Intermediate Language & Literacy (Grades 7 to Grade 10)

Strands & Expectations in the Ontario Curriculum

Note to user: This concept map is designed to assist pre-service and in-service
teachers to develop a research strategy to locate library materials relevant to their
daily lessons. It should not be used in place of the Ontario curriculum. Please visit
the Ontario Ministry of Education website –www.edu.gov.on.ca– to access the
Ontario curriculum online.

Grade 7 (ages 12-13)

Oral Communication

1. Listen in order to understand and respond appropriately in a
   variety of situations for a variety of purposes
   1.1 identify a range of purposes for listening in a variety of situations, formal and
       informal, and set goals appropriate for specific listening tasks
   1.2 demonstrate an understanding of appropriate listening behaviour by adapting
       active listening strategies to suit a wide variety of situations, including work in
groups
   1.3 identify a variety of listening comprehension strategies and use them
       appropriately before, during, and after listening in order to understand and clarify
       the meaning of increasingly complex or challenging oral texts
   1.4 demonstrate an understanding of the information and ideas in increasingly
       complex oral texts in a variety of ways
   1.5 develop and explain interpretations of oral texts using stated and implied ideas
       from the texts to support their interpretation
   1.6 extend understanding of oral texts, including increasingly complex texts, by
       connecting, comparing, and contrasting the ideas and information in them to their
       own knowledge, experience, and insights; to other texts, including print and visual
texts; and to the world around them
   1.7 analyse oral texts in order to evaluate how effectively they communicate ideas,
opinions, themes, or experiences, and suggest possible improvements
   1.8 explain the connection between a speaker’s tone and the point of view or
       perspective presented in oral texts
1.9 identify a wide variety of presentation strategies used in oral texts and evaluate their effectiveness

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
2.1 identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies
2.2 demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience
2.3 communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience
2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience
2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning
2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 use a variety of appropriate visual aids to support and enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to
construct meaning

1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts
1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader’s reaction
1.8 evaluate the effectiveness of both simple and complex texts based on evidence from the texts
1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel, graphic texts such as a photo essay, and informational texts such as a manual
2.2 analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning
2.3 identify a variety of text features and explain how they help communicate meaning
2.4 identify various elements of style – including foreshadowing, metaphor, and symbolism – and explain how they help communicate meaning and enhance the effectiveness of texts
3. Use knowledge of words and cueing systems to read fluently
   3.1 automatically read and understand most words in a wide range of reading contexts
   3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
      • semantic (meaning) cues (e.g., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language)
      • syntactic (language structure) cues (e.g., word order, language patterns, punctuation)
      • graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words)
   3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
   4.1 identify a range of strategies they found helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook, how they can use these and other strategies to improve as readers
   4.2 explain, in conversation with the teacher and/or peers or in a reader’s notebook, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
   1.1 identify the topic, purpose, and audience for more complex writing forms
   1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose
   1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
   1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns
1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more research if necessary

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
2.1 write complex texts of different lengths using a wide range of forms
2.2 establish a distinctive voice in their writing appropriate to the subject and audience
2.3 regularly use vivid and/or figurative language and innovative expressions in their writing
2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences
2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate
2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 spell familiar words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose
3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures
3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns; prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles
3.6 proofread and correct their writing using guidelines developed with peers and the teacher
3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
3.8 produce pieces of published work to meet identified criteria based on the expectations

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers
4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

Media Literacy

1. Demonstrate an understanding of a variety of media texts
1.1 explain how various media texts address their intended purpose and audience
1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations
1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
1.4 explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety of media texts
1.5 demonstrate understanding that different media texts reflect different points of view
1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve

2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning
2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience

3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 explain why they have chosen the topic for a media text they plan to create, and identify challenges they may face in engaging and/or influencing their audience
3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message
3.4 produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques
   • a class newspaper for parents
   • a class magazine for students in a lower grade
   • a multimedia report on a unit of study for geography
   • a website about the school for new students
   • a movie poster
   • an advertisement for a new product
   • a theatre review with commentary on the use of conventions and techniques for a class/school newspaper
   • a scene for a film based on a prose narrative
   • two media texts on the same subject using different media forms

4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most
helpful in understanding and creating media texts
4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Grade 8 (ages 13-14)

