

Appendix D

Charts for Comparison of Course Specific Outcomes

Charts of specific outcomes from the program of studies are provided in this Appendix so that comparisons can be made between each course sequence. Because the specific outcomes for General Outcomes 1, 3 and 5 are identical across sequences, only specific outcomes for General Outcome 2 and General Outcome 4 are provided.



2.1 Construct meaning from text and context

ELA 10-1	ELA 10-2
2.1.1 Discern and analyze context	
a. identify a variety of different kinds of texts, audiences and purposes for creating texts [for example, purposes could include to inform, persuade, entertain or inspire; the purpose of a print advertisement is to sell a product]	a. identify a variety of texts, purposes for creating texts and audiences [for example, purposes could include to inform, persuade, entertain or inspire]
b. use features found within a text as information to describe the communication situation within which the text was created [for example, use specialized terminology, jargon, acronyms and idioms within a text to describe context]	b. identify features of a text that provide information about the text [for example, specialized terminology, jargon, acronyms and idioms]
c. describe the relationship between text and context [for example, constraints of time and space, issues of gender and culture, whether or not the audience is present]	c. describe elements found in a variety of communication situations, and explain how these elements influence the creation of texts [for example, constraints of time and space, issues of gender and culture, whether or not the audience is present in the communication situation]
d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	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 [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]	a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers, making annotations, inferring, rereading, seeking assistance, using context clues, summarizing and visualizing], develop a daily practice of reading [for example, paired reading, reading log, nightly reading, taped reading], and develop strategies for close reading
b. paraphrase a text’s controlling idea, and identify supporting ideas and supporting details	b. identify a text’s controlling idea, supporting ideas and supporting details
c. summarize the plot of a narrative, describe its setting and atmosphere, describe development of conflict, and identify theme	c. retell the plot of a narrative, describe its setting, and identify the conflict developed
d. describe the personality traits, motivations, attitudes, values and relationships of characters developed/persons presented in literature and other texts; and identify how the use of archetypes adds to an appreciation of text	d. describe the personality traits, attitudes and relationships of characters developed/persons presented in works of literature and other texts
e. describe a text creator’s tone, and relate tone to purpose and audience	e. identify a text creator’s tone
f. differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions, and describe how images are developed in texts	f. differentiate between literal and figurative statements, describe images developed in texts, and recognize imagery

ELA 10-1	ELA 10-2
2.1.2 Understand and interpret content (continued)	
g. describe visual elements [such as photographs, lists, tables, graphs, charts and other displays] and aural elements [such as sound effects, music and rhythm], and describe their contributions to the meaning of texts	g. identify visual elements [such as photographs, lists, tables, graphs, charts and other displays] and aural elements [such as sound effects, music and rhythm] that add meaning to texts
h. differentiate between audience response to the content of a presentation and audience response to the performance of the presenter	h. differentiate between audience response to the content of a presentation and audience response to the performance of the presenter
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	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. describe personal expectations for a text to be studied, by recalling prior experiences with and observations about similar contexts, content and text forms	b. describe personal expectations for texts to be studied, by recalling prior experiences with and observations about similar contexts and content
c. recall prior knowledge of rhetorical devices used in previously studied texts [such as anecdotes and rhetorical questions] and textual elements and structures employed or developed [such as characterization and narrative point of view] to assist in understanding new texts	c. recall prior knowledge of the development of textual elements in previously studied texts [such as plot, setting and character] to assist in understanding new texts
d. classify the genre/form of new texts according to attributes of genres/forms previously studied	
2.1.4 Use reference strategies and reference technologies	
a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]	a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]
b. create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]	b. create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]



2.2 Understand and appreciate textual forms, elements and techniques

ELA 10-1	ELA 10-2
2.2.1 Relate form, structure and medium to purpose, audience and content	
a. identify a variety of text forms, including communications forms and literary forms [for example, letters, memoranda, poems, narratives and dramatizations]; and describe the relationships of form to purpose and content	a. identify common text forms and their purposes, including communications forms [such as letters and memoranda] and literary forms [such as poems, narratives and dramatizations]
b. describe audience factors that may have influenced a text creator's choice of form and medium [for example, age, gender and culture of the audience]	b. describe audience factors that may have influenced a text creator's choice of form and medium [for example, age, gender and culture of the audience]
c. describe a variety of organizational patterns and structural features that contribute to purpose and content	c. identify and describe organizational patterns and structural features that contribute to purpose and content [such as the use of chronology to structure a narrative and the use of categories and headings to structure a report]
d. describe the characteristics of various common communications media [such as the use of headlines in newspapers, and menus and tabs in Internet Web pages]	d. identify and describe the characteristics of various common communications media [such as the use of headlines in newspapers, and menus and tabs in Internet Web pages]
2.2.2 Relate elements, devices and techniques to created effects	
a. describe rhetorical devices [such as parallel structure and repetition] and stylistic techniques [such as purposeful use of precise denotative language and straightforward sentence structure] that create clarity, coherence and emphasis in print and nonprint texts	a. identify rhetorical devices [such as repetition] and stylistic techniques [such as straightforward sentence structures] that create clarity, coherence and emphasis in print and nonprint texts
b. describe aspects of a text that contribute to atmosphere, tone and voice [for example, textual elements, such as setting, music and lighting, and stylistic techniques, such as a text creator's choice of words and expressions]	b. identify aspects of a text that are effective in the creation of atmosphere [such as setting, music, lighting and choice of words]
c. recognize irony and satire in print and nonprint texts, and identify language used to create irony and satire	c. recognize irony and humour in print and nonprint texts, and identify language and ideas used to create irony and humour
d. describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts [for example, alliteration used to create emphasis, metaphor used to evoke images, and sensory details used to evoke pathos]	d. recognize the use of simile and metaphor in print and nonprint texts, and describe their effects [for example, in making comparisons and evoking images]
e. recognize the use of motif and symbol in print and nonprint texts	e. explain the contribution of symbol to theme
f. recognize the use of elements of effective oral, visual and multimedia presentations [such as movement, gesture, use of space, shape and colour]; and describe their effects	f. recognize elements of effective oral, visual and multimedia presentations [such as movement, gesture, use of space, shape and colour]; and describe their effects
g. identify persuasive techniques used in a variety of print and nonprint texts [such as appealing to emotion and citing experts]	g. identify persuasive techniques used in a variety of print and nonprint texts [for example, appealing to emotion and citing experts]



