

GRADE 10

Prescribed Learning Outcomes: English Language Arts

It is expected that students will:

ORAL LANGUAGE (SPEAKING AND LISTENING)

Purposes (Oral Language)

- A1 interact and collaborate in pairs and groups to
 - support and extend the learning of self and others
 - explore experiences, ideas, and information
 - gain insight into others’ perspectives
 - respond to and **analyse** a variety of **texts**
 - create a variety of **texts**
- A2 express ideas and information in a variety of situations and **forms** to
 - explore and respond
 - recall and describe
 - narrate and explain
 - argue, persuade, and support
 - engage and entertain
- A3 listen to comprehend, interpret, and **evaluate** ideas and information from a variety of **texts**, considering
 - purpose
 - messages
 - **tone**
 - **structure**
 - effects and impact
 - bias
 - **context**, including historical and cultural influences

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Prescribed Learning Outcomes: English Language Arts

Strategies (Oral Language)

- A4 select, adapt, and apply a range of **strategies** to interact and collaborate with others in pairs and groups, including
- initiating and sharing responsibilities
 - listening actively
 - contributing ideas and supporting the ideas of others
 - acknowledging and discussing diverse **points of view**
 - reaching consensus or agreeing to differ
- A5 select, adapt, and apply a range of **strategies** to prepare oral communications, including
- interpreting a task and setting a purpose
 - generating ideas
 - considering multiple perspectives
 - **synthesizing** relevant knowledge and experiences
 - planning and rehearsing presentations
- A6 select, adapt, and apply a range of **strategies** to express ideas and information in oral communications, including
- vocal techniques
 - **style and tone**
 - **nonverbal techniques**
 - visual aids
 - organizational and memory aids
 - monitoring methods
- A7 use listening **strategies** to understand, recall, and **analyse** a variety of **texts**, including
- extending understanding by accessing prior knowledge
 - making plausible predictions
 - summarizing main points
 - generating thoughtful questions
 - clarifying and confirming meaning

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Prescribed Learning Outcomes: English Language Arts

Thinking (Oral Language)

- A8 speak and listen to make personal responses to **texts**, by
- making connections with prior knowledge and experiences
 - relating reactions and emotions to understanding of the **text**
 - generating thoughtful questions
 - making inferences
 - explaining opinions using reasons and evidence
- A9 speak and listen to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
- making and supporting reasoned judgments
 - examining and comparing ideas and elements among **texts**
 - describing and comparing perspectives
 - describing bias, contradictions, and non-represented perspectives
 - identifying the importance and impact of historical and cultural **contexts**
- A10 speak and listen to **synthesize** and extend thinking, by
- personalizing ideas and information
 - explaining relationships among ideas and information
 - applying new ideas and information
 - **transforming** existing ideas and information
 - **contextualizing** ideas and information
- A11 use **metacognitive strategies** to reflect on and assess their speaking and listening, by
- referring to criteria
 - setting goals for improvement
 - creating a plan for achieving goals
 - **evaluating** progress and setting new goals

Features (Oral Language)

- A12 recognize and apply the structures and **features** of **oral language** to convey and derive meaning, including
- **context**
 - **text structures**
 - **syntax**
 - **diction**
 - usage **conventions**
 - **rhetorical devices**
 - vocal techniques
 - **nonverbal techniques**
 - **idiomatic expressions**

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Prescribed Learning Outcomes: English Language Arts

READING AND VIEWING

Purposes (Reading and Viewing)

- B1 read, both collaboratively and independently, to comprehend a variety of literary **texts**, including
- literature reflecting a variety of times, places, and perspectives
 - literature reflecting a variety of prose **forms**
 - poetry in a variety of narrative and lyric **forms**
 - significant works of Canadian literature (e.g., the study of plays, short stories, poetry, or novels)
 - traditional **forms** from Aboriginal and other cultures
 - student-generated material
- B2 read, both collaboratively and independently, to comprehend a variety of **information** and persuasive **texts** with increasing complexity of ideas and **form**, such as
- articles and reports
 - biographies and autobiographies
 - textbooks, magazines, and newspapers
 - print and electronic reference material
 - advertising and promotional material
 - opinion-based material
 - student-generated material
- B3 view, both collaboratively and independently, to comprehend a variety of visual **texts**, such as
- broadcast media
 - web sites
 - **graphic novels**
 - film and video
 - photographs
 - art
 - visual components of print media
 - student-generated material
- B4 independently select and read, for sustained periods of time, **texts** for enjoyment and to increase **fluency**

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Prescribed Learning Outcomes: English Language Arts

Strategies (Reading and Viewing)

- B5 before reading and viewing, select, adapt, and apply a range of **strategies** to anticipate content and construct meaning, including
- interpreting a task
 - setting a purpose or multiple purposes
 - accessing prior knowledge, including knowledge of **genre, form, and context**
 - making logical, detailed predictions
 - generating guiding or speculative questions
- B6 during reading and viewing, select, adapt, and apply a range of **strategies** to construct, monitor, and confirm meaning, including
- comparing and refining predictions, questions, images, and connections
 - making inferences and drawing conclusions
 - summarizing and paraphrasing
 - using **text features**
 - determining the meaning of unknown words and phrases
 - clarifying meaning
- B7 after reading and viewing, select, adapt, and apply a range of **strategies** to extend and confirm meaning and to consider **author’s** craft, including
- reflecting on predictions, questions, images, and connections made during reading
 - reviewing **text** and purpose for reading
 - making inferences and drawing conclusions
 - summarizing, **synthesizing**, and applying ideas
 - identifying stylistic techniques