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks
   1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
   1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts
   1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways
   1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations
   1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
   1.7 analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies
   1.8 explain what the use of irony or satire in an oral text reveals about the speaker’s purpose and perspective
   1.9 identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so

2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies
   2.2 demonstrate an understanding of appropriate speaking behaviour in most
situations, using a variety of speaking strategies and adapting them to suit the purpose and audience
2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience
2.4 use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience
2.5 identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning
2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
2.7 use a variety of appropriate visual aids (e.g., photographs, multimedia, diagrams, graphs, charts, costumes, props, artefacts) to support and enhance oral presentations

3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading
1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts, graphic texts, and informational texts
1.2 identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes
1.3 identify a variety of reading comprehension strategies and use them
appropriately before, during, and after reading to understand increasingly complex or difficult texts
1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea
1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations
1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them
1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader’s reaction
1.8 evaluate the effectiveness of a text based on evidence taken from that text
1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives

2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir, graphic texts such as a map, and informational texts such as a magazine article
2.2 analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning
2.3 identify a variety of text features and explain how they help communicate meaning
2.4 identify a range of elements of style - including symbolism, irony, analogy, metaphor, and other rhetorical devices – and explain how they help communicate meaning and enhance the effectiveness of texts

3. Use knowledge of words and cueing systems to read fluently
3.1 automatically read and understand most words in a wide range of reading contexts
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
• semantic (meaning) cues (e.g., base words, prefixes, suffixes, phrases, sentences,
and visuals that activate existing knowledge of oral and written language
• syntactic (language structure) cues (e.g., word order and the relationship between words, language patterns, punctuation)
• graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within larger words, similarities between words with known spelling patterns and unknown words)
3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
4.1 identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook/reflective journal, how they can use these and other strategies to improve as readers
4.2 explain, in conversation with the teacher and/or peers or in a reader’s notebook/reflective journal, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing
1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
1.1 identify the topic, purpose, and audience for more complex writing forms
1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose
1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources
1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies and organizational patterns
1.6 determine whether the ideas and information they have gathered are relevant,
appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary

2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
2.1 write complex texts of a variety of lengths using a wide range of forms
2.2 establish a distinctive voice in their writing appropriate to the subject and audience
2.3 regularly use vivid and/or figurative language and innovative expressions in their writing
2.4 vary sentence types and structures for different purposes (e.g., to alter the pace or mood), with a focus on using a range of relative pronouns (e.g., who, which), subordinate conjunctions (e.g., whenever, because, although), and both the active and passive voice
2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate
2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies
2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations

3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 spell familiar words correctly
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
3.3 confirm spellings and word meanings or word choice using a wide variety of resources appropriate for the purpose
3.4 use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on the use of: commas to separate introductory phrases
from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements
3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions
3.6 proofread and correct their writing using guidelines developed with peers and the teacher
3.7 use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
3.8 produce pieces of published work to meet identified criteria based on the expectations

4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers
4.2 describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

Media Literacy

1. Demonstrate an understanding of a variety of media texts
1.1 explain how a variety of media texts
1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations address their intended purpose and audience
1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts
1.4 explain why different audiences might have different responses to a variety of media texts
1.5 demonstrate understanding that different media texts reflect different points of
view and that some texts reflect multiple points of view
1.6 identify who produces various media texts and determine the commercial,
ideological, political, cultural, and/or artistic interests or perspectives that the texts
may involve

2. Identify some media forms and explain how the conventions and
techniques associated with them are used to create meaning
2.1 explain how individual elements of various media forms combine to create,
reinforce, and/or enhance meaning
2.2 identify the conventions and techniques used in a variety of media forms and
explain how they help convey meaning and influence or engage the audience

3. Create a variety of media texts for different purposes and
audiences, using appropriate forms, conventions, and techniques
3.1 explain why they have chosen the topic for a media text they plan to create
3.2 identify an appropriate form to suit the purpose and audience for a media text
they plan to create
3.3 identify conventions and techniques appropriate to the form chosen for a media
text they plan to create, and explain how they will use the conventions and
techniques to help communicate their message
3.4 produce a variety of media texts of some technical complexity for specific
purposes and audiences, using appropriate forms, conventions, and techniques:
• a multimedia presentation examining two or more elements of a narrative, such as
  theme, plot, setting, or character
• a one-minute video advertising a class fund-raising project
• a website based on the content of a unit of study
• a report on school sports events to be presented during morning announcements
• magazine advertisements for a particular product, aimed at different age groups
  among the students in the school
• an interview with a family member about his or her cultural heritage for
  publication in a school or community magazine/newspaper
• a public-service announcement on a current issue that is relevant to their fellow
  students, such as daily physical activity, literacy, or bullying
• a storyboard for a video of a favourite song that is not available as a video)

