

KEY CONCEPTS: OVERVIEW OF ENGLISH LANGUAGE ARTS K TO 12

	Grade 4	Grade 5	Grade 6	Grade 7
<p><b>ORAL LANGUAGE</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<p><i>K to 3 plus...</i></p> <ul style="list-style-type: none"> <li>providing details and examples to enhance meaning</li> <li>summarizing and synthesizing</li> <li>comparing and analysing ideas</li> <li>expressing ideas clearly and fluently</li> </ul>	<p><i>K to 4 plus...</i></p> <ul style="list-style-type: none"> <li>sharing and explaining ideas and viewpoints</li> <li>interpreting the speaker's message (verbal and nonverbal)</li> <li>considering audience when presenting</li> <li>recognizing literary devices</li> </ul>	<p><i>K to 5 plus...</i></p> <ul style="list-style-type: none"> <li>resolving problems</li> <li>comparing ideas</li> <li>identifying purposes and perspectives</li> <li>using sequential organizers</li> <li>organizing information and practising delivery</li> </ul>	<p><i>K to 6 plus...</i></p> <ul style="list-style-type: none"> <li>negotiating to achieve consensus</li> <li>analysing and evaluating ideas</li> <li>analysing perspectives and considering alternatives</li> <li>incorporating nonverbal elements</li> <li>using techniques and aids to facilitate audience understanding</li> </ul>
<p><b>READING AND VIEWING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<ul style="list-style-type: none"> <li>choosing texts and defending text choices</li> <li>making inferences and drawing conclusions during reading</li> <li>reading strategically, depending on purpose</li> <li>reading texts of different forms and genres</li> </ul>	<ul style="list-style-type: none"> <li>making personal connections to texts</li> <li>comparing ideas and information in texts</li> <li>previewing texts and reading to locate information</li> <li>constructing meaning using genre and form</li> </ul>	<ul style="list-style-type: none"> <li>describing personal connections to texts</li> <li>analysing ideas and information in texts</li> <li>determining importance of ideas and information</li> <li>constructing and confirming meaning of text, using structures and features</li> </ul>	<ul style="list-style-type: none"> <li>reflecting on and responding to texts</li> <li>analysing, comparing, and synthesizing ideas in texts</li> <li>acknowledging and evaluating ideas and alternative viewpoints in texts</li> <li>constructing and confirming meaning of text, using types and features</li> </ul>
<p><b>WRITING AND REPRESENTING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<ul style="list-style-type: none"> <li>writing in a variety of genres</li> <li>writing to express and extend thinking</li> <li>using criteria to revise and edit writing</li> <li>using conventional grammar, spelling, and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>writing for a variety of audiences and purposes</li> <li>analysing thinking by expressing opinions and alternatives</li> <li>accessing and using multiple sources of information</li> <li>using variation in sentence construction</li> </ul>	<ul style="list-style-type: none"> <li>writing a variety of well-developed texts</li> <li>writing to critique or defend positions</li> <li>selecting genre and form depending on purpose</li> <li>enhancing meaning and artistry in writing, using features and conventions of language</li> </ul>	<ul style="list-style-type: none"> <li>writing a variety of well-developed texts</li> <li>writing to compare, analyse, generalize, and speculate</li> <li>developing and applying criteria to improve writing</li> <li>enhancing meaning and artistry in writing, using features and conventions of language</li> </ul>

