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| **Grade 7 Outcomes** |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.1  Invites others to participate in discussions and thinks about what other people have said during the discussion. |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.2  Asks questions of others in order to clarify and get more information. |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.3  Answers questions asked by others in order to clarify or give more information |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.4  States point of view and supports it with explanations, reasoning, or personal examples. |  |  |  |  |  |  |  |  |  |  |  |  |
| 1.5  Listens to others closely and identifies the main ideas and detail of their message. |  |  |  |  |  |  |  |  |  |  |  |  |
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| 2.1 Contributes to small group and whole group discussions using a variety of strategies for effective talk. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.2  Realizes that how we communicate (vocabulary, sentence structure) is influenced by communication with others. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.3  Gives and follows directions |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.5  Considers the effectiveness of a speaker based on his or her presentation. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.5  Evaluates the effectiveness of their own and others talk based on the content and message. |  |  |  |  |  |  |  |  |  |  |  |  |
| 2.6  Identifies the verbal and non- verbal cues speakers use  ( volume, repetition). |  |  |  |  |  |  |  |  |  |  |  |  |
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| 3.1 Demonstrates active listening and respect for others. |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.2  Shows respect and sensitivity toward others and their differences when giving personal opinions. |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.3  Recognizes that our values, attitudes, bias, beliefs, and prejudices are reflected in our spoken language. |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.4  Recognizes how language is used to influence and manipulate. |  |  |  |  |  |  |  |  |  |  |  |  |
| 3.5  Recognizes that different situations require different conventions. |  |  |  |  |  |  |  |  |  |  |  |  |
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| 4.1  Selects texts that meet their needs and interests. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.2  Reads a variety of texts including fiction and literature, non-fiction, and media texts from different provinces and countries. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.3  Explains how authors use text features to create meaning. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.4  Uses text features to construct meaning and understanding  from the text. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.5  Uses all the cuing systems (meaning, structure, visual information) to make meaning from increasingly complex text. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.6  Independently uses a range of reading strategies to make meaning from complex print and media texts. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.7  Identifies and discusses the kinds of reading strategies good readers use. |  |  |  |  |  |  |  |  |  |  |  |  |
| 4.8  Recognizes and explains personal processes and strategies for reading various texts. |  |  |  |  |  |  |  |  |  |  |  |  |
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| 5.1  Identifies relevant or interesting topics or questions for further study. |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.2  Recognizes the need for additional information to meet learning needs. |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.3  Locates information from a variety of sources. |  |  |  |  |  |  |  |  |  |  |  |  |
| 5.4  Develops approaches and strategies for conducting research.  (Eg. Graphic organizers, note taking, outlines) |  |  |  |  |  |  |  |  |  |  |  |  |
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| 6.1 Gives initial response, orally, or in writing to what is read or viewed. |  |  |  |  |  |  |  |  |  |  |  |  |
| 6.2  Supports personal  response to the issues, themes, and situations within texts by giving personal examples and citing evidence from text. |  |  |  |  |  |  |  |  |  |  |  |  |
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| 7.1  Recognizes that print and media texts can be biased. |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.2  Begins to question and think critically about the relevance and reliability of the content presented. |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.3  Recognized the tools that authors used in their writing to achieve their purpose.      (order, use of time, image) |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.4   Identifies, describes and discusses the impact that text form, content and structure have on meaning. |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.5  Understands that values and personal experience influence understanding and critical response. |  |  |  |  |  |  |  |  |  |  |  |  |
| 7.6  Explores culture and reality as portrayed in media text. |  |  |  |  |  |  |  |  |  |  |  |  |
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| 8.1   Experiments with a number of strategies such as brainstorming, sketching, free-writes. |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.2  Writes for a variety of reasons including: Extend ideas and experiences  Explore/reflect feelings, ideas, and attitudes, Consider others perspectives. Reflect on problems and respond to problems, to describe and evaluate the learning process, to reflect on growth as a learner. |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.3  Reflects on the writing strategies that help them learn and describe their personal growth as a language learner |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.4  Understands the purpose and benefits of note-taking ( personal use, recording what has happened, observations, lectures) |  |  |  |  |  |  |  |  |  |  |  |  |
| 8.5  Integrates interesting effects in their writing:  Thoughts and feelings, detail to add richness and density, finds and corrects inconsistencies, avoids too much detail, makes good language choices, selects elaborate wording and phrasing. |  |  |  |  |  |  |  |  |  |  |  |  |
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| 9.1   Produces a wide range of writing forms: Advertisements/Cartoons/Literary Reponses/ scripts /Announcements/essays/poems/song Autobiography/graphs/ posters/speeches Biographies/illustrations/ reports/stories Brochures/interviews/ resume/summaries    Business / journals /reviews/surveys /Personal letters |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.2  Understands that what is written (content, word choice, style, etc.)  must fit the audience and purpose for writing. |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.3  Understands that ideas can be represented in more than one way and experiments with many forms. |  |  |  |  |  |  |  |  |  |  |  |  |
| 9.4  Asks for feedback about writing and applies it in future drafts. |  |  |  |  |  |  |  |  |  |  |  |  |
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| 10.1 Demonstrates the following to aid effective communication:      Spells familiar words correctly.      Uses knowledge of spelling conventions to spell unfamiliar words.      Checks for correctness.      Uses resources to correct spelling.      Controls grammar and punctuation most of the time.      Uses sentences patterns.      Uses a variety of vocabulary.      Uses paragraph structure. |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.2 Is beginning to use specific strategies for creating texts, including  prewriting, drafting,  revising, editing and presenting. |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.3 Uses various technologies for the purpose of communicating. |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.4 Demonstrates a commitment to crafting writing and other representations. |  |  |  |  |  |  |  |  |  |  |  |  |
| 10.5 Collects and combines information from several sources. |  |  |  |  |  |  |  |  |  |  |  |  |