4. Reflect on and identify their strengths as media interpreters and
creators, areas for improvement, and the strategies they found most
helpful in understanding and creating media texts
4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts
Grade 9 Academic (ages 14-15)

Oral Communication

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify the purpose of several different listening tasks and set goals for specific tasks
   1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions
   1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts
   1.4 identify the important information and ideas in both simple and complex oral texts in several different ways
   1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations
   1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
   1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response
   1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity
   1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 communicate orally for several different purposes, using language suitable for the intended audience
   2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience
2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience
2.5 identify several different vocal strategies and use them selectively and with sensitivity to audience needs
2.6 identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning
2.7 use several different audio-visual aids to support and enhance oral presentations

3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills
3.2 identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills

Reading and Literature Studies

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
1.1 read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading
1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts
1.3 identify the important ideas and supporting details in both simple and complex texts
1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts
1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.6 analyse texts in terms of the information, ideas, issues, or themes they explore,
examining how various aspects of the texts contribute to the presentation or
development of these elements
1.7 evaluate the effectiveness of both simple and complex texts, using evidence
from the text to support their opinions
1.8 identify the perspectives and/or biases evident in both simple and complex
texts and comment on any questions they may raise about beliefs, values, and
identity

2. Understanding Form and Style: recognize a variety of text forms,
text features, and stylistic elements and demonstrate understanding
of how they help communicate meaning
2.1 identify several different characteristics of literary, informational, and graphic
text forms and explain how they help communicate meaning
2.2 identify several different text features and explain how they help communicate
meaning
2.3 identify several different elements of style in texts and explain how they help
communicate meaning and enhance the effectiveness of the text

3. Reading With Fluency: use knowledge of words and cueing
systems to read fluently
3.1 automatically understand most words in several different reading contexts
3.2 use appropriate decoding strategies to read and understand unfamiliar words
3.3 identify and use several different strategies to expand vocabulary

4. Reflecting on Skills and Strategies: reflect on and identify their
strengths as readers, areas for improvement, and the strategies they
found most helpful before, during, and after reading
4.1 describe several different strategies they used before, during, and after reading;
explain which ones they found most helpful; and identify specific steps they can
take to improve as readers
4.2 identify several of their skills in listening, speaking, writing, viewing, and
representing and explain how the skills help them read more effectively

Writing

1. Developing and Organizing Content: generate, gather, and
organize ideas and information to write for an intended purpose and
audience

1. Identify the topic, purpose, and audience for several different types of writing tasks
2. Generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate
3. Locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate
4. Identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing
5. Determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task

2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience

1. Write for different purposes and audiences using several different literary, informational, and graphic forms
2. Establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing
3. Use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience
4. Write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas
5. Explain how their own beliefs, values, and experiences are revealed in their writing
6. Revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies
7. Produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations

3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly
3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose
3.3 use punctuation correctly to communicate their intended meaning
3.4 use grammar conventions correctly to communicate their intended meaning clearly
3.5 proofread and correct their writing, using guidelines developed with the teacher and peers
3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience
3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers
4.2 identify several different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively
4.3 select several examples of different types of writing that they think most clearly reflect their growth and competence as writers and explain the reasons for their choice

Media Studies

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts
1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences
1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey
1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose
1.4 identify and explain different audience responses to selected media texts
1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity
1.6 explain how several different production, marketing, and distribution factors influence the media industry

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 identify general characteristics of several different media forms and explain how they shape content and create meaning
2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience

3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 describe the topic, purpose, and audience for media texts they plan to create and identify specific challenges they may face in achieving their purpose
3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3 identify several different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning
3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several
specific steps they can take to improve as media interpreters and producers
4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts
Grade 9 Applied (ages 14-15)

