

Building Reading Skills

Overall Expectations

- BRV.01** - demonstrate the ability to read and respond to a variety of texts;
- BRV.02** - demonstrate understanding of the organizational structure and features of a variety of informational, narrative, and graphic texts, including opinion pieces, information paragraphs, textbooks, newspaper reports and magazine stories, and short fiction;
- BRV.03** - demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies;
- BRV.04** - use a variety of strategies to understand unfamiliar and specialized words and expressions in informational, narrative, and graphic texts.

Reading and Responding to Texts

- BR1.01** - demonstrate that they have read a variety of student-selected and teacher-selected texts, including informational, narrative, and graphic texts (e.g., by keeping a record in a reading log);
- BR1.02** - demonstrate the ability to read independently for personal, school-related, and career-related purposes (e.g., by writing a response to a text, answering assigned questions about a text, creating a summary of events outlined in a newspaper report, comparing descriptions of apprenticeship programs and writing a covering letter of application to one of the programs);
- BR1.03** - describe, orally and/or in writing, personally relevant texts they have read and their responses to them (e.g., read an excerpt of a selected text to a small group or the whole class; write a response to the text; recommend a text to a peer);
- BR1.04** - use oral language skills, in English or a first language, to support and enhance their reading experiences (e.g., by activating and building on prior knowledge through small-group discussion; by asking questions to gather relevant information before reading or to clarify instructions for reading tasks).

Understanding the Forms of Texts

- BR2.01** - use knowledge of the organizational structure of information paragraphs to identify the main idea (often in the topic sentence) and supporting details;
- BR2.02** - use knowledge of the organizational structure of opinion pieces (e.g., editorials, proposals, short essays in magazines or newspapers) to identify opinions, main ideas or arguments, and supporting details;
- BR2.03** - use knowledge of the organizational structure and features of textbooks to locate main ideas and specific information (e.g., use table of contents to locate chapters; use index to locate specific information; use headings, subheadings, and bold and italic type to identify main ideas; use glossaries to find definitions);
- BR2.04** - demonstrate understanding of how the organizational structure of informational texts is related to the audience and purpose for writing (e.g. by comparing the structure, audience, and purpose in an opinion piece and a report on a similar topic);
- BR2.05** - use cue words and features of print to understand the organization and relationship of ideas in the text (e.g., cue words: first, then, next signal a chronological pattern; similarly, in contrast signal a compare-and-contrast structure);
- BR2.06** - use knowledge of the organizational structure of different types of non-fiction narratives (e.g., anecdote, recounting of events, biography, news report) and short fiction (e.g., dialogue, short story) to identify sequence of events and main ideas;
- BR2.07** - use knowledge of narrative structure to identify ways in which fiction and non-fiction narratives are similar (e.g., both may use chronological order, have a distinct setting, develop a character);
- BR2.08** - use knowledge of the organizational structure (e.g., layout, grid pattern) of a variety of graphic texts (e.g., schedules, tables, graphs, maps, labelled diagrams, site maps, websites) to identify the purpose of the text, locate information, and extract pertinent details;
- BR2.09** - explain how the form of a graphic text helps the reader understand the information or message (e.g., explain to a partner how a graph helps the reader understand the data; explain why the information in a schedule is displayed in a particular way).

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Using Reading Strategies to Understand Texts

