

## BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

**Texts** are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Read for enjoyment and to achieve personal goals</li> <li>• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view</li> <li>• Recognize the diversity within and across First Peoples societies represented in texts</li> <li>• Recognize the influence of place in First Peoples and Canadian texts</li> <li>• <b>Access information for diverse purposes</b> and from a <b>variety of sources</b> and evaluate its <b>relevance</b>, accuracy, and <b>reliability</b></li> <li>• Apply appropriate <b>strategies</b> in a <b>variety of contexts</b> to comprehend written, oral, visual, and <b>multimodal texts</b>; guide inquiry; and extend thinking</li> <li>• <b>Synthesize</b> ideas from a variety of texts/sources</li> <li>• Recognize and appreciate how various forms, structures, and <b>features of texts</b> reflect a variety of purposes, audiences, and messages</li> <li>• Think critically, creatively, and <b>reflectively</b> to explore ideas within, between, and beyond texts</li> <li>• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</li> <li>• <b>Recognize how language constructs personal, social, and cultural identity</b></li> <li>• Construct meaningful personal connections between self, text, and world</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Text features and structures</b></p> <ul style="list-style-type: none"> <li>• features and structures of First Peoples text: <ul style="list-style-type: none"> <li>– <b>narrative structures</b> found in First Peoples texts</li> <li>– issues related to the ownership of First Peoples texts, and <b>protocols</b> for their use</li> <li>– the legal status of <b>First Peoples oral tradition</b> in Canada</li> </ul> </li> <li>• forms, functions, and genres of texts</li> <li>• elements of non-fiction texts</li> <li>• elements of visual/graphic texts</li> <li>• <b>literal</b> and <b>inferential</b> meaning</li> <li>• <b>bias, propaganda, manipulation</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> <li>• Respond to <b>text</b> in personal, creative, and critical ways</li> <li>• <b>Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact</b></li> <li>• Recognize an increasing range of <b>text</b> structures and how they contribute to meaning</li> </ul> <p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and <b>extend thinking</b></li> <li>• Demonstrate <b>speaking</b> and <b>listening skills</b> in a variety of formal and informal <b>contexts</b> for a <b>range of purposes</b></li> <li>• Select and apply an appropriate spoken language format for an intended purpose</li> <li>• Use <b>writing and design processes</b> to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences</li> <li>• Express and support an opinion with credible evidence</li> <li>• <b>Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact</b> according to purpose, <b>audience</b>, and message</li> <li>• Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context</li> <li>• Use <b>acknowledgements and citations</b> to recognize intellectual property rights</li> <li>• Transform ideas and information to create original texts, using new or unfamiliar genres, forms, structures, and styles</li> </ul>	<p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• syntax and sentence fluency</li> <li>• elements of style</li> <li>• <b>rhetorical devices</b></li> <li>• <b>usage</b></li> <li>• <b>conventions</b></li> <li>• <b>persuasive techniques</b></li> <li>• <b>literary elements and devices</b></li> <li>• <b>citation techniques</b></li> <li>• presentation techniques</li> </ul>

**Big Ideas – Elaborations**

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, oral stories, and songs.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.

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- **Access information:** including prior knowledge
- **diverse purposes:** contrast, synthesize, narrate, describe
- **variety of sources:** including print, digital, visual, artistic, and diverse cultural sources
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience
- **reliability:** consider point of view, bias, propaganda, and voices left out or omitted
- **strategies:**
  - make predictions, ask questions, paraphrase, form images, make inferences, determine importance, identify theme, draw conclusions
  - consider titles, beginnings, climaxes, key details, extended descriptions, names, repetition, surprises, endings, and changes in direction, setting, or point of view
- **variety of contexts:** distinguish between independent and collaborative settings, formal and informal situations
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, post-modern picture book, close-captioned film).
- **Synthesize:** combine ideas from two or more sources to construct a meaningful whole