2.3 Respond to a variety of print and nonprint texts

ELA 10-1	ELA 10-2
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	a. identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
b. respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives	b. respond personally and analytically to ideas developed in literature and other texts
c. compare choices and motives of characters and people portrayed in texts with choices and motives of self and others	c. compare choices and motives of characters and people portrayed in texts with choices and motives of self and others
d. identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts	d. recognize Canadian content in texts, and describe contextual elements that represent Canadian culture
2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts	
a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]	a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]
b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence	b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence
c. describe settings and plots in terms of reality and plausibility, as appropriate	c. describe settings and plots in terms of created reality and plausibility
d. describe character and characterization in terms of consistency of behaviour, motivation and plausibility	d. describe character and characterization in terms of consistency of behaviour, motivation and plausibility
e. describe images in print and nonprint texts in terms of created reality and appropriateness to purpose	e. describe images in print and nonprint texts in terms of created reality and appropriateness to purpose
f. assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general	f. assess the significance of a text's theme or controlling idea, and the effectiveness of the content in terms of adequate and relevant supporting details, examples or illustrations
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts	
a. use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms	a. recognize that texts can be effective and artistic, and use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of texts
b. describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response	b. describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response



2.1 Construct meaning from text and context

ELA 20-1	ELA 20-2
2.1.1 Discern and analyze context	
a. describe the text creator’s purpose, and analyze the target audience	a. paraphrase key messages in a specific text and identify elements present in the communication situation, in order to describe the text creator’s purpose and target audience [for example, understand the subtext in a television commercial to know the intended audience]
b. describe how societal forces can influence the production of texts [for example, current issues and trends]	b. explain how a text can be studied to understand the context—or aspects of the communication situation within which the text was created [for example, recognize that specialized terminology in a text may represent a particular occupational group and provide insight in understanding the text; understand current issues to recognize satire in a political cartoon]
c. explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created [for example, the historical context in which the text is written; gender-biased language can provide information about the context in which a text was created in terms of dominant culture]	c. use strategies to gain background knowledge about history and society when studying a particular text [for example, use references, including the personal experiences and understandings of teachers and elders, to help develop background knowledge of the historical period of a particular text]
d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	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 [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]	a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers, making annotations, inferring, rereading, seeking assistance, using context clues, summarizing and visualizing], develop a daily practice of reading [for example, paired reading, reading log, nightly reading, taped reading], and develop strategies for close reading
b. describe how supporting ideas and supporting details strengthen a text’s controlling idea	b. paraphrase a text’s controlling idea, and relate supporting ideas and supporting details to the controlling idea
c. describe the relationships among plot, setting, character, atmosphere and theme when studying a narrative	c. develop an understanding of the relationships among plot, setting and character when studying a narrative text, by relating the text to personal experiences
d. compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts	d. compare the personality traits, relationships, motivations and attitudes of characters developed/persons presented in works of literature and other texts

ELA 20-1	ELA 20-2
2.1.2 Understand and interpret content (continued)	
e. describe a text creator’s tone and register; and identify the moral and ethical stance communicated by a text	e. describe a text creator’s tone, relate tone to purpose and audience, and identify the point of view communicated by a text
f. interpret figurative language, symbol and allusions; recognize imagery; and explain how imagery contributes to atmosphere, characterization and theme in a text	f. identify figurative language [such as metaphor], symbol and familiar allusions in texts; interpret figurative language in terms of its contribution to the meaning of a text; and explain how imagery contributes to the creation of atmosphere, theme and characterization in a text
g. analyze visual and aural elements, and explain how they contribute to the meaning of texts	g. recognize visual and aural elements in texts, and explain how these elements add meaning to texts
h. describe the relationship between audience response to the content of a presentation and audience response to the performance of the presenter	h. respond to the content of a presentation; and describe the relationship, in general, between audience response to content and audience response to the performance of a presenter
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	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 personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms	b. assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms
c. use metacognitive strategies to understand how knowledge of rhetorical devices, textual elements and structures used in previously studied texts contributes to understanding new texts	c. use metacognitive strategies to relate prior understandings of textual elements used in previously studied texts to understandings of new texts
d. classify the genre/form of new texts according to attributes of genres/forms previously studied	
2.1.4 Use reference strategies and reference technologies	
a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]	a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]
b. create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]	b. create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]