Oral Communication

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
1.1 identify the purpose of a few different listening tasks
1.2 identify and use a few different active listening strategies when participating in classroom interactions
1.3 identify and use a few different listening comprehension strategies before, during, and after listening to understand simple oral texts and some teacher-selected complex texts
1.4 identify the important information and ideas in simple oral texts and some teacher-selected complex texts
1.5 develop and explain interpretations of simple oral texts and some teacher-selected complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations
1.6 extend understanding of simple oral texts and some teacher-selected complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.7 analyse oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/ viewer’s response
1.8 identify the perspectives and/or biases evident in simple oral texts and some teacher-selected complex texts and comment on any questions they may raise about beliefs, values, and identity
1.9 identify how a few different presentation strategies are used in oral texts to inform, persuade, or entertain

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
2.1 communicate orally for a few different purposes and audiences
2.2 demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
2.3 communicate in a clear, coherent manner for a few different purposes
2.4 use appropriate words, phrases, and terminology, and a few different stylistic devices, to communicate their meaning clearly to their intended audience
2.5 identify a few different vocal strategies and use them selectively and with sensitivity to audience needs
2.6 identify a few different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning
2.7 use a few different audio-visual aids to support oral presentations

3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 describe a few different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills
3.2 identify a few different skills in viewing, representing, reading, and writing that help them improve their oral communication skills

Reading and Literature Studies

1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning
1.1 read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading
1.2 identify and use a few different reading comprehension strategies before, during, and after reading to understand simple texts and some teacher-selected complex texts
1.3 identify the important ideas and supporting details in a few different types of texts
1.4 make inferences about simple texts and some teacher-selected complex texts, using stated and implied ideas from the texts
1.5 extend understanding of simple texts and some teacher-selected complex texts by making basic connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements
1.7 evaluate the effectiveness of simple texts and some teacher-selected complex
texts, using evidence from the text to support their opinions
1.8 identify the perspectives and/or biases evident in simple texts and some
teacher-selected complex texts and comment on any questions they may raise
about beliefs, values, and identity

2. Understanding Form and Style: recognize a variety of text forms,
text features, and stylistic elements and demonstrate understanding
of how they help communicate meaning
2.1 identify a few different characteristics of informational, literary, and graphic
text forms and explain how they help communicate meaning
2.2 identify a few different text features and explain how they help communicate
meaning
2.3 identify a few different elements of style in texts and explain how they help
communicate meaning and enhance the effectiveness of the text

3. Reading with Fluency: use knowledge of words and cueing
systems to read fluently
3.1 automatically understand most words in classroom and everyday reading
contexts
3.2 use a few different decoding strategies to read and understand unfamiliar words
3.3 identify and use a few different strategies to expand vocabulary

4. Reflecting on Skills and Strategies: reflect on and identify their
strengths as readers, areas for improvement, and the strategies they
found most helpful before, during, and after reading
4.1 describe a few different strategies they used before, during, and after reading;
explain which ones they found most helpful; and identify steps they can take to
improve as readers
4.2 identify a few different skills in listening, speaking, writing, viewing, and
representing that help them read more effectively

Writing

1. Developing and Organizing Content: generate, gather, and
organize ideas and information to write for an intended purpose and
audience
1.1 identify the topic, purpose, and audience for a few different types of writing tasks
1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate
1.3 locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate
1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a few different strategies and organizational patterns suited to the content and the purpose for writing
1.5 determine whether the ideas and information gathered are relevant to the topic and meet the requirements of the writing task

2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
2.1 write for different purposes and audiences using a few different informational, graphic, and literary forms
2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing
2.3 use appropriate descriptive words, phrases, and expressions to make their writing clear for their intended audience
2.4 write complete sentences that communicate their meaning accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas
2.5 explain how their own beliefs, values, and experiences are revealed in their writing
2.6 revise drafts to improve the content, organization, and clarity of their written work, using a variety of teacher-modelled strategies
2.7 produce revised drafts of texts written to meet criteria identified by the teacher, based on the curriculum expectations

3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 use knowledge of basic spelling rules and patterns, a few different resources,
and appropriate strategies to spell familiar and new words correctly
3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using a few different types of resources and strategies
3.3 use punctuation correctly to communicate their intended meaning
3.4 use grammar conventions correctly to communicate their intended meaning clearly
3.5 proofread and correct their writing, using guidelines developed with the teacher and peers
3.6 use a few different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity of their written work
3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 describe a few different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify steps they can take to improve as writers
4.2 identify some of their skills in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively
4.3 select several pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

Media Studies

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts
1.1 explain how simple media texts and some teacher-selected complex media texts are created to suit particular purposes and audiences
1.2 interpret simple media texts and some teacher selected complex media texts, identifying some of the overt and implied messages they convey
1.3 evaluate how effectively information and ideas are communicated in simple media texts and some teacher-selected complex media texts, and decide whether the texts achieve their intended purpose
1.4 identify how different audiences might respond to selected media texts
1.5 identify the perspectives and/or biases evident in a few simple media texts and
teacher-selected complex media texts and comment on any questions they may raise about beliefs, values, and identity
1.6 explain how a few different production, marketing, and distribution factors influence the media industry

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 identify general characteristics of a few different media forms and explain how they shape content and create meaning
2.2 identify a few different conventions and/or techniques used in familiar media forms and explain how they convey meaning

3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 describe the topic, purpose, and audience for media texts they plan to create (e.g., a storyboard for a music video to raise money for an environmental cause; the outline for a radio broadcast over the school PA system to commemorate a famous Canadian) and identify challenges they may face in achieving their purpose
3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3 identify a few different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning
3.4 produce media texts for a few different purposes and audiences, using appropriate forms, conventions, and techniques

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
4.1 describe a few different strategies they used in interpreting and creating media texts and explain how these and other strategies can help them improve as media interpreters and producers
4.2 identify a few different skills in listening, speaking, reading, and writing that help them interpret and produce media texts
Grade 10, Academic (ages 15-16)

Oral Communication

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify the purpose of a variety of listening tasks and set goals for specific tasks
   1.2 select and use appropriate active listening strategies when participating in a variety of classroom interactions
   1.3 select and use appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex texts
   1.4 identify the important information and ideas in oral texts, including increasingly complex texts, in a variety of way
   1.5 develop and explain interpretations of oral texts, including increasingly complex texts, using evidence from the text and the oral and visual cues used in it to support their interpretations
   1.6 extend understanding of oral texts, including increasingly complex texts, by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
   1.7 analyse oral texts, including increasingly complex texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response
   1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power
   1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex texts, and suggest other strategies that could be used effectively

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 communicate orally for a variety of purposes, using language appropriate for the intended audience
2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
2.3 communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, subject matter, and intended audience
2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience
2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them appropriately and with sensitivity to audience needs and cultural differences
2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them appropriately to help convey their meaning and with sensitivity to audience needs and cultural differences
2.7 use a variety of audio-visual aids appropriately to support and enhance oral presentations and to engage an audience

3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 describe a variety of strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills
3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills

Reading and Literature Studies

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning
1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading
1.2 select and use appropriate reading comprehension strategies before, during, and after reading to understand texts, including increasingly complex texts
1.3 identify the most important ideas and supporting details in texts, including increasingly complex texts
1.4 make and explain inferences about texts, including increasingly complex texts,
supporting their explanations with well-chosen stated and implied ideas from the texts
1.5 extend understanding of texts, including increasingly complex texts, by making appropriate connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements
1.7 evaluate the effectiveness of texts, including increasingly complex texts, using evidence from the text to support their opinions
1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power

2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning
2.2 identify a variety of text features and explain how they help communicate meaning
2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts

3. Reading with Fluency: use knowledge of words and cueing systems to read fluently
3.1 automatically understand most words in a variety of reading contexts
3.2 use appropriate decoding strategies to read and understand unfamiliar words
3.3 identify and use a variety of strategies to expand vocabulary

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
4.1 describe a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify detailed steps they can take to improve as readers
4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively

Writing

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience
   1.1 identify the topic, purpose, and audience for a variety of writing tasks
   1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate
   1.3 locate and select information to appropriately support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate
   1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and organizational patterns suited to the content and the purpose for writing
   1.5 determine whether the ideas and information gathered are relevant to the topic, accurate, and complete and appropriately meet the requirements of the writing task

2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience
   2.1 write for different purposes and audiences using a variety of literary, graphic, and informational forms
   2.2 establish a distinctive voice in their writing, modifying language and tone skilfully to suit the form, audience, and purpose for writing
   2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and interesting for their intended audience
   2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas
   2.5 explain how their own beliefs, values, and experiences are revealed in their writing
   2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies
   2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations
3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 use knowledge of spelling rules and patterns, a variety of resources, and appropriate strategies to recognize and correct their own and others’ spelling errors
3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose
3.3 use punctuation correctly and appropriately to communicate their intended meaning
3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and fluently
3.5 proofread and correct their writing, using guidelines developed with the teacher and peers
3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their work and to heighten its appeal for their audience
3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify appropriate steps they can take to improve as writers
4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively
4.3 select a variety of examples of different types of writing that they think reflect significant advances in their growth and competence as writers and explain the reasons for their choice

Media Studies
1. Understanding Media Texts: demonstrate an understanding of a variety of media texts
1.1 explain how media texts, including increasingly complex texts, are created to suit particular purposes and audiences
1.2 interpret media texts, including increasingly complex texts, identifying and explaining the overt and implied messages they convey
1.3 evaluate how effectively information, ideas, issues, and opinions, are communicated in media texts, including increasingly complex texts, and decide whether the texts achieve their intended purpose
1.4 explain why the same media text might prompt different responses from different audiences
1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex texts, and comment on any questions they may raise about beliefs, values, identity, and power
1.6 explain how a variety of production, marketing, and distribution factors influence the media industry

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning
2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience

3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 describe the topic, purpose, and audience for media texts they plan to create (e.g., a web page presenting a personal anthology of poetry to their peers), and identify significant challenges they may face in achieving their purpose
3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3 identify a variety of conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate specific aspects of their intended meaning
3.4 produce media texts for a variety of purposes and audiences, using appropriate forms, conventions, and techniques

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

4.1 describe a variety of strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify appropriate steps they can take to improve as media interpreters and producers

4.2 identify a variety of their skills in listening, speaking, reading, and writing and explain how the skills help them interpret and produce media texts
Grade 10, Applied (ages 15-16)

Oral Communication

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
   1.1 identify the purpose of several different listening tasks and set goals for specific tasks
   1.2 identify and use several different active listening strategies when participating in a variety of classroom interactions
   1.3 identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts
   1.4 identify the important information and ideas in both simple and complex oral texts in several different ways
   1.5 develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations
   1.6 extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
   1.7 analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response
   1.8 identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, identity, and power
   1.9 explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
   2.1 communicate orally for several different purposes, using language suitable for the intended audience
   2.2 demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
2.3 communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience
2.4 use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience
2.5 identify several different vocal strategies and use them selectively and with sensitivity to audience needs
2.7 use several different audio-visual aids to support and enhance oral presentations

3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations
3.1 describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills
3.2 identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills

Reading and Literature studies

1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning
1.1 read several different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying specific purposes for reading
1.2 use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts
1.3 identify the important ideas and supporting details in both simple and complex texts
1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts
1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
1.6 analyse texts in terms of the information, ideas, issues, or themes they explore,
examining how various aspects of the texts contribute to the presentation or development of these elements

1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions
1.8 identify perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, identity, and power

2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
2.1 identify several different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning
2.2 identify several different text features and explain how they help communicate meaning
2.3 identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text

3. Reading with Fluency: use knowledge of words and cueing systems to read fluently
3.1 automatically understand most words in several different reading contexts
3.2 use appropriate decoding strategies to read and understand unfamiliar words
3.3 identify and use several different strategies to expand vocabulary

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
4.1 describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers
4.2 identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively

**Writing**

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and
1. Identify the topic, purpose, and audience for several different types of writing tasks
1.1 identify the topic, purpose, and audience for several different types of writing tasks
1.2 generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate
1.3 locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate
1.4 identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and the purpose for writing
1.5 determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task

2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
2.1 write for different purposes and audiences using several different informational, literary, and graphic forms
2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing
2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience
2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making logical transitions between ideas
2.5 explain how their own beliefs, values, and experiences are revealed in their writing
2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies
2.7 produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations

3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly
3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose
3.3 use punctuation correctly to communicate their intended meaning
3.4 use grammar conventions correctly to communicate their intended meaning clearly
3.5 proofread and correct their writing, using guidelines developed with the teacher and peers
3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience
3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers
4.2 identify several different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively
4.3 select several examples of different types of writing that they think most clearly reflect their growth and competence as writers and explain the reasons for their choice