Curricular Competencies – Elaborations

- **features of texts:** typography (boldface, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, sidebars/textboxes
- **reflectively:** includes metacognitive strategies such as identifying strengths and areas of focus, setting goals, making plans for improvement, and self-assessment
- **Recognize how language constructs personal, social, and cultural identity:** including differences in register (e.g., jargon, colloquialisms, vernacular, dialects, accent, diction, slang)
- **Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact:** Students are encouraged to delve deeply into text and consider the function of literary elements, techniques, and devices (e.g., allegory parallels the real and fictional; paradox reveals seemingly contradictory truths).
- **extend thinking:** extend and apply thinking to broader contexts
- **speaking:** strategies may include conscious use of emotion, volume, pace, pause, inflection, and emphasis
- **listening skills:** strategies may include receptive body language, eye contact, paraphrasing and building on others' ideas, disagreeing respectfully
- **contexts:** may include debate, presentation, speech, small- and large-group discussion, interviewing, performance
- **range of purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain
- **writing and design processes:** such as
  - rewriting, drafting, revising, editing, publishing
  - use of sketch, shade, and colour
  - selecting appropriate format and layout
- **Reflect on, assess, and refine texts to improve their clarity, effectiveness, and impact:**
  - creatively and critically manipulate language for a desired effect
  - consciously and purposefully make intentional stylistic choices (e.g., sentence fragments, inverted syntax, and hyphenated modifiers for emphasis or impact)
- **audience:** Students expand their understanding of the range of audiences to include children, peers, professionals, and technical, academic, and business audiences, and expand and refine evidence-based writing for academic and related audiences.
- **acknowledgements and citations:** citing sources in appropriate ways (e.g., bibliography, works cited, parenthetical documentation) to understand and avoid plagiarism

Content – Elaborations

- **narrative structures:** circular, iterative, cyclical
- **protocols:** First Peoples stories often have protocols (when and where they can be shared, who owns them, who can share them) because they are told by many people and passed down through generations. There are no recognized authors.
- **First Peoples oral tradition:**
  - In Canadian law, First Peoples oral history is valid evidence of ownership of the land.
  - The Supreme Court of Canada recognizes that First Peoples oral tradition is as important as written documents in considering legal issues; see resource disputes (e.g., Delgamuukw or Xenigwetin), treaties and title issues (e.g., Nisga'a), environmental impact studies (e.g., Puntledge River dam, Berger Inquiry).
- **literal:** reading “on the line”
- **inferential:**
  - reading “between and beyond the line” — coming to a conclusion based on evidence and reasoning
  - connotation versus denotation
  - ask: What’s important? Why? So what?
  - consider diction, tone, theme, imagery, ideas, syntax
- **bias:** Consider questions such as:
  - Who is the writer?
  - Who is the speaker?
  - What is their “lens”?
  - What is the writer’s motivation for creating the text?
  - When and where was the text created?
  - How did the “writer” create the text?
- **propaganda:** Consider questions such as:
  - What is the intended result?
  - What is the writer’s purpose/motivation?
  - Who is the targeted audience? Why?
  - How is the text misleading/ inaccurate/biased?
- **reading strategies:**
  - Consider what strategies students need to use to “unpack” text.
  - Readers use many strategies to make sense of text. They employ strategies with increasing independence depending on the task, text, and context.
  - Strategies include but may not be limited to connecting, annotating, predicting, inferring, building vocabulary, questioning, paraphrasing, visualizing, summarizing, and identifying big ideas.
- **oral language strategies:** intonation, tone, purpose, active listening, diction, enunciation, paraphrasing
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal-setting, self-evaluating) to develop awareness of self as a reader and as a writer

## Content – Elaborations

- **writing processes:** any writing process that includes revision, editing, and consideration of audience
- **features of oral language:** use of voice, pacing, intonation, expression, volume
- **rhetorical devices:** figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, allusion
- **usage:** common usage errors, including double negatives, mixed metaphors, malapropisms, and word misuse, such as affect/effect, anyways, their/there, lay/lie, alot/a lot, gonna/going to, could of/could have, less/fewer
- **conventions:**
  - active and passive voice
  - punctuation: colon, semi-colon, dashes, ellipsis, brackets, parentheses
  - citation formats
- **persuasive techniques:**
  - repetition, parallel structure, rhetorical questions, irony, satire, parody, diction
  - ethical, logical, and emotional appeals
- **literary elements and devices:** Texts use various literary devices, including figurative language, according to purpose and audience.
- **citation techniques:** Students need to be aware of the responsibility to cite sources when using another person's materials and/or ideas.