ENG3U Expectations Checklist

✓ Check	ORAL COMMUNICATION
	OVERALL EXPECTATIONS
	By the end of this course, students will:
	1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
	2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
	3. Reflecting on Skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.
	SPECIFIC EXPECTATIONS
	1. Listening to Understand
	Purpose
	1.1 identify the purpose of a range of listening tasks and set goals for specific tasks
	Using Active Listening Strategies
	1.2 select and use the most appropriate active listening strategies when participating in a range of
	Using Listening Comprehension Strategies
	1.3 select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult
	Demonstrating Understanding of Content
	1.4 identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways
	Interpreting Texts
	1.5 develop and explain interpretations of oral texts, including increasingly complex or difficult texts, using evidence from the text and the oral and visual cues used in it to effectively support their interpretations
	Extending Understanding of Texts
	1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
	Analysing Texts
	1.7 analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/viewer's response
	Critical Literacy
	1.8 identify and analyse the perspectives and/or biases evident in oral texts, including increasingly complex or difficult texts, and comment with growing understanding on any questions they may raise about beliefs, values, identity, and power
	Understanding Presentation Strategies
	1.9 evaluate the effectiveness of a variety of presentation strategies used in oral texts, including increasingly complex or difficult texts, and suggest other strategies that could be used effectively

	2. Speaking to Communicate
	Purpose
	2.1 communicate orally for a range of purposes, using language appropriate for the intended audience
	Interpersonal Speaking Strategies
	2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences
	Clarity and Coherence
	2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience
	Diction and Devices
	2.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience
	Vocal Strategies
	2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences
	Non-Verbal Cues
	2.6 identify a variety of non-verbal cues, including facial expressions, gestures, and eye contact, and use them effectively to help convey their meaning and with sensitivity to audience needs and cultural differences
	Audio-Visual Aids
	2.7 use a variety of audio-visual aids effectively to support and enhance oral presentations and to engage an audience
	3. Reflecting on Skills and Strategies
	Metacognition
	3.1 explain which of a variety of strategies they found most helpful before, during, and after listening and speaking, then evaluate their strengths and weaknesses in oral communication to help identify the steps they can take to improve their skills
	Interconnected Skills
	3.2 identify a variety of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills
	READING AND LITERATURE STUDIES
	OVERALL EXPECTATIONS
	By the end of this course, students will:
	1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
	2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
	3. Reading With Fluency: use knowledge of words and cueing systems to read fluently;
	4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

	SPECIFIC EXPECTATIONS
	1. Reading for Meaning
	Variety of Texts
	1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (e.g., compare their own perspective on a topic with the perspective of the main character in a narrative from an earlier historical period; compare treatments of similar themes in stories from different cultures, including First Nation, Inuit, or Métis cultures; study literary essays, noting thesis statements and structural elements, as models for their own writing;1 research a topic of interest to develop an annotated bibliography for an independent study)
	Using Reading Comprehension Strategies
	1.2 select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts (e.g., identify organizational patterns when reading poems;2 use a graphic organizer to record responses to an essay on a controversial topic;3 record reactions to the choices and behaviours of characters in a novel, using a semantic differential scale4)
	Demonstrating Understanding of Content
	1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts (e.g., create a mind map to illustrate character relationships in a novel; explain how the graphics in the text enhance the reader's understanding of an article; create a concept map to represent the key ideas and supporting details in a persuasive essay5)
	Making Inferences
	1.4 make and explain inferences of increasing subtlety about texts, including increasingly complex or difficult texts, supporting their explanations with well-chosen stated and implied ideas from the texts (e.g., explain how the novel's introduction foreshadows what will happen in the story; explain what the table of contents of a magazine suggests about the magazine's target audience; explain what the organization and structure of a self-help book reveal about the writer's approach to solving personal problems)
	Extending Understanding of Texts
	1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., compare the thinking and responses of a fictional character in a crisis with their own probable reactions in similar circumstances; explain how their understanding of literary theory helped them interpret a theme in a work of fiction; compare the perspective on a current social issue expressed in an editorial with the perspectives expressed in at least two other texts on the same issue; explain how the portrayal of a particular human experience in a novel compares with the depiction of a similar experience in a popular film)
	Analysing Texts
	1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements (e.g., explain how the theme of a poem is reinforced through repetition, diction, and choice of images; explain how the organization of a personal essay strengthens the argument; trace the evolving moral or spiritual values of a character at different points in the development of a story)
	Evaluating Texts
	1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text to support their opinions (e.g., evaluate the effectiveness of a film adaptation of a text on the basis of specific criteria, such as evocation of setting, dramatization of character relationships, pacing of action, and visual representation of ideas and themes; evaluate how effectively the graphic elements in a text contribute to its satirical intent; evaluate the historical accuracy of a biography given on a website by researching reliable sources; compare the treatment of a similar theme in a selection of short stories and explain why they consider one treatment to be more effective than the others)
	Critical Literacy
	1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power (e.g., explain, on the basis of research, how the historical and/or cultural context of a novel accounts for the social attitudes expressed by its characters; compare the perspectives on current events or social or environmental issues expressed in the editorials or feature articles of different newspapers or magazines)

