**SCOs CONTINUUM INTERMEDIATE ENGLISH LANGUAGE ARTS**

**Speaking and Listening Strands**

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| **GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their own thoughts, ideas, feelings, and experiences.** | | |
| **Grade 7** | **Grade 8** | **Grade 9** |
| 1.1 recognize that contributions from others are needed to generate and sustain discussions | 1.1 reflect upon the contribution of others’ ideas during discussion | 1.1 examine their own and others’ ideas during discussion |
| 1.2 use questions of others for clarification and elaboration | 1.2 ask questions to probe for accuracy, relevancy and validity | 1.2 ask questions calling for elaboration, clarification or qualification |
| 1.3 respond to questions to provide clarification and elaboration | 1.3 respond to questions to provide accuracy, relevancy and validity | 1.3 respond to questions to provide reliable qualification for ideas |
| 1.4 express a point of view and support it with personal examples, explanations or reasoning | 1.4 express a point of view and support it with personal examples and evidence from various sources | 1.4 advocate a point of view and support it with personal examples and evidence from various sources |
| 1.5 use active listening skills to identify main ideas and supporting details | 1.5 use active listening skills to interpret main ideas and the relevancy of supporting details | 1.5 use active listening skills to assess main ideas and the relevancy and adequacy of supporting details |
| **GCO 2: Students will be expected to communicate information when responding to instructions or questions.** | | |
| **Grade 7** | **Grade 8** | **Grade 9** |
| 2.1 practice a range of strategies that contribute to effective talk | 2.1 apply a range of strategies that contribute to effective talk | 2.1 evaluate a range of strategies that contribute to effective talk |
| 2.2 assess the need for clarification or elaboration when responding to instructions or questions | | |
| 2.3 identify strategies and behaviours associated with effective speaking | 2.3 use strategies and behaviours associated with effective speaking | 2.3 evaluate strategies and behaviours associated with effective speaking |
| **GCO 3: Students will be expected to interact with sensitivity and respect, considering the situation, audience and purpose.** | | |
| **Grade 7** | **Grade 8** | **Grade 9** |
| 3.1 demonstrate active speaking and listening skills | | 3.1 demonstrate responsive speaking and listening skills |
| 3.2 demonstrate respect for others by expressing ideas and opinions in | | a manner that reflects sensitivity to others |
| 3.3 recognize that values and attitudes such as bias, beliefs, and prejudice can be reflected in spoken language | | 3.3 question ideas, values and attitudes in spoken language |
| 3.4 demonstrate an awareness that language can be used to influence and manipulate | 3.4 examine how spoken language can be used to influence and manipulate | 3.4 evaluate how spoken language can be used to influence and manipulate |

**Reading and Viewing Strands**

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| **GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media and visual texts.** | | | | |
| **Grade 7** | | **Grade 8** | | **Grade 9** |
| 4.1 identify and select texts that meet their needs and interests | | | | |
| 4.2 explore how text features help to create meaning | | 4.2 explain how authors use text features to create meaning and achieve different purposes | | |
| 4.3 identify a variety of reading and viewing processes and strategies to construct meaning from texts | | 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts | | |
| ----------------------------------------------------- | | 4.4 assess personal process and strategies for reading and viewing various texts | | |
| **GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources and technologies.** | | | | |
| 5.1 identify relevant or interesting topics and questions for further study | | | | |
| 5.2 recognize the need for a variety of reliable information from various sources | 5.2 evaluate the reliability of information from various sources | | 5.2 use a variety of reliable information from various sources | |
| 5.3 locate and select information from a variety of sources | 5.3 compare information from a variety of sources | | | |
| 5.4 experiment with a variety of effective research approaches and strategies | 5.3 use effective research approaches and strategies | | | |

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| **GCO 6: Students will be expected to respond personally to a range of texts.** | | | | |
| **Grade 7** | | **Grade 8** | | **Grade 9** |
| 6.1 use examples and supporting ideas to explain personal responses to texts | | | | 6.1 use examples and supporting ideas to reflect on personal responses to texts |
| ----------------------------------------------------- | | 6.2 explain their personal points of view using relevant evidence from the text(s) | | 6.2 examine their personal points of view about issues, themes and situations in texts using relevant evidence from the text(s) |
| **GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.** | | | | |
| **Grade 7** | **Grade 8** | | **Grade 9** | |
| 7.1 recognize that texts can be biased | | | | |
| 7.2 recognize the need to question a text’s language, form and genre | 7.2 question a text’s language, form and genre | | 7.2 evaluate a text’s language, form and genre | |
| 7.3 explore the tools authors use to achieve different purposes | 7.3 recognize the tools authors use to achieve different purposes | | 7.3 analyze the tools authors use to achieve different purposes | |
| 7.4 describe the impact that text form, content and structure have on meaning | 7.4 explain the impact that text form, content and structure have on meaning | | 7.4 evaluate how text form, content and structure can contribute to meaning | |
| 7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts | | | | |
| ---------------------------------------------------- | 7.6 describe the portrayal of culture and reality in texts | | 7.6 evaluate the portrayal of culture and reality in texts | |

**Writing and Representing Strands**

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| **GCO 8: Students will be expected to use writing and representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.** | | |
| **Grade 7** | **Grade 8** | **Grade 9** |
| 8.1 experiment with a variety of strategies as language learners | | |
| 8.2 experiment with writing and representing to extend, explore and reflect on ideas | 8.2 use writing and representing to extend, explore and reflect on ideas, values and attitudes | |
| 8.3 identify strategies that help them learn and describe their personal growth as language learners | 8.3 assess strategies that help them learn and describe their personal growth as language learners | |
| 8.4 experiment with stylistic effects in writing and representing to create interest | 8.4 integrate stylistic effects in writing and representing to create interest | 8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s) |
| **GCO 9: Students will be expected to create texts collaboratively and independently, using a wide variety of forms for a range of audience and purposes.** | | |
| **Grade 7** | **Grade 8** | **Grade 9** |
| 9.1 create a range of texts | | |
| 9.2 experiment with a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s) | | 9.2 evaluate the use of a variety of writing and representing forms and styles to suit purpose(s) and intended audience(s) |
| 9.3 use appropriate feedback to inform future work | 9.3 assess feedback to inform future work | |
| **GCO 10: Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.** | | |
| **Grade 7** | **Grade 8** | **Grade 9** |
| 10.1 use the writing and representing strategies that help create a variety of texts | 10.1 choose the writing and representing strategies that help create a variety of texts | 10.1 evaluate the writing and representing strategies that help create a variety of texts |
| 10.2 use the conventions of written language | | |
| 10.3 use various technologies for the purpose of communication | 10.3 use various technologies in communicating for a range of purposes with a variety of audiences | |
| 10.4 demonstrate a commitment to creating pieces of writing and representing | | |