Thinking (Reading and Viewing)

- B8 explain and support personal responses to **texts**, by
- making comparisons to other ideas and concepts
 - relating reactions and emotions to understanding of the **text**
 - explaining opinions using reasons and evidence
 - suggesting **contextual** influences
- B9 interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
- making and supporting reasoned judgments
 - comparing ideas and elements among **texts**
 - identifying and describing **diverse voices**
 - describing bias, contradictions, and non-represented perspectives
 - identifying the importance and impact of historical and cultural **contexts**
- B10 **synthesize** and extend thinking about **texts**, by
- personalizing ideas and information
 - explaining relationships among ideas and information
 - applying new ideas and information
 - **transforming** existing ideas and information
 - **contextualizing** ideas and information
- B11 use **metacognitive strategies** to reflect on and assess their reading and viewing, by
- referring to criteria
 - setting goals for improvement
 - creating a plan for achieving goals
 - **evaluating** progress and setting new goals

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Prescribed Learning Outcomes: English Language Arts

Features (Reading and Viewing)

- B12 recognize and explain how **structures** and **features** of **text** shape readers' and viewers' construction of meaning, including
- **form** and **genre**
 - functions of **text**
 - **literary elements**
 - **literary devices**
 - use of language
 - **non-fiction elements**
 - **visual/artistic devices**
- B13 demonstrate increasing word skills and vocabulary knowledge, by
- **analysing** the origins and roots of words
 - determining meanings and uses of words based on **context**
 - identifying, selecting, and using appropriate academic and technical language
 - using vocabulary appropriate to audience and purpose
 - discerning nuances in meaning of words considering historical, cultural, and literary **contexts**

WRITING AND REPRESENTING

Purposes (Writing and Representing)

- C1 write meaningful **personal texts** that elaborate on ideas and information to
- experiment
 - express self
 - make connections
 - reflect and respond
 - remember and recall
- C2 write purposeful **information texts** that express ideas and information to
- explore and respond
 - record and describe
 - **analyse** and explain
 - speculate and consider
 - argue and persuade
 - engage
- C3 write effective **imaginative texts** to develop ideas and information to
- strengthen connections and insights
 - explore and adapt literary **forms** and techniques
 - experiment with increasingly sophisticated language and style
 - engage and entertain
- C4 create thoughtful **representations** that communicate ideas and information to
- explore and respond
 - record and describe
 - explain and persuade
 - engage

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Prescribed Learning Outcomes: English Language Arts

Strategies (Writing and Representing)

- C5 select, adapt, and apply a range of **strategies** to generate, develop, and organize ideas for writing and **representing**, including
- making connections
 - setting a purpose and considering audience
 - gathering and summarizing ideas from personal interest, knowledge, and inquiry
 - **analysing** writing samples or models
 - setting class-generated criteria
- C6 select, adapt, and apply a range of drafting and composing **strategies** while writing and **representing**, including
- using a variety of sources to collect ideas and information
 - generating **text**
 - organizing and **synthesizing** ideas and information
 - **analysing** writing samples or models
 - creating and consulting criteria
- C7 select, adapt, and apply a range of **strategies** to **revise**, **edit**, and **publish** writing and **representing**, including
- checking work against established criteria
 - enhancing supporting details and examples
 - refining specific aspects and **features of text**
 - **proofreading**

Thinking (Writing and Representing)

- C8 write and **represent** to explain and support personal responses to **texts**, by
- making comparisons to other ideas and concepts
 - relating reactions and emotions to understanding of the **text**
 - developing opinions using reasons and evidence
 - suggesting **contextual** influences
- C9 write and **represent** to interpret, **analyse**, and **evaluate** ideas and information from **texts**, by
- making and supporting reasoned judgments
 - describing and comparing perspectives
 - describing bias, contradictions, and non-represented perspectives
 - identifying the importance and impact of historical and cultural **contexts**
- C10 write and **represent** to **synthesize** and extend thinking, by
- personalizing ideas and information
 - explaining relationships among ideas and information
 - applying new ideas and information
 - **transforming** existing ideas and information
 - **contextualizing** ideas and information
- C11 use **metacognitive strategies** to reflect on and assess their writing and **representing**, by
- relating their work to criteria
 - setting goals for improvement
 - creating a plan for achieving goals
 - **evaluating** progress and setting new goals

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Features (Writing and Representing)

C12 use and experiment with elements of **style** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including

- **syntax** and **sentence fluency**
- **diction**
- **point of view**
- **literary devices**
- **visual/artistic devices**

C13 use and experiment with elements of **form** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including

- organization of ideas and information
- **text features** and **visual/artistic devices**

C14 use **conventions** in writing and **representing**, appropriate to purpose and audience, to enhance meaning and artistry, including

- grammar and usage
- punctuation, capitalization, and Canadian spelling
- **copyright** and citation of references
- **presentation**/layout