

## **Ontario English Curriculum Correlation**

### ***Hilary Weston Writers' Trust Prize for Nonfiction: Teaching Resource for 2012 Finalists***

[Source: *The Ontario Curriculum Grades 11 and 12 English, 2007 (revised)*. Ontario, Ministry of Education. Grade 12, University Preparation (ENG 4U).]

## **ORAL COMMUNICATION**

### **Overall Expectation 1. Listening to Understand**

By the end of this course, students will listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

#### **Specific Expectations**

##### **Purpose**

1.1 identify the purpose of a wide range of listening tasks and set goals for specific tasks

##### **Use Active Listening Strategies**

1.2 select and use the most appropriate active listening strategies when participating in a wide range of situations

### **Overall Expectation 2. Speaking to Communicate**

By the end of this course, students will: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### **Specific Expectations**

##### **Purpose**

2.1 communicate orally for a wide range of purposes, using language effective for the intended audience

##### **Interpersonal Speaking Strategies**

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

## **READING AND LITERATURE STUDIES**

### **Overall Expectation 1. Reading for Meaning**

By the end of this course, students will read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.

#### **Specific Expectations**

##### **Variety of Texts**

1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading

##### **Using Reading Comprehension Strategies**

1.2 select and use, with increasing facility, the most appropriate reading comprehension strategies to understand texts, including complex and challenging texts

##### **Demonstrating Understanding of Content**

1.3 identify the most important ideas and supporting details in texts, including complex and challenging texts

### **Making Inferences**

1.4 make and explain inferences of increasing subtlety and insight about texts, including complex and challenging texts, supporting their explanations with well-chosen stated and implied ideas from the texts

### **Extending Understanding of Texts**

1.5 extend understanding of texts, including complex and challenging texts, by making rich and increasingly insightful connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

### **Analysing Texts**

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

### **Evaluating Texts**

1.7 evaluate the effectiveness of texts, including complex and challenging texts, using evidence from the text insightfully to support their opinions

### **Critical Literacy**

1.8 identify and analyse the perspectives and/or biases evident in texts, including complex and challenging texts, commenting with understanding and increasing insight on any questions they may raise about beliefs, values, identity, and power

## **Overall Expectation 2. Understanding Form and Style**

By the end of this course, students will recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

### **Specific Expectations**

#### **Text Forms**

2.1 identify a variety of characteristics of literary, informational, and graphic text forms and demonstrate insight into the way they help communicate meaning

#### **Text Features**

2.2 identify a variety of text features and demonstrate insight into the way they communicate meaning

#### **Elements of Style**

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

## **Overall Expectation 4: Reflecting on Skills and Strategies**

By the end of this course, students will reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

### **Specific Expectations**

#### **Metacognition**

4.1 demonstrate insight into their strengths and weaknesses as readers, and practise the strategies they found most helpful when reading particularly challenging texts to enhance their reading skills

#### **Interconnected Skills**

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