2.2 Understand and appreciate textual forms, elements and techniques

ELA 20-1	ELA 20-2
2.2.1 Relate form, structure and medium to purpose, audience and content	
a. identify a variety of text forms, including communications forms and literary forms [for example, letters, memoranda, poems, narratives and dramatizations]; and describe the relationships of form to purpose and content	a. identify a variety of text forms, including communications forms and literary forms [for example, letters, memoranda, poems, narratives and dramatizations]; and describe the relationship of form to purpose
b. describe audience factors that may have influenced a text creator's choice of form and medium [for example, age, gender and culture of the audience]	b. describe audience factors that may have influenced a text creator's choice of form and medium [for example, age, gender and culture of the audience]
c. explain how a variety of organizational patterns and structural features contribute to purpose and content	c. explain how organizational patterns and structural features contribute to purpose and content
d. analyze the effect of medium on message	d. analyze the effect of medium on message
2.2.2 Relate elements, devices and techniques to created effects	
a. explain how rhetorical devices and stylistic techniques used in print and nonprint texts create clarity, coherence and emphasis	a. identify rhetorical devices [such as repetition] and stylistic techniques [such as straightforward sentence structures] that create clarity, coherence and emphasis in print and nonprint texts
b. explain how various textual elements and stylistic techniques contribute to the creation of atmosphere, tone and voice [for example, qualification and interrupted movement]	b. describe how textual elements that are effective in the creation of atmosphere are also effective in terms of tone and voice [for example, setting, music, lighting, diction, syntax and image]
c. analyze the use of irony and satire to create effects in print and nonprint texts [for example, dramatic irony to create suspense, verbal irony to create humour, and satire to evoke response]	c. recognize irony and humour in print and nonprint texts, and identify language and ideas used to create irony and humour
d. describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts [for example, alliteration used to create emphasis, metaphor used to evoke images, and sensory details used to evoke pathos]	d. describe the effects of musical devices and figures of speech in print and nonprint texts [for example, personification, hyperbole, alliteration, onomatopoeia and imitative harmony]
e. explain the contribution of motif and symbol to controlling idea and theme	e. explain the contribution of symbol to theme
f. differentiate between effective and ineffective presentations, and analyze the differences	f. differentiate between effective and ineffective presentations, identify the differences, and analyze the reasons for the differences
g. analyze persuasive techniques used in a variety of print and nonprint texts	g. analyze persuasive techniques used in a variety of print and nonprint texts



2.3 Respond to a variety of print and nonprint texts

ELA 20-1	ELA 20-2
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	a. identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion
b. respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives	b. respond personally and analytically to ideas developed in literature and other texts
c. explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others	c. explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others
d. identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts	d. respond personally and critically to cultural and societal influences presented in Canadian and international texts
2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts	
a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]	a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]
b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence	b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence
c. analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]	c. analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]
d. analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values]	d. analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values]
e. analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience	e. analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience
f. assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general	f. assess the significance of a text's theme or controlling idea, and the effectiveness of the content in terms of adequate and relevant supporting details, examples or illustrations

ELA 20-1	ELA 20-2
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts	
a. use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms	a. recognize that texts can be effective and artistic, and use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of texts
b. describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response	b. describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response



2.1 Construct meaning from text and context

ELA 30-1	ELA 30-2
2.1.1 Discern and analyze context	
a. explain the text creator's purpose, including implicit purpose when applicable; describe whether or not the purpose was achieved [for example, describe an author's use of juxtaposition to develop a contradictory impression of a character]; and assess the suitability of a text to the target audience	a. explain the text creator's purpose, and assess the suitability of the text to the target audience in terms of the text creator's purpose [for example, assess the suitability of a feature film targeted to a young adult audience in terms of appropriateness of content]
b. analyze elements or causes present in the communication situation surrounding a text that contribute to the creation of the text [for example, whether a text creator is communicating as an individual or as a member of a particular group]	b. analyze elements present in the communication situation surrounding a text that contribute to the creation of the text [for example, whether a text creator is communicating as an individual or as a member of a particular group]
c. explain how understanding the interplay between text and context can influence an audience to appreciate a text from multiple perspectives [for example, an audience can appreciate how historical and societal forces present in the context in which a text is set can affect the style, diction and point of view chosen by the text creator]	c. explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created
d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text	d. identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text

ELA 30-1	ELA 30-2
2.1.2 Understand and interpret content	
a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext]	a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers, making annotations, inferring, rereading, seeking assistance, using context clues, summarizing and visualizing], develop a daily practice of reading [for example, paired reading, reading log, nightly reading, taped reading], and develop strategies for close reading
b. analyze the relationships among controlling ideas, supporting ideas and supporting details in a variety of texts	b. describe the relationships between a text’s controlling idea and its supporting ideas and supporting details
c. assess the contributions of setting, plot, character and atmosphere to the development of theme when studying a narrative	c. explain how plot, character and setting contribute 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	d. explain the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in works of literature and other texts
e. relate a text creator’s tone and register to the moral and ethical stance explicitly or implicitly communicated by a text	e. relate a text creator’s tone to the moral and ethical stance communicated by a text, when appropriate
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	f. identify figurative language, symbol, imagery and allusions in a text; interpret these devices in terms of the meaning of a text; assess the contributions made to the meaning of texts by using these devices; and appreciate the text creator’s craft
g. assess the contributions that visual and aural elements make to the meaning of texts	g. recognize visual and aural elements in texts, and explain how these elements add meaning to texts
h. assess the relationship between the content of a presentation and the performance of the presenter, and explain how the quality of the performance affects the credibility and audience acceptance of the content and message	h. assess the relationship between the content of a presentation and the performance of the presenter, and explain how the quality of the performance affects the credibility and audience acceptance of the content and message
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	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	b. explain how prior knowledge of contexts, content and text forms contributes to new understandings
c. identify variations and departures from the conventional use of rhetorical devices, textual elements and structures in texts; and describe the purpose and effect of such variations and departures	c. explain how prior understanding of textual elements, like theme, in previously studied texts can assist in understanding new texts
d. classify the genre/form of new texts according to attributes of genres/forms previously studied	

ELA 30-1	ELA 30-2
2.1.4 Use reference strategies and reference technologies	
a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]	a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]
b. create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]	b. create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized World Wide Web/URL address list]



