

## **Alberta English Language Arts Curriculum Correlation**

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

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

[Source: *English Language Arts (Senior High) Program of Study*. Alberta Learning, Alberta, Canada, 2003. ELA 30-1.]

#### **GENERAL OUTCOME 1**

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

##### **1.1 Discover possibilities**

###### **1.1.1 Form tentative understanding, interpretations and positions**

- a) draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions
- b) modify tentative interpretations and tentative positions by weighing and assessing validity of own and others' ideas, observations and opinion; and identify areas for further inquiry or research

#### **GENERAL OUTCOME 2**

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

##### **2.1 Construct meaning from text and context**

###### **2.1.1 Discern and analyze context**

- c) explain how understanding the interplay between text and context can influence an audience to appreciate a text from multiple perspectives
- d) identify the impact that personal context — experience, prior knowledge — has on constructing meaning from a text

###### **2.1.2 Understand and interpret content**

- a) use a variety of strategies to comprehend literature and other texts, and develop strategies for close reading of literature in order to understand contextual elements
- b) analyze the relationships among controlling ideas, supporting ideas and supporting details in a variety of texts
- c) assess the contributions of setting, plot, character and atmosphere to the development of theme when studying a narrative
- d) analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme
- e) relate a text creator's tone and register to the moral and ethical stance explicitly or implicitly communicated by a text
- f) assess the contributions of figurative language, symbol, imagery and allusion to the meaning and significance of texts; and appreciate the text creator's craft

###### **2.1.3 Engage prior knowledge**

- a) reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed

- b) assess prior knowledge of contexts, content and text forms; and explain how it contributes to new understandings

## **2.2 Understand and appreciate textual forms, elements and techniques**

### **2.2.1 Relate form, structure and medium to purpose, audience and content**

- a) analyze a variety of text forms, explain the relationships of form to purpose and content, and assess the effects of these relationships on audience

### **2.2.2 Relate elements, devices and techniques to created effects**

- a) assess the contributions of rhetorical devices and stylistic techniques to the clarity and coherence of print and nonprint texts, and assess the various means by which devices and techniques are used to emphasize aspects or portions of a text
- b) assess the contributions of textual elements and stylistic techniques to the creation of atmosphere, tone and voice
- e) explain the contribution of motif and symbol to controlling idea and theme

## **2.3 Respond to a variety of print and nonprint texts**

### **2.3.1 Connect self, text, culture and milieu**

- a) identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
- b) form positions on issues that arise from text study; and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts in light of issues that are personally meaningful and culturally significant
- d) respond personally and critically to the ways in which cultural and societal influences are reflected in a variety of Canadian and international texts

## **GENERAL OUTCOME 3**

Students will listen, speak, read, write, view and represent to manage ideas and information.

### **3.1 Determine inquiry or research requirements**

#### **3.1.1 Focus on purpose and presentation form**

- a) modify selected strategies as needed to refine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation