable interpretation * Identify how visual or multimedia (including digital) text was constructed, shaped, and produced * Recognize the overall organization of ideas in visual and multimedia texts (including digital) * Use organizational features of electronic text (e.g. databases, keyword searches, e-mail) to locate information * Analyze and evaluate what was seen in visual and multimedia (including digital) texts considering elements, techniques, and overall effect * Evaluate the effectiveness and impact of a range of visual and multimedia texts * Reflect and re-view in light of purpose | ***CR8.4***   * View critically and demonstrate comprehension of: * Videos * Television broadcasts * Informational presentations * Dramatic presentations * Websites * News programs * To locate and interpret key messages to develop conclusions, opinions and understanding, and to evaluate effectiveness of text * Demonstrate the behaviors of an effective and active viewer including: * formulating questions before viewing * viewing attentively * relating text to self, text to other texts, and text to world * recognizing main ideas and underlying messages and values * recognizing now images and other elements (e.g. data displays) are capturing and holding attention * identifying the impact the text is having on self * reflecting and reviewing in light of purpose * Demonstrate ability to navigate and process information when viewing websites, films, videos, and presentations * Identify different techniques (including data displays) used in different media works (including digital) to impact viewers * Identify creative uses of language in visual and multimedia texts including those associated with popular culture(e.g. animation, video, computer games) * Compare how various forms of media (e.g. newspaper, radio, TV, internet) cover the same topic * Compare various styles of data displays for clarity and effectiveness * Evaluate overall effectiveness and impact of a range of individual visual and multimedia texts (including digital texts) | ***CR9.4***   * View and demonstrate comprehension and evaluation of: * Illustrations * Maps * Charts * Graphs * Pamphlets * Photography * Art works * Video clips * To glean ideas suitable for identified audience. * to synthesize and summarize ideas * Demonstrate effective, active viewing behaviors including: * considering what one knows and needs to know about the topic * viewing with a clearly defined purpose in mind * identifying different explicit and implicit messages in text * identifying and evaluating how elements (e.g. use of space, sixe, placement, cameral angles, body movements) and other techniques were used to influence the audience and communicate the message * identifying the bias, stereotyping, emotional persuasion, and propaganda * Use visual and multimedia texts as sources of information as well as entertainment * Recognize that images, symbols, and other effects play a role in shaping understanding and interpretation of visual and multimedia texts. * Evaluate common techniques used in visual and multimedia texts * Recognize the elements and principles of design in any visual or multimedia (including digital) text * Analyze and evaluate what is viewed (including elements, techniques, and overall effect), and identify how the text was constructed, shaped, and produced |

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| **OUTCOME: Listen to understand, respond, and analyze, evaluate oral information and ideas from a range of texts.** | | | |
| ***CR6.5***   * Listen purposefully to understand, respond, and analyze: * narratives * instructions * oral explanations and reports * opinions * Display active listening behaviours including: * preparing to listen * making notes to assist recall of ideas presented * identifying important details * noting techniques employed * seeking additional information form other sources as needed * Restate and follow multi-step instructions and show that they have been understood by completing a task * Generate questions to clarify incomplete or unclear material heard * Identify speaker’s viewpoint and purpose * Restate or summarize major points and supporting details after a presentation or podcast and show understanding by the actions taken * Draw conclusions about presenter’s stance and values | ***CR7.5***   * Listen critically to understand and analyze: * complex instructions * oral explanations and reports * opinions or viewpoints * messages presented in the media * Display active listening behaviours including: * focusing on the message of the speaker * making reasonable predictions * checking for understanding * recognizing when information makes sense * making notes * understanding and analyzing instructions, directions, and oral explanations * Adopt a receptive listening posture and observe visual and verbal cues from the speaker * Determine literal and implied meaning of message * Separate own ideas and opinions from speaker’s ideas and opinions * Recognize and follow the presenter’s main ideas, supporting details, and organizational structure C * Consider and respect ideas from speaker’s point of view * Identify the perspective implicit within an oral presentation and what information, arguments, or positions are not included * Listen critically to understand and analyze oral information and ideas in oral explanations and reports, and in opinions or messages presented in the mass media * Evaluate the effectiveness of a range of oral texts * Note how examples, illustrations, and visual aids support or take away from the key message | ***CR8.5***   * Listen critically to understand, gather information, follow directions, form an opinion, and analyze for: * diverse opinions * presenter’s point of view, values, and biases * stereotypes * prejudices * Demonstrate the behaviours of an effective and active listener including: * adapting listening and focus to purpose and situation * keeping an open mind and considering ideas that differ from own * determining the congruency between the speaker’s verbal and non-verbal cues * determining whether fact or opinion is being expressed * interacting appropriately with speaker * seeking clarification when meaning is not clear * Demonstrate ability to process information when listening to a formal presentation (including a podcast) * Make connections among different texts by comparing features including themes, issues, styles, and appeal * Paraphrase a speaker’s purpose and point of view * Listen critically to evaluate others’ ideas and opinions * Evaluate the credibility of a speaker and the various ways in which visual images communicate information and affect impressions and opinions * Demonstrate ability to analyze informational texts differentiating between fact and opinion and recognizing point of view, biases, and stereotypes | ***CR9.5***   * Listen purposefully to understand, analyze, and evaluate: * conversations * discussions * interviews * speeches * presentation techniques * directions and train of thought * main points * presentation techniques * Demonstrate effective, active listening behaviours including: * listening with clearly identified purpose in mind * adapting listening and focus to purpose and situation * keeping an open mind and considering ideas that differ from own * making notes to assist recall and inquiry * recognizing overall organization, transition cues, and key ideas and issues * interacting appropriately for clarification * recalling and summarizing main ideas and conclusions * Examine others’ ideas in discussion to extend own understanding * Demonstrate an understanding of the main ideas, events, issues, or themes in a variety of oral, literary, and informational texts * Participate constructively in individual conversations, and small group and whole class discussion and debate * Recognize the effects of significant verbal and non-verbal language in effective communication * Analyze and evaluate what was heard and the techniques that were used * Analyze the speaker’s viewpoint and argument for validity and supporting evidence * Enhance understanding by discussing interpretations with others * Ask probing questions to elicit information including evidence to support presenter’s claims and conclusions * Recognize biases, stereotyping, and propaganda in a presentation * Evaluate the overall effectiveness of an oral or multimedia presentation |