	2. Understanding Form and Style
	Text Forms
	2.1 identify a variety of characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning (e.g., the choice of narrator affects the tone and content of a narrative text; the comic or satiric meaning of a parody is achieved through imitation of the style of a serious text; conflict and characterization are used in short stories to convey ideas and themes; the organization of an essay can increase the persuasiveness of the arguments it presents; a narrative text may be structured to reflect the stages of the heroic archetypal journey)
	Text Features
	2.2 identify a variety of text features and explain how they help communicate meaning (e.g., captions can be used to provide the context for or explain an illustration, or they can be used for comic or satiric effect; the layout, font style, punctuation, and spacing used to present a poem can add to the meaning or effect of the poem)
	Elements of Style
	2.3 identify a variety of elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the texts (e.g., describe how the symbols used in a poem enrich its meaning; analyse the function of hyperbole in a satirical essay; analyse how diction is used to establish voice in the introduction of an essay; analyse how variations in sentence structure are used to engage an audience; explain how a pattern of images is used to develop a theme in an extended narrative)
	3. Reading With Fluency
	Reading Familiar Words
	3.1 automatically understand most words in a variety of reading contexts (e.g., understand vocabulary used in grade-level texts in various subjects, words used figuratively in literary texts, slang words used in fiction and non-fiction texts; identify the origin and trace the evolution of a common word to develop an understanding of the dynamic nature of language)
	Reading Unfamiliar Words
	3.2 use decoding strategies effectively to read and understand unfamiliar words, including words of increasing difficulty (e.g., use a glossary of literary terms to understand new words encountered in literary criticism; use an etymological dictionary to identify the original and evolving meanings of new words)
	Developing Vocabulary
	3.3 use a variety of strategies, with increasing regularity, to explore and expand vocabulary, focusing on the precision with which words are used in the texts they are reading (e.g., consider how meaning is affected when synonyms are substituted for selected words in a poem or a passage from a novel)
	4. Reflecting on Skills and Strategies
	Metacognition
	4.1 explain which of a variety of strategies they found most helpful before, during, and after reading, then evaluate their strengths and weaknesses as readers to help identify the steps they can take to improve their skills (e.g., record their reflections about how often and how proficiently they use various strategies; set targets for improving their use of particular strategies; confer with the teacher to develop new strategies for understanding more challenging texts)
	Interconnected Skills
	4.2 identify a variety of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively (e.g., prepare notes for a formal discussion about literacy in the twenty-first century, commenting on how their own use of new technologies has contributed to their skills as readers)