- BR3.01** - choose an appropriate approach to reading a text to match the purpose of reading (e.g., **scan** to locate the relevant section in a text; **skim** to identify the main point; **read closely** to clarify one's obligations in a contract);
- BR3.02** - use appropriate pre-reading strategies to preview new texts, including:
- *Informational texts* (e.g., scan for text features such as headings and for embedded graphics to make predictions about content);
- *Narrative texts* (e.g., read the title and opening paragraph to make predictions about content);
- *Graphic texts* (e.g., scan for distinguishing features of layout, such as a grid pattern; design, such as levels of heads; and print, such as headings/labels, to preview the content and identify the purpose of the text);
- BR3.03** - use appropriate strategies to activate and build on prior knowledge of the content of the informational, narrative, or graphic selections (e.g., brainstorm about a topic);
- BR3.04** - use appropriate strategies to monitor comprehension when reading informational and narrative texts (e.g., pose questions to check understanding; reread passages to clarify understanding; adjust reading speed to suit the complexity of the text);
- BR3.05** - use appropriate strategies to track and record information and ideas while reading informational and narrative texts (e.g., use highlighter, note-taking, or a visual organizer to identify key facts, points in an argument, or events in a narrative);
- BR3.06** - use appropriate strategies to locate information in different types of texts, including:
- *Informational texts* (e.g., search for key words from a question about the selection to locate specific information);
- *Narrative texts* (e.g., reread the first sentence of successive paragraphs to identify the sequence of events and/or transitions in scene or changes in speaker);
- *Graphic texts* (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph);
- BR3.07** - use appropriate strategies to make inferences about and interpret different types of texts, including:
- *Informational texts* (e.g., while reading, predict a writer's intentions, conclusions, or biases based on his/her presentation of the facts);
- *Narrative texts* (e.g., pose questions about the explanations for people's actions given in a workplace incident report: "Are the explanations convincing?" "Do they account for all the facts?" "How could the incident be resolved?");
- *Graphic texts* (e.g., compare the sizes of different visual features to identify the elements that are most/least important in an advertisement);
- BR3.08** - make connections between personal experiences and the content of texts to consolidate and extend understanding of different types of texts, including:
- *Informational texts* (e.g., explain why they agree or disagree with an author's point of view; explain how they would use the information provided in an information paragraph in their own lives);
- *Narrative texts* (e.g., compare a decision made by a person in a narrative with the choice they would have made in the same situation);
- *Graphic texts* (e.g., relate information from graphic texts to their own purposes for reading and/or to information from other sources - for example, by using a road map to help plan a trip);
- BR3.09** - demonstrate understanding of a variety of informational, narrative, and graphic texts commonly read in daily life (e.g., recipes, manuals, instructions, invoices, e-mails, encyclopedia entries, pamphlets, news reports, short stories, train schedules, bar graphs) by using and/or responding to them appropriately.

Using Strategies to Understand **New Words** and **Expressions** and to **Build Vocabulary**

- BR4.01** - use appropriate strategies to discover the meaning of unfamiliar and technical words encountered in their reading (e.g., use print, online, and bilingual dictionaries; use context to determine the meaning of new words; create concept maps using new words; build a bank of sight words to increase reading fluency);

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- BR4.02** - use appropriate strategies to discover the meaning of unfamiliar idiomatic expressions encountered in their reading (e.g., "read past" an unfamiliar expression to gain a sense of the sentence, then make a guess as to its meaning; use or create dictionaries of phrases and expressions);
- BR4.03** - use appropriate strategies to expand their vocabulary through reading (e.g., use knowledge of roots, prefixes, and suffixes to create new words; contribute to class word walls; create personal dictionaries of new words encountered in their reading).

Building Writing Skills

Overall Expectations

- BWV.01** - demonstrate the ability to use the writing process by generating and organizing ideas and producing first drafts, revised drafts, and final polished pieces to complete a variety of writing tasks;
- BWV.02** - use knowledge of writing forms, and of the connections between form, audience, and purpose, to write summaries, information paragraphs, opinion pieces (i.e., series of paragraphs expressing an opinion), news reports, and personal reflections, incorporating graphic elements where necessary and appropriate.

