

## **Newfoundland and Labrador English Language Arts Curriculum Correlation**

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

[Source: *English Language Arts, English 3201, A Curriculum Guide June 2003*. Government of Newfoundland and Labrador, Department of Education, Division of Program Development.]

#### **SPECIFIC CURRICULUM OUTCOMES: SPEAKING AND LISTENING**

##### **1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.**

- 1.1 examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
- 1.2 ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- 1.3 articulate, advocate, and justify positions on issues or texts in a convincing manner, showing an understanding of a range of viewpoints
- 1.4 listen critically to analyse and evaluate concepts, ideas, and information

##### **3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.**

- 3.1 consistently demonstrate active listening and concern for the needs, rights, and feelings of others

#### **SPECIFIC CURRICULUM OUTCOMES: READING AND VIEWING**

##### **4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.**

- 4.2 read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
- 4.3 articulate their understanding of the ways in which information texts are constructed for a particular purpose
- 4.4 use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts

##### **6. Students will be expected to respond personally to a range of texts.**

- 6.1 make informed personal responses to increasingly challenging print and media texts and reflect on their responses
  - make connections between their own values, beliefs, and cultures and those reflected in literary and media texts
  - analyse thematic connections among texts and articulate an understanding of the universality of many themes
  - demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
- 6.2 articulate and justify points of view about texts and text elements
  - interpret ambiguities in complex and sophisticated texts

**7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.**

7.2 show the relationships among language, topic, purpose, context, and audience

- describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres

7.3 respond critically to complex and sophisticated texts

- examine how texts work to reveal and produce ideologies, identities, and positions
- examine how media texts construct notions of role, behaviour, culture, and reality
- examine how textual features help a reader and viewer to create meaning of the texts