

Québec English Language Arts Curriculum Correlation ***Hilary Weston Writers' Trust Prize for Nonfiction — Teaching Resource for 2012 Finalists***

[Source: *Secondary English Language Arts*, Québec Education Program, Languages.]

COMPETENCY 1: USES LANGUAGE/TALK TO COMMUNICATE AND TO LEARN

Collaborative Talk Groups: Constructing Knowledge of How Things Are Done

Meaning-Making Strategies

- Uses collaborative talk purposively in order to:
 - initiate discussion, elicit responses and qualify statements
 - interpret new information and experiences and fit them into what s/he already knows, i.e. connect to personal patterns of understanding and value
 - negotiate meaning with peers by questioning and challenging different viewpoints
 - seek multiple perspectives on the issue
 - extend understanding of the issue or topic by building on the ideas of others
- Assumes the stance of an interactive and critical listener:
 - questions, supports and defends the ideas of others
 - asks pertinent questions
 - paraphrases another's position
 - extracts salient points for further elaboration
 - gives feedback at critical points
 - listens to detect values and assumptions in the responses of others
 - exercises critical judgment

COMPETENCY 2: READS AND LISTENS TO WRITTEN, SPOKEN AND MEDIA TEXTS

Making Sense of a Text: Resources Readers Use

Readers Stance: Constructing a Reading of a Text

- Focuses on the world of the text to construct an *aesthetic* reading, e.g. makes sense of the text by relating personally to characters and events, by fully entering the world of the text, by comparing own feelings or actions or decisions with those of the character(s)/subject(s).
- Focuses on a topic and/or issue that is of interest to her/him to construct an *effluent* reading, e.g. makes sense of the text by coming to terms with the ways in which a topic has been developed by a writer/producer; by reading with the intention of remembering details and/or examples, by noting organizational devices, such as the use of classification and sources.
- Focuses on the relationship between self as reader and the text to construct an *interpretive* reading, e.g. makes sense of the text by concentrating on relationships: between self as reader and her/his response to the argument that is developed or the action that is proposed; between self as reader and her/his response to the choices an author makes in telling a story.

Essential Reading Strategies

- Activates relevant prior textual knowledge before, during and after reading text(s) to monitor the meaning(s) s/he is making, e.g. uses what is known about a writer/producer and her/his style to make predictions, draws on knowledge of structures and features of a specific genre, applies knowledge of codes and conventions particular to specific texts
- Activates relevant prior personal knowledge and experience to make sense of a text which is frequently expressed in text-to-self connections, text-to-world connections, text-to-text connections, e.g. situates and stores newly acquired information in relation to what s/he already knows, compares writer's/producer's view of the world with own
- Asks questions of self, writers(s) and text(s) as s/he reads to clarify and focus reading
- Determines the most important ideas/messages/themes in a text, e.g. uses own conclusions about important ideas to focus reading and exclude peripheral or unimportant details
- Draws inferences from a text, e.g. draws conclusions, makes critical judgments, constructs unique interpretations, predicts, forms new ideas

Working With Information

Research strategies

- Uses controlling idea/research question(s)/thesis statement to guide reading and research
- Systematizes the information-gathering process in light of controlling idea/research question(s)/thesis statement
- Adapts or adjusts controlling idea/research question(s)/thesis statement and research outline in light of findings
- Applies a variety of exploration and analytical strategies

Reader, Text, Context

Draws inferences about the view of the world presented in a text

- Identifies dominant elements and interprets their use, e.g. point of view, specific literary conventions, structure and sequence of argument. patterns of cause and effect
- Identifies the characteristics of the writer/producer and evaluates how these influence meaning, i.e. how stance, sociocultural context, values and/or beliefs shape the world of the text
- Examines how language (word, sound and image) is shaped to present ideas and information
- Makes connections between the depiction of different groups in texts and the context or setting of a text