2.2 Understand and appreciate textual forms, elements and techniques

ELA 30-1	ELA 30-2
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	a. describe how some forms are more appropriate than others to achieve a particular purpose with an intended audience
b. assess the potential influence of various audience factors on a text creator's choice of form and medium	b. explain how various audience factors may have influenced a text creator's choice of form and medium
c. apply knowledge of organizational patterns and structural features to understand purpose and content, and assess the effectiveness of a text's organizational structure	c. apply knowledge of organizational patterns and structural features to understand purpose and content, and assess the effectiveness of a text's organizational structure
d. assess the medium of a presentation in terms of its appropriateness to purpose and content and its effect on audience [for example, the use of unamplified voice, printed handouts and computer generated slides]	d. assess whether or not the medium chosen for a presentation is appropriate for the intended purpose, content and audience [for example, the use of unamplified voice, printed handouts and computer generated slides]
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	a. demonstrate that the use of rhetorical devices and stylistic techniques in print and nonprint texts can create clarity, coherence and emphasis [for example, parallel structure, precise language]
b. assess the contributions of textual elements and stylistic techniques to the creation of atmosphere, tone and voice	b. describe how textual elements that are effective in the creation of atmosphere are also effective in terms of tone and voice [for example, setting, music, lighting, diction, syntax and image]
c. analyze the use of irony and satire to create effects in print and nonprint texts [for example, dramatic irony to create suspense, verbal irony to create humour, and satire to evoke response]	c. explain how irony is used in print and nonprint texts to create audience effects [for example, dramatic irony to create suspense and verbal irony to create humour]
d. assess the use of musical devices, figures of speech and sensory details to create effects in a variety of print and nonprint texts	d. explain how figures of speech, sensory details and musical devices are used to create effects in a variety of print and nonprint texts
e. explain the contribution of motif and symbol to controlling idea and theme	e. explain the contribution of symbol to theme
f. analyze the various elements of effective presentation, and assess the effects created [for example, colour to create symbolism or mood, and gestures to enhance clarity]	f. analyze the various elements of effective presentations, and assess the effects created
g. assess the use of persuasive techniques and their effects on audience [for example, assess the use of commercial endorsements and negative advertisement campaigns, which may convince or offend]	g. assess the effects of persuasive techniques on audience [for example, assess advertisement campaigns like those found in teen magazines that may encourage unhealthy body images in teens]



2.3 Respond to a variety of print and nonprint texts

ELA 30-1	ELA 30-2
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	a. identify and consider personal moral and ethical perspectives, as well as 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	b. form positions on issues that arise from text study; and relate the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts to issues that are personally meaningful and culturally significant
c. assess the choices and motives of characters and people portrayed in texts in light of the choices and motives of self and others	c. explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others
d. respond personally and critically to the ways in which cultural and societal influences are reflected in a variety of Canadian and international texts	d. respond personally and critically to cultural and societal influences presented in Canadian and international texts
2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts	
a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]	a. identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator's voice and style]
b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence	b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence
c. analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]	c. analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction]
d. analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values]	d. analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values]
e. analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience	e. analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience
f. assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general	f. assess the significance of a text's theme or controlling idea, and the effectiveness of the content in terms of adequate and relevant supporting details, examples or illustrations

ELA 30-1	ELA 30-2
2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts	
a. use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms	a. recognize that texts can be effective and artistic, and use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of texts
b. appreciate the craft of the text creator and the shape and substance of literature and other texts	b. appreciate the craft of the text creator and the shape and substance of works of literature and other texts



4.1 Develop and present a variety of print and nonprint texts

ELA 10-1	ELA 10-2
4.1.1 Assess text creation context	
<p>a. reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]</p>	<p>a. reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]</p>
<p>b. identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience [for example, plan a campaign—public relations, advertising or lobbying—identifying the text forms to be used to influence the attitudes of the audience with respect to the chosen issue]</p>	<p>b. identify the purpose and target audience for text creation, and select strategies to accomplish the purpose and engage the audience [for example, plan a campaign—public relations, advertising or lobbying—identifying the text forms to be used to influence the attitudes of the audience with respect to the chosen issue]</p>
<p>c. describe and address audience factors that affect text creation [such as age, prior knowledge, gender, culture, values, interests, attitudes, position of authority and power of decision]</p>	<p>c. identify and address audience factors that affect text creation [such as age, prior knowledge, gender, culture, values, interests, attitudes, position of authority and power of decision]</p>
<p>d. describe expectations and constraints of a communication situation, including assignment parameters, expected standards of quality and availability of resources; and select strategies to address expectations and constraints [for example, paraphrase assignment instructions to identify tasks; seek clarification regarding teacher expectations, including assessment criteria related to quality standards; assess supplies and resources needed; and develop a work plan for completion, which includes a timeline]</p>	<p>d. identify expectations and constraints of a communication situation, including assignment parameters, expected standards of quality and availability of resources; and select strategies to address expectations and constraints [for example, paraphrase assignment instructions to identify tasks; seek clarification regarding teacher expectations, including assessment criteria related to quality standards; assess supplies and resources needed; and develop a work plan for completion, which includes a timeline]</p>
4.1.2 Consider and address form, structure and medium	
<p>a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text]</p>	<p>a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay for the purpose of creating a persuasive or informative text when the content to be presented is well suited to the creation of a visual text]</p>
<p>b. identify and use structures consistent with form, content and purpose when creating texts [for example, chronological order to structure events in a narrative, and juxtaposed images to suggest contrast in a poster]</p>	<p>b. identify and use structures consistent with form, content and purpose when creating texts [for example, chronological order to structure events in a narrative, and juxtaposed images to suggest contrast in a poster]</p>

ELA 10-1	ELA 10-2
4.1.2 Consider and address form, structure and medium (continued)	
c. explore the interplay among medium, content and context [for example, explore the use of an electronic slide show to make a classroom presentation in terms of whether or not it is an effective way to communicate information]	c. identify and use a medium appropriate to content and context
d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]	d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]
4.1.3 Develop content	
a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging	a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging
b. recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation	b. recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation
c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect	c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect
d. develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary]	d. develop supporting details, by using developmental aids appropriate to form and purpose [for example, use thought webs/mind maps to collect ideas and make connections when writing a personal response to literature, or use a think-aloud reading strategy to make notes from informational text when writing a summary]
e. develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a written or oral report; and relate imagery, figurative language and musical devices to purpose when developing a poem]	e. develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a written or oral report; and relate imagery, use of metaphor and use of musical devices to purpose when developing a poem]
f. develop content appropriate to audience and situation [for example, use descriptive details to capture events in a narrative, and craft rich visual images to develop a video that will engage an audience]	f. develop content appropriate to audience and situation [for example, use descriptive details to capture events in a narrative, and craft rich visual images to develop a video that will engage an audience]
g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play]	g. incorporate appropriate examples from personal experience into created texts, when appropriate

ELA 10-1	ELA 10-2
4.1.4 Use production, publication and presentation strategies and technologies consistent with context	
a. meet particular production, publication and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience and situation	a. meet production, publication and display requirements for print texts as appropriate to purpose, audience and situation [for example, consider layout, font and visuals, costs and timelines when publishing a brochure]
b. develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, use technologies such as presentation software, videos, CD-ROMs, DVDs, audiotaped interviews and handouts]	b. develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, use technologies such as presentation software, videos, CD-ROMs, DVDs, audiotaped interviews and handouts]
c. develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation	c. develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation
d. experiment with various strategies to create rapport between the presenter and the audience [for example, ask questions to involve the audience]	d. experiment with various strategies to create rapport between the presenter and the audience [for example, use personal anecdotes and examples, ask questions to involve the audience, and use engaging body language]



4.2 *Improve thoughtfulness, effectiveness and correctness of communication*

ELA 10-1	ELA 10-2
4.2.1 Enhance thought and understanding and support and detail	
a. review the controlling idea or desired unifying effect of a text in progress for clarity and focus [for example, in a rehearsal, mock-up or draft], and modify the controlling idea or desired unifying effect as appropriate to meet the intended purpose	a. identify the controlling idea or desired unifying effect of a text in progress [for example, in a rehearsal, mock-up or draft]
b. review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development	b. review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development [for example, use a revision strategy such as the Five R's to read, react, rework, reflect and refine work]
c. detect and correct logical fallacies	c. assess own critical/analytical responses for consistency, completeness and relevance of evidence; and strengthen reasoning as needed by adding to, modifying or deleting details to provide reliable and pertinent evidence and make effective arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]
d. review own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness and relevance of evidence; and revise interpretations and evidence, as necessary	
4.2.2 Enhance organization	
a. assess the beginning of a text in progress, and revise it as needed to establish purpose [for example, the exposition of a narrative, the initial stanza or opening lines of a poem, or the introduction of a written or oral report]	a. assess the beginning of a text in progress, and revise it as needed to establish purpose [for example, the exposition of a narrative, the initial stanza of a poem, or the introduction of a written or oral report]
b. review the organizational components of a text in progress [such as paragraphs, scenes or steps in a process], and revise them as needed to strengthen their effectiveness as units of thought or experience	b. review the organizational components of a text in progress [such as paragraphs, scenes or steps in a process], and revise them as needed to strengthen their effectiveness as units of thought or experience
c. review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose and to establish a sense of developed understanding	c. review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose [for example, to review the closing of a written text, learn two or three common structural patterns for writing conclusions, and practise writing two or three conclusions for a text in progress; then choose the most effective conclusion]

ELA 10-1	ELA 10-2
4.2.2 Enhance organization (continued)	
d. assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts	d. assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts [for example, to analyze these relationships write an outline for another student's completed essay and review the outline for own completed essay created by the other student]
e. assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]	e. assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]
4.2.3 Consider and address matters of choice	
a. reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices	a. develop a list of effective vocabulary words and stylistic choices [for example, develop a list of effective verbs, by listing all the verbs used in own text and replacing frequently used verbs with new verbs as appropriate]
b. use words and expressions appropriately [for example, use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts]	b. develop the use of appropriate words and expressions [for example, use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts]
c. use a variety of sentence patterns and structures appropriately and effectively [for example, use straightforward sentence structures to strengthen clarity in informative and persuasive texts, and use short sentences to create emphasis or to indicate action in narrative texts]	c. use a variety of sentence patterns and structures appropriately [for example, use straightforward sentence structures to strengthen clarity of informative and persuasive texts, and use short sentences to indicate action in narrative texts]
d. describe the effects of own use of stylistic techniques and rhetorical devices [for example, describe the clarity achieved by arranging words and phrases in lists; describe the emphasis created by using repetition, balance or parallel structure; and describe the audience effects achieved by using visual elements and sounds in presentations and multimedia texts]	d. describe the effects of own use of stylistic techniques and rhetorical devices [for example, underline effective words and phrases in written text, and describe the effects created, such as clarity and emphasis; and describe the use of sound in multimedia text in terms of the effects created, such as humour and realism]
e. recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods	e. recognize personal voice as a text creator, and practise various methods to develop craft [for example, to recognize voice in own writing and to develop craft, note personal preferences related to the types and number of sentences used that follow various patterns; read a section of writing from a favourite author, and note the author's use of the same and different patterns; and rewrite some sentences in own work to achieve variety, noting the effect]

ELA 10-1	ELA 10-2
4.2.4 Edit text for matters of correctness	
a. use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]	a. use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri and spell checkers]
b. know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics	b. know and be able to apply basic capitalization and punctuation conventions correctly
c. know and be able to apply spelling conventions consistently and independently	c. know and be able to apply spelling conventions independently, or with the use of a handbook or other tools, such as a list of spelling strategies or rules
d. identify and be able to use parts of speech correctly, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions	d. know and be able to identify parts of speech in own and others' texts, including nouns, pronouns, verbs, adjectives and adverbs
e. identify parts of the sentence in own and others' texts, including subject, verb, predicate complement, and direct and indirect object	e. know and be able to identify parts of the sentence in own and others' texts, including subject, verb, direct object and indirect object
f. review and revise texts in progress to correct common sentence faults—comma splice, run-on sentence and unintended sentence fragment	f. detect and correct common sentence faults—run-on sentence and unintended sentence fragment
g. know and be able to use common sentence structures correctly—simple, compound, complex and compound-complex	g. identify and be able to use common sentence structures correctly—simple, compound, complex and compound-complex
h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices	h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices
i. assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]	i. assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]
	j. explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction



4.1 Develop and present a variety of print and nonprint texts

ELA 20-1	ELA 20-2
4.1.1 Assess text creation context	
<p>a. reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]</p>	<p>a. reflect on the purposes for text creation [for example, to inform, explain, persuade or entertain] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, tone and style must be appropriate for intended audience]</p>
<p>b. identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience [for example, plan a campaign—public relations, advertising or lobbying—identifying the text forms to be used to influence the attitudes of the audience with respect to the chosen issue]</p>	<p>b. describe the purpose and target audience, and select from a repertoire of strategies to accomplish the purpose and engage the audience [for example, one purpose of a job application letter may be to persuade the employer to read the résumé; address the letter to the potential employer, using the correct name and title, and explain in the letter that you have the required skills and talents for the job]</p>
<p>c. address audience factors that affect text creation [for example, reread parts of a text and refine work, when creating the good copy of a personal response to literature, in order to address suggestions made at a peer conference about areas that were overlooked]</p>	<p>c. address audience factors that affect text creation [for example, address comments made by peers about the lack of healthy food served in the school cafeteria while creating a photograph and paragraph to communicate own response to the issue]</p>
<p>d. analyze expectations and constraints of a communication situation, and select preferred strategies to address expectations and constraints [for example, when making a presentation, watch audience cues to determine background knowledge of the subject area, and provide additional information as required; request extra time in advance if time is a constraint]</p>	<p>d. analyze expectations and constraints of a communication situation, and select strategies to address expectations and constraints [for example, when making a presentation, request extra time in advance if time is a constraint]</p>
4.1.2 Consider and address form, structure and medium	
<p>a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text]</p>	<p>a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay for the purpose of creating a persuasive or informative text when the content to be presented is well suited to the creation of a visual text]</p>

ELA 20-1	ELA 20-2
4.1.2 Consider and address form, structure and medium (continued)	
b. explore a variety of structures consistent with form, content and purpose when creating texts [for example, explore definition, example and illustration, classification and other methods of development consistent with the essay form when creating an essay]	b. explore a variety of structures consistent with form, content and purpose when creating texts [for example, explore the use of background information, examples, anecdotes and other structures when creating personal essays]
c. select an effective medium appropriate to content and context, and explain its use [for example, select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise; explore the content of the advertisements in terms of the messages and values communicated; and explain the context, including audience and purpose]	c. select an effective medium appropriate to content and context, and explain its use [for example, select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise; explore the content of the advertisements in terms of the messages and values communicated; and explain the context, including audience and purpose]
d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]	d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]
4.1.3 Develop content	
a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging	a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging
b. recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation	b. recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation
c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect	c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect
d. develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary]	d. develop supporting details, by using developmental aids appropriate to form and purpose [for example, use thought webs/mind maps to collect ideas and make connections when writing a personal response to literature, or use a think-aloud reading strategy to make notes from informational text when writing a summary]
e. develop content to support a controlling idea or to produce a unifying effect [for example, condense information, summarize content and define a thesis statement to construct a précis of a magazine article]	e. develop content to support a controlling idea or to produce a unifying effect [for example, use a graphic organizer such as an inverted pyramid to analyze a television broadcast of a newsworthy event, to understand the structure of news stories and to identify a media theme to explore]

ELA 20-1	ELA 20-2
4.1.3 Develop content (continued)	
f. develop content appropriate to form and context [for example, provide grounds and evidence to construct an argument, and use chronological order in an informal essay to write a factual narrative account of a personal experience]	f. develop content appropriate to form and context [for example, provide grounds and evidence to construct an argument, and use chronological order in an autobiography to write a factual narrative account of a personal experience]
g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play]	g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play]
4.1.4 Use production, publication and presentation strategies and technologies consistent with context	
a. meet particular production, publication and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience and situation	a. meet production, publication and display requirements for print texts as appropriate to purpose, audience and situation [for example, consider layout, font and visuals, costs and timelines when publishing a brochure]
b. adapt presentation materials, strategies and technologies to suit purpose, audience and situation [for example, increase audience participation in a lecture by providing a note-taking frame]	b. develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, use technologies such as presentation software, videos, CD-ROMs, DVDs, audiotaped interviews and handouts]
c. develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation	c. develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation
d. develop a repertoire of effective strategies that can be used to create rapport with an audience [for example, use personal anecdotes and examples]	d. experiment with various strategies to create rapport between the presenter and the audience [for example, use personal anecdotes and examples, ask questions to involve the audience, and use engaging body language]



4.2 *Improve thoughtfulness, effectiveness and correctness of communication*

ELA 20-1	ELA 20-2
4.2.1 Enhance thought and understanding and support and detail	
a. assess the effectiveness of the controlling idea or desired unifying effect of a text in progress, and refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose	a. review the controlling idea or desired unifying effect of a text in progress for clarity and focus; and modify the controlling idea or desired unifying effect as appropriate to meet the requirements of purpose, audience and situation [for example, use a read-aloud strategy to read a draft in progress to a partner, and incorporate feedback from the partner in creating the next draft]
b. review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development	b. review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development [for example, use a revision strategy such as the Five R's to read, react, rework, reflect and refine work]
c. assess reasoning for logic and evidence for consistency, completeness and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]	c. assess own critical/analytical responses for consistency, completeness and relevance of evidence; and strengthen reasoning as needed by adding to, modifying or deleting details to provide reliable and pertinent evidence and make effective arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]
d. assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature	
4.2.2 Enhance organization	
a. assess the beginning of a text in progress, and revise it as needed to establish purpose and engage audience [for example, the thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal]	a. assess the beginning of a text in progress, and revise it as needed to establish purpose and engage audience [for example, the thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal]
b. assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition]	b. review the organizational components of a text in progress [such as paragraphs, scenes or steps in a process], and revise them as needed to strengthen their effectiveness as units of thought or experience

ELA 20-1	ELA 20-2
4.2.2 Enhance organization (continued)	
c. assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience	c. review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose [for example, to review the closing of a written text, learn two or three common structural patterns for writing conclusions, and practise writing two or three conclusions for a text in progress; then choose the most effective conclusion]
d. assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts	d. assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts [for example, to analyze these relationships write an outline for another student's completed essay and review the outline for own completed essay created by the other student]
e. assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]	e. assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]
4.2.3 Consider and address matters of choice	
a. reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices	a. develop a list of effective vocabulary words and stylistic choices [for example, develop a list of effective verbs, by listing all the verbs used in own text and replacing frequently used verbs with new verbs as appropriate]
b. assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects	b. develop the use of appropriate words and expressions [for example, use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts]
c. assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects	c. use a variety of sentence patterns and structures appropriately [for example, use straightforward sentence structures to strengthen clarity of informative and persuasive texts, and use short sentences to indicate action in narrative texts]
d. apply understanding of stylistic techniques and rhetorical devices when creating print and nonprint texts [for example, use imagery to create pathos, use parallel structure to create emphasis, and use sound in multimedia texts to create humour]	d. describe the effects of own use of stylistic techniques and rhetorical devices [for example, underline effective words and phrases in written text, and describe the effects created, such as clarity and emphasis; and describe the use of sound in multimedia text in terms of the effects created, such as humour and realism]

ELA 20-1	ELA 20-2
4.2.3 Consider and address matters of choice (continued)	
e. recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods	e. recognize personal voice as a text creator, and practise various methods to develop craft [for example, to recognize voice in own writing and to develop craft, note personal preferences related to the types and number of sentences used that follow various patterns; read a section of writing from a favourite author, and note the author’s use of the same and different patterns; and rewrite some sentences in own work to achieve variety, noting the effect]
4.2.4 Edit text for matters of correctness	
a. use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]	a. use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]
b. know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics	b. know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics [for example, keep a personal editing checklist as a style guide for writing]
c. know and be able to apply spelling conventions consistently and independently	c. know and be able to apply spelling conventions independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules
d. understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun–antecedent agreement, and correct use of modifiers and other parts of speech	d. know and be able to identify parts of speech in own and others’ texts, including prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions; and review and revise texts in progress to ensure correct use of parts of speech, including correctness of pronoun reference and pronoun–antecedent agreement
e. assess and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case and appropriate consistency of verb tense	e. know and be able to identify parts of the sentence in own and others’ texts, including subject, verb, direct object and indirect object
f. use unconventional punctuation, spelling and sentence structure for effect, when appropriate [for example, use nonstandard spelling to indicate dialect, and use sentence fragments for emphasis, when appropriate]	f. detect and correct common sentence faults—run-on sentence and unintended sentence fragment
g. assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases (participle, gerund and infinitive), and to ensure the correct use of structural features [such as appositives and parallel structure]	g. develop the use of common sentence structures—simple, compound, complex and compound-complex

ELA 20-1	ELA 20-2
4.2.4 Edit text for matters of correctness (continued)	
h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices	h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices
i. assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]	i. assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]
	j. explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction



4.1 Develop and present a variety of print and nonprint texts

ELA 30-1	ELA 30-2
4.1.1 Assess text creation context	
a. reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]	a. reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience]
b. assess the results of text creation in terms of the intended purpose and whether or not the target audience was engaged [for example, assess the effectiveness of a job application letter in terms of whether or not the potential employer read the résumé]	b. describe the purpose and target audience, and select from a repertoire of strategies to accomplish the purpose and engage the audience [for example, one purpose of a job application letter may be to persuade the employer to read the résumé; address the letter to the potential employer, using the correct name and title, and explain in the letter that you have the required skills and talents for the job]
c. analyze audience factors that affect text creation, and explain how consideration of audience factors has affected choices made while creating a text	c. analyze audience factors that affect text creation, and explain how consideration of audience factors has affected choices made while creating a text
d. assess whether or not the strategies used to deal with the expectations and constraints of a communication situation were effective [for example, distribute a formal evaluation form to the audience at the end of a meeting, to assess whether or not the strategy of providing time in small-group discussions resolved the issue of lack of time for all audience members to ask questions and express opinions]	d. explain how strategies were used to address the expectations and constraints of a communication situation [for example, explain how strategies like limiting note taking to include only key words and meeting with a classmate to share notes and fill in ideas together after a lecture may address the expectations and constraints of a learning situation requiring strong listening and note-taking skills]
4.1.2 Consider and address form, structure and medium	
a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text]	a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay for the purpose of creating a persuasive or informative text when the content to be presented is well suited to the creation of a visual text]
b. use a variety of complex structures consistent with form, content and purpose when creating texts; and explain reasons for choices [for example, use frames in a storyboard, including dialogue as appropriate to review organization, and explain why these complex structures are an effective way to create a video text]	b. use a variety of complex structures consistent with form, content and purpose when creating texts [for example, use frames in a storyboard, including dialogue as appropriate, to review organization when creating a video]