Using the Writing Process

- BW1.01** - identify the topic, the audience, the purpose for writing, and the requirements of the particular writing form;
- BW1.02** - use pre-writing strategies to generate ideas for writing (e.g., brainstorming, constructing mind maps and semantic webs);
- BW1.03** - use oral language skills, in English or a first language, to develop content for writing (e.g., discuss prior knowledge of the topic and experiences for writing; ask questions to clarify instructions; share ideas for writing with peers);
- BW1.04** - use appropriate strategies for gathering supporting ideas and information from print and electronic sources (e.g., pose questions to guide their search; make jot notes to record information in their own words; assess the accuracy and relevance of information and the reliability of sources);
- BW1.05** - use appropriate strategies to organize ideas and information for writing (e.g., sort ideas into categories for an information paragraph; use a checklist to plan an incident report; create headings to guide the writing of a résumé; create an outline with an introduction/topic sentence, body, and conclusion);
- BW1.06** - create a first draft that includes the main and supporting ideas in the required form (e.g., that uses distinct paragraphs where the form requires);
- BW1.07** - revise drafts to ensure that ideas are presented in a logical order, to discard irrelevant ideas and information, to add details where information is insufficient, and to ensure a tone and level of language appropriate to the audience and purpose, using appropriate strategies (e.g., use checklists; discuss the draft with a peer or the teacher);
- BW1.08** - quote and/or cite information from sources accurately, and acknowledge all sources of ideas and information used in written work;

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- BW1.09** - use appropriate strategies to edit written work (e.g., read aloud to detect errors; correct errors using personal checklists of "look-fors", a shared word/grammar wall, a personal grammar guide, and/or computer spelling and grammar programs) to achieve accuracy in the use of the conventions of standard Canadian English, including the requirements of grammar, usage, spelling, and punctuation listed below:
- Grammar and Usage:**
- write complete and correct sentences
 - use consistent and appropriate verb tense and voice
 - make verbs agree with subjects
 - make pronouns agree with their antecedents in number and gender
- Spelling:**
- use knowledge of spelling patterns and rules, and a variety of appropriate resources, to spell correctly (e.g., personal dictionaries, class word walls, sound-based and visual spelling strategies)
- Punctuation:**
- use punctuation correctly, including period, question mark, exclamation mark, comma, dash, apostrophe, colon, quotation marks, parentheses, and ellipses

Using Knowledge of Forms in Writing

- BW2.01** - explain the purpose and uses of summaries (e.g., to provide a synopsis of a story, book, or movie for a friend; to sum up the conclusions of a report);
- BW2.02** - construct summaries that clearly state the main idea and include important supporting details (e.g., a summary of a student code of conduct, a chapter in a textbook, a set of job requirements);
- BW2.03** - explain the purpose and uses of information paragraphs (e.g., to outline safety procedures; to describe the requirements of a job; to give information about new equipment; to report on own progress);
- BW2.04** - construct clear, complete information paragraphs, some with graphic elements, for a variety of purposes, using correct paragraph structure (e.g., an outline of research on a particular subject; an illustrated explanation of a procedure; a career description);
- BW2.05** - explain the purpose and uses of opinion pieces (e.g., to justify a point of view; to persuade; to convince);
- BW2.06** - construct a series of paragraphs, clearly stating an opinion in the opening paragraph and supporting it in subsequent paragraphs with clear, sufficient, and convincing reasons (e.g., to persuade fellow students to recycle pop cans; to convince an employer to adopt a flex work schedule);
- BW2.07** - use knowledge of how to write summaries, information paragraphs, and opinion pieces to produce informational writing for a variety of personal and school-related purposes (e.g., résumés, covering letters, reports);
- BW2.08** - explain the purpose and uses of news reports (e.g., to inform, to entertain, to arouse interest, to prompt further research);
- BW2.09** - construct clear, coherent, and objective news reports that include relevant facts, information, and supporting details, using the five-questions model - Who? What? Where? When? Why? (e.g., a news report about a current event; a news report about a historical event they have studied in a history course; a traveller's report from another country);
- BW2.10** - use knowledge of how to write news reports to create narratives related to other subject areas and personal interests (e.g., a biography of a historical figure; a recounting of a sports or musical event; an incident report about a job-related issue);
- BW2.11** - explain the purpose and uses of personal reflections (e.g., for self-assessment; to demonstrate personal growth in reading and writing; to set goals);
- BW2.12** - construct personal reflections, in paragraph form, choosing a clear focus and using appropriate examples to explain their thinking (e.g., set goals for reading or writing; reflect about an important accomplishment in their personal lives; explain an important skill they've acquired);

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- BW2.13** - explain the purpose and uses of other non-fiction narrative forms, such as incident reports, recountings, or biographies/autobiographies (e.g., to provide a first-person account of an event; to tell someone's life story from an objective, "biographer's" point of view).

Understanding and Assessing Growth in Literacy

Overall Expectations

- UAV.01** - demonstrate understanding of the importance of communication skills in their everyday lives - at school, at work, and at home;
- UAV.02** - demonstrate understanding of their own roles and responsibilities in the learning process;
- UAV.03** - demonstrate understanding of the reading and writing processes and of the role of reading and writing in learning;
- UAV.04** - demonstrate understanding of their own growth in literacy during the course.

Understanding the Importance of Communication Skills in Their Lives

- UA1.01** - describe the communication skills they need to function effectively in a variety of situations at school, at work and in daily life (e.g., the ability to read efficiently, to listen effectively, to speak and write correctly and using an appropriate level of language);
- UA1.02** - explain how the ability to read, write, listen, and speak effectively can help them to succeed at school, at work, and in their personal lives (e.g., communication skills can help them to conduct research effectively, perform well in a job interview, present a point of view clearly, work cooperatively with others).

Understanding Their Own Role in the Learning Process

- UA2.01** - identify the behaviours and attitudes they need to promote their own learning (e.g., active participation, confidence in their ability to improve, persistence, practice, willingness to reflect on their learning process and learn from their mistakes).

Understanding the Reading and Writing Processes and the Role of Reading and Writing in Learning

- UA3.01** - demonstrate understanding that reading is an active process of thinking and constructing meaning (e.g., by describing, in a conference with the teacher, how they use strategies before, during, and after reading to determine meaning and extract information);
- UA3.02** - demonstrate understanding that the purpose for reading or the requirements of the reading task influence their approach to reading a text (e.g., by describing different approaches and the purposes for which they can be used - for example, skimming can be used to discover the gist of a narrative; close reading can be used to understand complex instructions);
- UA3.03** - demonstrate understanding that writing is a process that involves a range of thinking and composing skills (e.g., by describing, in a small-group discussion, how they use strategies before, during, and after writing to explore, organize, and express ideas and to polish final copy);
- UA3.04** - demonstrate understanding that their subject, audience, and purpose for writing influence their choices of form, tone, and level of language (e.g., by accurately describing, in a conference with the teacher, the form, style, and tone of a piece of writing and explaining why they are appropriate to the subject, audience, and purpose for writing);
- UA3.05** - demonstrate understanding of the role of reading and writing in the learning process (e.g., by describing how they use reading and writing to locate and understand information in different subject areas; to generate, explore, and clarify ideas and thinking; to communicate for a variety of purposes; to express themselves; and to reflect on and extend their learning).

Using the Portfolio to Assess Their Growth in Literacy Skills

- UA4.01** - each student's literacy portfolio will contain an inventory, with completion dates, of all the texts read and the reading responses produced;
- UA4.02** - each student's literacy portfolio will contain an inventory, with completion dates, of all the pieces of writing produced, identifying them as working drafts, revised drafts for evaluation, or polished pieces;

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- UA4.03** - each student's literacy portfolio will contain all working drafts of reading responses and writing selections produced during the course;
- UA4.04** - each student's literacy portfolio will contain all reading responses and writing selections submitted for evaluation during the course;
- UA4.05** - each student's literacy portfolio will contain all pieces that have been polished (e.g., for presentation and display);
- UA4.06** - each student's literacy portfolio will contain a learning journal documenting the steps taken to monitor their learning during the year (e.g., a written self-assessment of their skills at the beginning of the course; an outline of their goals for achieving the required level of skill in reading and writing; a learning plan; checklists and other types of progress reports; a record of regular student-teacher conferences to review goals and assess progress).
- UA4.07** - for each of the required types of texts read (i.e., informational, narrative, graphic) and forms of writing produced (i.e., summary, information paragraph, opinion piece, news report), decide independently which are their most successful reading responses and pieces of writing and explain briefly, in writing, the reasons for their choice;
- UA4.08** - review the record of their progress in their learning journal, as well as the reading-response and writing samples produced during the course, in order to describe their growth in reading and writing skills throughout the course (e.g., in a written self-reflection).