	WRITING
	OVERALL EXPECTATIONS
	By the end of this course, students will:
	1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience;
	2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
	3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
	4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
	SPECIFIC EXPECTATIONS
	1. Developing and Organizing Content
	Identifying Topic, Purpose, and Audience
	1.1 identify the topic, purpose, and audience for a variety of writing tasks (e.g., an expository essay comparing the themes of two short stories or poems; an opinion piece for a local magazine about teenagers' perceptions of portrayals of body image in advertising, television sitcoms, and fashion layouts; an adaptation of a children's story into a script, including stage directions, for a one-act play)
	Generating and Developing Ideas
	1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., work in pairs to brainstorm ideas for an opinion piece;1 use a graphic organizer to group ideas and to help them determine the focus of or the key concepts to be used in an essay; take notes during classroom presentations on a topic for later use in preparing a report on the topic; use a graphic organizer to create a pattern of imagery for writing a poem on a specific topic or theme; consult print, electronic, and other sources, including online catalogues and CD-ROMs, to identify potential sources of information for use in an essay; consult bibliographies and reference lists in books and periodicals, including e-books and e-journals, to identify additional sources that would help them expand their research; record all sources used to gather ideas and information, so that if they use the ideas and information, they can credit the original author, avoid plagiarism, and provide a complete bibliography or reference list)
	Research
	1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate (e.g., create a research plan and track their progress; identify a range of sources that could provide appropriate information relevant to their assignment, such as books, journals, community-based newspapers and television programs, online databases, and websites; develop and use a detailed template to evaluate sources for reliability, objectivity, and comprehensiveness; use key word searches and other browsing strategies when using search engines and Internet directories to locate information relevant to their topic; record all sources of information in a bibliography or reference list, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty)
	Organizing Ideas
	1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing (e.g., reorganize the plot outline for a story to include a series of flashbacks; identify a pattern to guide their use of imagery in writing a poem;2 work in groups to sort and organize their ideas for creating a rap, focusing on categories such as voice, power, and the depiction and/or exclusion of certain groups;3 use a graphic organizer to refine their ideas about a thesis or topic in preparation for writing a literary essay; determine the organizational pattern, such as chronological order, climactic order, or cause and effect, best suited to presenting ideas and information in an essay on a specific topic)
	Reviewing Content
	1.5 determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task (e.g., review the information gathered for a literary essay, eliminating general and irrelevant material, and assessing the remaining specific and relevant details to ensure that they effectively meet the information requirements of the writing task)

	2. Using Knowledge of Form and Style
	Form
	2.1 write for different purposes and audiences using a variety of literary, informational, and graphic forms (e.g., a report comparing the responses of classmates by gender or ethnocultural background to a novel studied in class; a narrative poem for peers, based on a short story; a critique of a film for a community newspaper; texts that will form part of a public relations campaign to change the image of a villain; the text of a speech for a student running for student council president;4 an opinion piece about the use of racist, sexist, or homophobic language and its effects on readers)
	Voice
	2.2 establish a distinctive voice in their writing, modifying language and tone skilfully and effectively to suit the form, audience, and purpose for writing (e.g., use colloquialisms or dialects in writing dialogue for a story, to give a character authenticity; use a confident, authoritative tone in a persuasive essay; use repetition, rhythm, and other rhetorical devices effectively to establish a distinctive tone and style in writing a poem; write the script for a monologue in which a character communicates his or her distress about a false accusation)
	Diction
	2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience (e.g., use a variety of literary devices appropriately in creating a poem; use evocative words and phrases accurately and effectively in describing their response to a text, object, or person; use precise words and clear, straightforward sentences to present information and to answer questions in informational texts)
	Sentence Craft and Fluency
	2.4 write complete sentences that communicate their meaning clearly and effectively, skilfully varying sentence type, structure, and length to suit different purposes and making smooth and logical transitions between ideas (e.g., use coordination and subordination, as appropriate, to emphasize ideas in sentences and to enhance readability; repeat sentences of the same type or structure to achieve desired effects5)
	Critical Literacy
	2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing (e.g., examine their writing to check for bias and to determine whether their language and ideas are inclusive and non-discriminatory; explain how their description of a specific event reveals their values, even if these values are not stated explicitly6)
	Revision
	2.6 revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies (e.g., add precise and appropriate transitional words and phrases to more clearly show the logical relationship between ideas in an argument or position paper; change the order in which images are presented in a poem to enhance the poem's effect on the reader's emotions7)
	Producing Drafts
	2.7 produce revised drafts of texts, including increasingly complex texts, written to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)
	3. Applying Knowledge of Conventions
	Spelling
	3.1 use knowledge of spelling rules and patterns,
	a variety of resources, and appropriate strategies to recognize and correct their own and others' spelling errors (e.g., use print and electronic spelling resources judiciously, demonstrating awareness of variant spellings, such as U.S. spellings, and homonyms; use irregular spellings for effect in an advertisement aimed at a teenage audience;8 use print and electronic dictionaries to check spelling regularly and without prompting; identify words that they regularly misspell and implement appropriate strategies to avoid repeating the errors)
	Vocabulary
	3.2 build vocabulary for writing by confirming word meaning(s) and reviewing and refining word choice, using a variety of resources and strategies, as appropriate for the purpose (e.g., use an etymological dictionary to identify the original meaning of a word and meanings it has acquired over time;9 incorporate specialized academic language associated with the study of English into their formal writing; keep a list of new words encountered in classroom and independent reading, and check off the ones they use in their own writing)

	Punctuation
	3.3 use punctuation correctly and effectively to communicate their intended meaning (e.g., use commas correctly to separate words, phrases, and clauses; correctly introduce and punctuate both short and long quotations in the body of an essay, properly setting off block quotations; use semi-colons where appropriate to create balance and parallelism in sentences with two or more clauses)
	Grammar
	3.4 use grammar conventions correctly and appropriately to communicate their intended meaning clearly and effectively (e.g., use a variety of sentence structures correctly to communicate complex ideas; use coordination and subordination correctly and appropriately; use parallelism and balance to aid clarity; use pronoun case, number, and person correctly; use verb tenses correctly for reported dialogue; use active and passive voice appropriately for the purpose and audience; use unconventional grammar for effect10)
	Proofreading
	3.5 regularly proofread and correct their writing (e.g., ask peers to check their drafts for errors in spelling, vocabulary, punctuation, and grammar, consult print and electronic resources to confirm the accuracy of the feedback they receive, and make corrections where necessary; use the Track Changes function in their word-processing program when entering proofreading changes, and keep a file of these corrections for future reference)
	Publishing
	3.6 use a variety of presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to heighten its appeal and effectiveness for their audience (e.g., select an appropriate format for a letter they are writing to the editor of a specific newspaper; choose design features that will appeal to an audience of their peers in creating a zine)
	Producing Finished Works
	3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions11)
	4. Reflecting on Skills and Strategies
	Metacognition
	4.1 explain which of a variety of strategies they found most helpful before, during, and after writing, then evaluate their strengths and weaknesses as writers to help identify the steps they can take to improve their skills (e.g., evaluate different ways of organizing research; share with peers a strategy or technique that they have found helpful in writing effective introductions and conclusions; assess their approach to editing and proofreading their work, and make changes where necessary)
	Interconnected Skills
	4.2 identify a variety of skills they have in listening, speaking, reading, viewing, and representing, and explain how these skills help them write more effectively (e.g., explain how reading widely can help them discover new possibilities for their writing; explain how listening to speeches and oral tales has helped them improve their essay writing and narrative writing)
	Portfolio
	4.3 select a variety of types of writing that they think most clearly reflect their growth and competence as writers, and explain the reasons for their choice (e.g., select a finished piece of writing for a class anthology of creative writing, and explain why they think it is a good example of their work; select a finished piece of writing that caused them the most frustration to produce, and explain the problems they encountered and how they attempted to resolve them, and another finished piece that shows their growth as a writer, and explain how and where it shows improvement)