ELA 30-1	ELA 30-2
4.1.2 Consider and address form, structure and medium (continued)	
c. select an effective medium appropriate to content and context; and explain the interplay of medium, context and content [for example, select a medium like television, and assess the interplay of medium, context and content by examining the role that investigative reporters play in reporting world events in a timely and interesting manner]	c. select an effective medium appropriate to content and context, and explain its use [for example, select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise; explore the content of the advertisements in terms of the messages and values communicated; and explain the context, including audience and purpose]
d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]	d. understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]
e. depart from the conventions of oral, print, visual and multimedia texts, as appropriate to purpose, audience and situation [for example, employ the conventions of fiction when creating factual narrative to fulfill purpose and create audience effects]; and assess the impact on text creation	
4.1.3 Develop content	
a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging	a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging
b. recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation	b. recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation
c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect	c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect
d. develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary]	d. develop supporting details, by using developmental aids appropriate to form and purpose [for example, use thought webs/mind maps to collect ideas and make connections when writing a personal response to literature, or use a think-aloud reading strategy to make notes from informational text when writing a summary]
e. develop appropriate, relevant and sufficient content to support a controlling idea or unifying effect [for example, relate supporting details, examples and illustrations to a controlling idea when creating a critical/analytical response to literature]	e. develop appropriate and relevant content sufficient to support a controlling idea or unifying effect [for example, relate sufficient supporting details, examples and illustrations to a thesis statement or controlling idea when creating a critical/analytical response to a text]

ELA 30-1	ELA 30-2
4.1.3 Develop content (continued)	
f. develop content consistent with form and appropriate to context [for example, link questions and answers when reporting the results of an interview]	f. develop content consistent with form and appropriate to context [for example, link questions and answers when reporting the results of an interview]
g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play]	g. incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play]
4.1.4 Use production, publication and presentation strategies and technologies consistent with context	
a. meet particular production, publication and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience and situation	a. meet production, publication and display requirements for print texts as appropriate to purpose, audience and situation [for example, consider layout, font and visuals, costs and timelines when publishing a brochure]
b. adapt presentation strategies to suit changes in purpose, audience and situation [for example, use close physical proximity, eye contact and other body language strategies effectively to regain audience attention following an interruption]	b. develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, use technologies such as presentation software, videos, CD-ROMs, DVDs, audiotaped interviews and handouts]
c. develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation	c. develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation
d. create rapport with an audience, by selecting from a repertoire of effective strategies [for example, use humour to open a presentation and set a positive tone with the audience]	d. develop a repertoire of appropriate strategies that can be used to create rapport with an audience [for example, use humour to open a presentation]



4.2 Improve thoughtfulness, effectiveness and correctness of communication

ELA 30-1	ELA 30-2
4.2.1 Enhance thought and understanding and support and detail	
a. assess the effectiveness of the controlling idea or desired unifying effect of a text in progress, and refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose	a. assess the appropriateness and significance of the controlling idea or desired unifying effect of a text in progress; and modify the controlling idea or desired unifying effect as appropriate to meet the requirements of purpose, audience and situation
b. review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development	b. review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development
c. assess reasoning for logic and evidence for consistency, completeness and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]	c. assess own critical/analytical responses for consistency, completeness and relevance of evidence; and strengthen reasoning as needed by adding to, modifying or deleting details to provide reliable and pertinent evidence and make effective arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]
d. assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature	
4.2.2 Enhance organization	
a. make revisions as needed to ensure that the beginning of a text in progress establishes purpose and engages audience [for example, the rhetorical question or anecdote used to begin a speech, or the establishing shot of a video]	a. make revisions as needed to ensure that the beginning of a text in progress establishes purpose and engages audience [for example, the rhetorical question or anecdote used to begin a speech, or the establishing shot of a video]
b. assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition]	b. assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition]
c. assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience	c. assess the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose and to strengthen its intended effect on audience

ELA 30-1	ELA 30-2
4.2.2 Enhance organization (continued)	
d. apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia texts	d. apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia texts
	e. assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text]
4.2.3 Consider and address matters of choice	
a. reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices	a. evaluate the use of vocabulary words and stylistic choices for effectiveness, and expand vocabulary and repertoire of stylistic choices as appropriate
b. assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects	b. assess the appropriateness and effectiveness of diction [such as appropriateness of tone], and revise word choice as needed to create intended effects
c. assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects	c. assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects
d. explain how stylistic techniques and rhetorical devices are used to create intended effects	d. apply understanding of stylistic techniques and rhetorical devices when creating and revising print and nonprint texts [for example, use imagery to create pathos, empathy and humour]
e. develop a repertoire of stylistic choices that contribute to personal voice	e. develop a repertoire of stylistic choices that contribute to personal voice
4.2.4 Edit text for matters of correctness	
a. use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]	a. use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers and handbooks]
b. know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics	b. know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics [for example, keep a personal editing checklist as a style guide for writing]
c. know and be able to apply spelling conventions consistently and independently	c. know and be able to apply spelling conventions independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules

ELA 30-1	ELA 30-2
4.2.4 Edit text for matters of correctness (continued)	
d. understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun–antecedent agreement, and correct use of modifiers and other parts of speech	d. know and be able to identify parts of speech in own and others’ texts, including prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions; and review and revise texts in progress to ensure correct use of parts of speech, including correctness of pronoun reference and pronoun–antecedent agreement
e. assess and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case and appropriate consistency of verb tense	e. review and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case and appropriate consistency of verb tense
f. use unconventional punctuation, spelling and sentence structure for effect, when appropriate [for example, use nonstandard spelling to indicate dialect, and use sentence fragments for emphasis, when appropriate]	f. detect and correct common sentence faults—run-on sentence and unintended sentence fragment
g. assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases (participle, gerund and infinitive), and to ensure the correct use of structural features [such as appositives and parallel structure]	g. review and revise texts in progress to ensure that parallel structure, prepositional phrases, and dependent and independent clauses are used correctly and appropriately
h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices	h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices
i. assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]	i. assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth]
	j. explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction