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	Grade 8	Grade 9
<p><b>ORAL LANGUAGE</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<p><i>K to 7 plus...</i></p> <ul style="list-style-type: none"> <li>determining roles and assuming responsibilities</li> <li>narrating, exploring, and recollecting</li> <li>responding to texts personally, critically, and creatively</li> <li>demonstrating awareness of diversity</li> <li>conveying and deriving meaning through oral language features</li> </ul>	<p><i>K to 8 plus...</i></p> <ul style="list-style-type: none"> <li>determining roles and assuming responsibilities</li> <li>describing, persuading, and explaining</li> <li>responding to texts personally, critically, and creatively</li> <li>acknowledging diversity</li> <li>conveying and deriving meaning through oral language features</li> </ul>
<p><b>READING AND VIEWING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<ul style="list-style-type: none"> <li>examining and comparing ideas and elements among texts</li> <li>comprehending, analysing, and responding to literary, informational, and visual texts</li> <li>explaining and supporting personal connections to texts</li> <li>constructing meaning using text structures and features</li> </ul>	<ul style="list-style-type: none"> <li>making and supporting judgments about texts</li> <li>analysing literary, informational, and visual texts</li> <li>explaining and supporting personal connections to texts</li> <li>constructing meaning using text structures and features</li> </ul>
<p><b>WRITING AND REPRESENTING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<ul style="list-style-type: none"> <li>creating a variety of personal, informational, and imaginative texts</li> <li>creating thoughtful personal responses, comparing ideas, and synthesizing and extending thinking</li> <li>using elements of style and form appropriate to purpose and audience</li> <li>using conventions of language that enhance meaning and artistry</li> </ul>	<ul style="list-style-type: none"> <li>creating a variety of personal, informational, and imaginative texts</li> <li>creating thoughtful personal responses, comparing ideas, and synthesizing and extending thinking</li> <li>using elements of style and form appropriate to purpose and audience</li> <li>using conventions of language that enhance meaning and artistry</li> </ul>

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	Grade 10	Grade 11	Grade 12
<p><b>ORAL LANGUAGE</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<p><i>K to 9 plus...</i></p> <ul style="list-style-type: none"> <li>• initiating and sharing responsibilities</li> <li>• explaining, arguing, and entertaining</li> <li>• responding to texts personally, critically, and creatively</li> <li>• demonstrating understanding of diversity</li> <li>• conveying and deriving meaning through oral language features</li> </ul>	<p><i>K to 10 plus...</i></p> <ul style="list-style-type: none"> <li>• initiating and sharing responsibilities</li> <li>• explaining, arguing, and entertaining</li> <li>• responding to texts personally, critically, and creatively</li> <li>• demonstrating understanding of diversity</li> <li>• conveying and deriving meaning through oral language features</li> </ul>	<p><i>K to 11 plus...</i></p> <ul style="list-style-type: none"> <li>• initiating and sharing responsibilities</li> <li>• explaining, arguing, and entertaining</li> <li>• responding to texts personally, critically, and creatively</li> <li>• demonstrating understanding of diversity</li> <li>• conveying and deriving meaning through oral language features</li> </ul>
<p><b>READING AND VIEWING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<ul style="list-style-type: none"> <li>• identifying the influence of historical and cultural factors in texts and on texts</li> <li>• analysing and evaluating literary, informational, and visual texts</li> <li>• explaining and supporting personal connections to texts</li> <li>• constructing meaning using text structures and features</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the influence of historical and social factors in texts and on texts</li> <li>• analysing and evaluating literary, informational, and visual texts</li> <li>• explaining and supporting personal connections to texts</li> <li>• appreciating the writer's craft by analysing text structures and features</li> </ul>	<ul style="list-style-type: none"> <li>• identifying and challenging bias, distortion, and contradictions in texts</li> <li>• analysing and evaluating literary, informational, and visual texts</li> <li>• explaining and supporting personal connections to texts</li> <li>• appreciating the writer's craft by analysing text structures and features</li> </ul>
<p><b>WRITING AND REPRESENTING</b></p> <p><i>GRADE-BY-GRADE DISTINCTION IS FURTHER ARTICULATED THROUGH THE COMPLEXITY OF THE TEXT AND THE SITUATION</i></p>	<ul style="list-style-type: none"> <li>• creating a variety of personal, informational, and imaginative texts</li> <li>• creating thoughtful personal responses, evaluating ideas, and synthesizing and extending thinking</li> <li>• using elements of style and form appropriate to purpose and audience</li> <li>• using conventions of language that enhance meaning and artistry</li> </ul>	<ul style="list-style-type: none"> <li>• creating a variety of personal, informational, and imaginative texts</li> <li>• creating thoughtful personal responses, evaluating ideas, and synthesizing and extending thinking</li> <li>• using elements of style and form appropriate to purpose and audience</li> <li>• using conventions of language that enhance meaning and artistry</li> </ul>	<ul style="list-style-type: none"> <li>• creating a variety of personal, informational, and imaginative texts</li> <li>• creating thoughtful personal responses, evaluating ideas, and synthesizing and extending thinking</li> <li>• using elements of style and form appropriate to purpose and audience</li> <li>• using conventions of language that enhance meaning and artistry</li> </ul>