

## **Saskatchewan English Language Arts Curriculum Correlation**

### ***Hilary Weston Writers' Trust Prize for Nonfiction:***

### ***Teaching Resource for 2012 Finalists***

[Source: *English Language Arts 20*, 2012 Saskatchewan Curriculum. Saskatchewan Ministry of Education.]

## **OUTCOMES AND INDICATORS**

### **Focus: Communicating with Purpose, Correctness, Unity, Coherence, and Emphasis**

#### **Comprehend and Respond (CR)**

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

#### **Outcome CR 20.1**

View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:

- identity
- social responsibility
- social action

#### **Indicators**

- a. Examine topics and contemporary and traditional visual, oral, written, multimedia, and digital (including social media) First Nations, Métis, Saskatchewan, Canadian, and international texts that present different viewpoints and perspectives on issues related to identity, social responsibility, and social action (agency).
- b. View, listen to, and read First Nations, Métis, Saskatchewan, Canadian, and international texts that reflect diverse personal identities, world views, traditions, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, language).
- c. Connect ideas, observations, opinions, and emotions to understand texts.
- e. Make connections between personal experiences and prior knowledge of traditions, genres, and a variety of texts.
- h. Explain ways that languages and texts reveal and shape understanding of human diversity.

#### **Outcome CR 20.4**

Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.

#### **Indicators**

- b) Select, use, and evaluate critically a variety of before (tap, activate, and build prior knowledge; ask questions; preview text), during (connect and construct meaning; note key ideas and what supports them; ask questions and self-monitor comprehension), and after (reflect and interpret; analyze craft and technique; respond personally) strategies to construct meaning when reading.

- d) Demonstrate critical reading behaviours including:
- establishing a purpose for reading such as to learn, to interpret, and to enjoy
  - skimming, scanning, and reading closely
  - identifying and analyzing explicit and implicit messages, viewpoints, and concepts
  - recognizing the use or abuse of rhetorical devices, ambiguity, contradictions, paradox, irony, incongruities, overstatement, and understatement in text, and explain their effect on the reader
  - identifying the ways in which a text's organizational structure and elements support or confound its purpose
  - relating understanding of a range of texts to personal experience, purposes, audience, and other texts
  - identifying and analyzing persuasive techniques
  - differentiating fact from opinion; differentiating between literal and figurative statements
  - recognizing and comprehending allusions and symbols (including iconography) from various cultures
  - discussing meanings, ideas, language, and literary quality in a range of First Nations, Métis, Saskatchewan, Canadian, and international contemporary and historical texts
  - using note making and outlining to improve understanding of texts
- f) Read and demonstrate an understanding of the main ideas, events, or themes of a variety of increasingly complex literary and informational First Nations, Métis, Saskatchewan, Canadian, and international texts (including stories, novels, essays, scripts, poetry, research, procedures, websites, blogs, email, message boards); identify and assess the author's purpose, ideas, point of view, tone, techniques, and overall theme or message.
- g) Identify the interrelationships (such as cause-and-effect) between and among ideas and concepts within the texts.
- i) Analyze the setting, plot, themes, characterization (including moral dilemmas as revealed by characters' motivation and behaviour), and narration of classic and contemporary literary texts, and consider what the texts suggest about the historical period in which they were written