

Manitoba English Language Arts Curriculum Correlation

Hilary Weston Writers' Trust Prize for Nonfiction:

Teaching Resource for 2012 Finalists

[Source: *Senior 4 English Language Arts: Manitoba Curriculum Framework of Outcomes and Senior 4 Standards*. Manitoba Education and Training, 2000.]

COMPREHENSIVE FOCUS

General Learning Outcome 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

Express Ideas (1.1.1)

- weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm positions

1.2 Clarify and Extend

Extend Understanding (1.2.4)

- extend breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge when generating and responding to texts

General Learning Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

2.1 Use Strategies and Cues

Prior Knowledge (2.1.1)

- analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations to a variety of texts [including books]

Comprehension Strategies (2.1.2)

- apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts

Textual Cues (2.1.3)

- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts

2.2 Respond to Texts

Experience Various Texts (2.2.1)

- experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding

Appreciate the Artistry of Texts (2.2.3)

- analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect

2.3 Understand Forms and Techniques

Forms and Genres (2.3.1)

- evaluate the effect of forms and genres on content and purpose

Techniques and Elements (2.3.2)

- analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes

General Learning Outcome 3: Students will listen, speak, read, write, view, and represent to manage ideas and information

3.1 Plan and Focus

Use Personal Knowledge (3.1.1)

- consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task

Ask Questions (3.1.2)

- formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context

Participate in Group Inquiry (3.1.3)

- collaborate with and support group members in adapting procedures to achieve inquiry or research goals

3.2 Select and Process

Make Sense of Information (3.2.5)

- use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

3.3 Organize, Record, and Evaluate

Record Information (3.3.2)

- synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately

General Learning Outcome 5: Students will listen, speak, read, write, view, and represent to celebrate and build community

5.2 Encourage, Support, and Work with Others

Cooperate with Others (5.1.1)

- use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought

Share and Compare Responses (5.2.1)

- demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self

LITERARY FOCUS

General Learning Outcome 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

Express Ideas (1.1.1)

- consider a range of ideas, observations, opinions, and emotions to create or understand texts

Consider Others' Ideas (1.1.2)

- weigh diverse and challenging suggestions and advice to reconsider interpretations of texts or to re-examine the shape and nature of own texts

General Learning Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

2.1 Use Strategies and Cues

Prior Knowledge (2.1.1)

- analyze connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts by writers, artists, storytellers, and filmmakers to develop interpretations

Comprehension Strategies (2.1.2)

- apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of texts

Textual Cues (2.1.3)

- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts

2.2 Respond to Texts

Experience Various Texts (2.2.1)

- experience genres from a variety of historical and cultural traditions; examine various interpretations of texts to revise or extend understanding

Appreciate the Artistry of Texts (2.2.3)

- analyze how language and stylistic choices in texts [including novels] create an overall impression and engage audiences

2.3 Understand Forms and Techniques

Forms and Genres (2.3.1)

- evaluate the effect of forms and genres on content and purpose

Techniques and Elements (2.3.2)

- analyze how various techniques and elements are used in texts [including novels] to accomplish particular purposes and create an overall impression

General Learning Outcome 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus

Use Personal Knowledge (3.1.1)

- pursue personal insights and explore alternative information sources for topics and ideas

Ask Questions (3.1.2)

- explore and question the imagined worlds of texts from a variety of perspectives to understand them and bring them to life

Participate in Group Inquiry (3.1.3)

- assist and support peers in shaping and identifying topic and intent and in developing creative approaches

3.2 Select and Process

Make Sense of Information (3.2.5)

- use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including novels]

3.3 Organize, Record, and Evaluate

Record Information (3.3.2)

- record and synthesize observations, experiences, and responses pertinent to understanding theme, point of view, or context of texts; refer to texts for support

General Learning Outcome 5: Students will listen, speak, read, write, view, and represent to celebrate and build community.

5.1 Encourage, Support, and Work with Others

Cooperate with Others (5.1.1)

- listen attentively, and contribute and encourage a variety of viewpoints to enhance others' creation of and responses to texts

5.2 Develop and Celebrate Community

Share and Compare Responses (5.2.1)

- evaluate diverse ideas, viewpoint, and interpretations to deepen understanding of text, others, and self