**PLEASE NOTE:**

**The suggested activities in this document are examples of activities/strategies/teachings that could be done. Refer to the expanded indicators in the curriculum documents for more details**

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| **OUTCOME*:* Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures** | | | |
| ***CR6.6***   * Display active reading behaviours including: * preparing to read * considering appropriate rate (skim, scan, read carefully) according to purpose * asking questions (Who? What? Where? When? How? How do I feel about what I am reading? If I were this character, what would I do? What does the author really mean by this?) * rereading to clarify understanding when necessary * Read for a variety of purposes including: * gathering information * following directions * forming an opinion * understanding information * enjoying and appreciating ideas and craft * Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs * Read and demonstrate comprehension and interpretation of a range of grade-level appropriate texts in a variety of genres and from different cultural traditions * Recognize the author’s use of language (formal, informal, slang) and techniques (e.g. foreshadowing) * Determine whether fact or opinion is being presented * Identify point of view in narrative (first person, second person, third person) * Analyze and evaluate what is read * Draw conclusions about author’s message, values, and craft | ***CR7.6***   * Display active reading behaviours including: * reading with purpose in mind * making, confirming, correcting predictions * matching reading rate to purpose and difficulty of text * rereading to clarify understanding * Read and demonstrate comprehension and interpretation of a range of literary and information texts including: * short stories * novels * poetry * instructional materials * non-fiction books * articles * reports * Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets. Cite sources of information * Read orally and silently Grade 7 appropriate texts for enjoyment and to increase fluency and expression * Read independently for a sustained period * Summarize major ideas presented in printed texts * Recognize author’s overall organization of ideas * Recognize the author’s use of language (formal, informal, colloquial) and significant elements and techniques and how they interact to create effects * Recognize author’s point of view and reason foe choosing it * Evaluate the effectiveness of a range of written texts * Reflect on and support personal and critical response with reference to text | ***CR8.6***   * Display the behaviours of an effective and active reader including: * previewing text * anticipating author’s message * reading with purpose in mind * recognizing main ideas and relevant details for purpose * making jot notes to assist recall * considering author’s reasoning for creating text * analyzing and evaluating ideas and craft as one reads * recognizing underlying biases, stereotypes, or prejudices in text * Demonstrate an understanding of the main ideas, events, or themes of a variety of novels, stories, poetry, and other oral print, and electronic media * Interpret and report on information obtained from more than one source to inform others * Use various forms of note taking (e.g. lists, summaries, observations, descriptions) appropriate to purpose and situation * Demonstrate the ability to comprehend and use everyday texts (e.g. directions, schedules, brochures) and make judgements about purpose and importance * Utilize note taking and outline as learning tools * Show understanding that the author’s experience, background, and culture influence the treatment of theme * Identify with and develop an understanding of the characters the author has created from what they say and do and from what other characters and the narrator say about them * Select, independently, texts that address learning needs and interests | ***CR9.6***   * Demonstrate the behaviours of an effective, active reader including: * preparing to read by previewing * asking questions * setting purpose * considers what is know and what needs to be known * adjusting rate to specific purpose * making connections * making inferences based on text and prior knowledge * re-reading * summarizing * paraphrasing * Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot * Analyze the author’s form, technique, and use of language * Identify, analyze, and apply knowledge of the purpose, structure, and elements of non-fiction * Analyze and evaluate ideas presented in texts * Compare values expressed in texts through author and through characters to own values * Draw and support conclusions and opinions about author’s message, values, point of view, craft * Recognize how text contributed to own understanding of self, roles in society, and relationships with others * Respond critically to text ideas and author’s craft by using textual evidence to support interpretations * Identify and analyze techniques and elements such as figurative language and rhetorical and stylistic features of texts * Consider more complex and alternative interpretations * Select, independently, texts which address learning needs and interests * Read independently for self-initiated and assigned purposes |

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| **OUTCOME*:* Read independently and demonstrate comprehension of a variety of specialized information texts.** | | | |
| ***CR6.7***   * grade level instructional materials * non-fiction books * reports and articles from magazines and journals * reference materials * written instructions | ***CR7.7***   * non-fiction books * grade-level instructional materials * reports * reference materials * instructions * advertising and promotional materials * websites | ***CR8.7***   * understanding main ideas and supporting evidence * explaining connections between new ideas and information and previous thoughts * recognizing any biases or false reasoning | ***CR9.7***   * expository essays * historical accounts * news articles * scientific writing |

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| **OUTCOME: Read grade appropriate texts to increase fluency and expression** | | | |
| ***CR6.8***   * 120–160 wcpm orally * 160-210 silently | ***CR7.8***   * 130-170 wcpm orally * 170-220 silently | ***CR8.8***   * 140-180 wcpm orally * 180-230 silently | ***CR9.8***   * 150+ wcpm orally * 215-260 silently |

**Each outcome at each grade level is supported by indicators which provide the breadth and depth of the expectations for the outcomes. The outcomes and their indicators are listed starting on page 33 of each grade level document. Teachers are encouraged to build upon outcomes in the previous grades and provide scaffolding to support student achievement of the outcomes at each grade level.**