Media Studies

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts
1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences
1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey
1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose
1.4 identify and explain different audience responses to selected media texts
1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power
1.6 explain how several different production, marketing, and distribution factors influence the media industry

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
2.1 identify some general characteristics of several different media forms and explain how they shape content and create meaning
2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience

3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
3.1 describe the topic, purpose, and audience for media texts they plan to create, and identify specific challenges they may face in achieving their purpose
3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice
3.3 identify several different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning
3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques

4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts
4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several
specific steps they can take to improve as media interpreters and producers
4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts
Grade 10, (ages 15-16)

Literacy Skills: Reading and Writing

Reading Skills

1. Reading for Meaning: read and demonstrate an understanding of a variety of contemporary literary, informational, and graphic texts, using a range of strategies to construct meaning
   1.1 read a variety of self-selected and teacher-assigned literary, graphic, and informational texts representing a variety of cultures and perspectives
   1.2 identify a variety of purposes for reading texts commonly used in everyday life
   1.3 identify and use appropriate reading comprehension strategies before, during, and after reading to understand teacher-assigned and self-selected texts
   1.4 identify and record important ideas and supporting details in literary, graphic, and informational texts
   1.5 interpret texts, identifying and explaining the overt and implied ideas and information they convey
   1.6 extend understanding of texts by connecting and comparing the ideas in them to their own knowledge, experience, and insights; to other texts; and to the world around them
   1.7 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements
   1.8 evaluate the effectiveness of texts using evidence taken from the text to support the evaluation
   1.9 identify the perspectives and/or biases evident in texts and comment on any questions they may raise about beliefs, values, identity, and power

2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate an understanding of how they help communicate meaning
   2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning
   2.2 identify a variety of text features and explain how they help communicate meaning
2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text

3. Reading With Fluency: use knowledge of words and cueing systems to read fluently
3.1 read and automatically understand most words in a variety of reading contexts
3.2 predict and/or determine the meaning of unfamiliar words using different types of decoding strategies, including context cues, visual aids, and reference materials
3.3 read aloud, with expression and confidence, a variety of teacher-assigned and self-selected texts, adjusting reading strategies and reading rate to match the form and purpose for reading

4. Reflecting on Reading Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading
4.1 identify a variety of strategies they used before, during, and after reading; explain which ones they found most helpful; and identify steps they can take to improve as readers
4.2 explain how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

Writing Skills

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience
1.1 identify the topic, purpose, audience, and appropriate writing form for specific writing tasks
1.2 generate and focus ideas for potential writing tasks, using a variety of strategies and resources
1.3 locate and select information to support ideas for writing, using a variety of strategies and print and electronic sources
1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and view their data from different perspectives
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of
strategies and organizational patterns
1.6 determine whether the ideas and information gathered are relevant to the topic and sufficient for the purpose, and do more planning and research if necessary

2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
2.1 write texts of different lengths and for different purposes and audiences using a variety of forms
2.2 establish an identifiable voice in their writing, adapting language and tone to suit the form, audience, and purpose for writing
2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear, vivid, and engaging for the reader
2.4 write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length to suit different purposes and making logical transitions between ideas
2.5 explain how their own beliefs, values, and experiences are revealed in their writing
2.6 identify the strengths of their writing and elements that need improvement, selectively using feedback from the teacher and peers, with a focus on teacher-specified criteria
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of teacher-modelled strategies

3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
3.1 use knowledge of spelling patterns and rules, a variety of resources, and appropriate strategies to spell familiar words correctly
3.2 use available print and electronic resources and a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling to spell unfamiliar words correctly
3.3 build vocabulary for writing by confirming word meanings and reviewing word choice using a variety of resources and strategies, as appropriate for the purpose
3.4 use punctuation correctly and appropriately to communicate their intended
meaning
3.5 observe accepted grammar conventions, using parts of speech and word order correctly to communicate their meaning clearly
3.6 proofread and correct their writing using guidelines developed with peers and the teacher
3.7 use a wide range of appropriate presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience
3.8 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

4. Reflecting on Writing Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process
4.1 describe a variety of strategies they used before, during, and after writing; explain which ones they found most helpful; and identify specific steps they can take to improve as writers
4.2 identify skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively
4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice