

English Language Arts B10

Language Cues and Conventions

Language study is an integral part of an English language arts program. Students in grade ten are expected to understand the following concepts about the language cues and conventions. As students listen, speak, read, write, view, and represent, they are expected to apply the concepts as they construct and communicate meaning in their English language arts course and in their daily communication.

Focus for Grade Ten: Communicating with Purpose, Correctness, Unity, Coherence, and Completeness

Most students in Level 10 courses are expected to understand the following concepts about the language cues and conventions.

Pragmatic Cues and Conventions (Level 10)	
	Effective communication uses language appropriate to the subject, audience, purpose, and situation.
	Effective communicators select and use the language register appropriate for the context.
	Most communication requires the use of conventional or “standard” English.
	Language can be used to include or exclude people across cultures, races, genders, ages, and abilities.
	Language can be used to mark and celebrate special community occasions and accomplishments.
	Stylistic choices in language affect the meaning and impact of the message communicated.
	Effective communication does not use careless language or sloppy thinking.
	Formal communication avoids common usage problems including imprecision and the use jargon, slang, euphemisms, clichés, gobbledegook, and “abusages” (e.g., “Me and John...”, “I can’t get no...”, “Like,...”).
	Each person’s language has been influenced by the context (e.g., community) in which it was learned.
Textual Cues and Conventions (Level 10)	
	Different purposes and audiences require different modes of discourse (i.e., descriptive, narrative, expository, or persuasive).
	Oral, print, and other media texts reflect distinctive genres, formats, and organizational patterns.
	Prose (fiction and nonfiction), poetry, and drama have distinctive formats (e.g., story, article, essay, letter, haiku, script).
	A variety of patterns can be used to organize thoughts within each format (e.g., chronological, spatial, enumerative, problem and solution, cause/effect, comparison/contrast).
	Each organizational pattern employs words or phrases that are signals to help identify the organization structure (e.g., first, then, in contrast, therefore).
	Prose often communicates a main idea in one key sentence; then illustrates, explains, or defines a main idea through chronological, spatial, or another logical order; then concludes.
	Longer prose patterns usually include of an introduction that arouses interest or introduces the main idea (thesis), developmental paragraphs that support the main idea, a closing that brings the composition to a smooth conclusion.
	Poetry can take many forms (e.g., ballad, concrete poem, free verse).
	Plays include a cast of characters, a setting (given in stage directions), a plot (usually divided into acts and scenes).
	Other textual features include graphic aids (e.g., diagrams, graphs, timelines), organizational aids (e.g., table of contents, index), and illustrations (e.g., photographs, drawings).
	An effective communication is usually unified (i.e., all elements combine to form a single whole or have a “oneness”) and coherent (i.e., it is consistent, logically arranged, and connected).
	Any text can be used to communicate, to express self, and to create an aesthetic form.
Syntactical Cues and Conventions (Level 10)	
	Word order is important in communicating meaning in English.
	Formal written language should contain meaningful and clear sentences devoid of ambiguous expressions.
	English sentences are built on some common “kernel” structures (e.g., subject+verb, subject+verb+[indirect object]+object, and subject+linking verb+complement).
	Basic English structures can be expanded (e.g., using qualifiers), compounded, and transformed (e.g., statements become questions, exclamations, expletives, inversions, negatives).
	Parallel ideas should be expressed in parallel form.
	Formal English avoids sentence fragments, run-on sentences, excessive

	co-ordination, and faulty subordination.
	Sentences should be free of misplaced qualifiers and dangling qualifiers.
	Sentences should have agreement of subject and verb, consistency in verb tense, pronoun agreement, clear pronoun reference, appropriate adjectives and adverbs, and correct use of that/which, who/whom.
	Punctuation marks clarify the meaning of the written sentence.
Semantic Cues and Conventions (Level 10)	
	An appropriate word suits the purpose, audience, and situation.
	A good word is usually a precise word.
	The meaning of a word can be determined by its context (i.e., the setting in which a word appears), its structure (i.e., the arrangement and meaning of various parts in words, such as prefixes, suffixes, and roots), and its sound (i.e., the clues from the sounds of letters and syllables and the placement of accents).
	Resources such as the dictionary are a source of information about a word's meaning(s), usage, pronunciation, and etymology.
	Words can be concrete or abstract and have a connotative as well as denotative value.
	Words can appeal to the senses (imagery) and affect the imagination (e.g., figurative language).
	Words can have symbolic meaning or make allusions.
	English has many homonyms (e.g., to, too, two).
	Possessive and plural forms of words (e.g., the cat's paws, students' projects, people's pets) require careful attention.
	English words have a colourful and varied history (e.g., names and places).
	New words are continually being added to the language (e.g., through developments in science and technology, through the media, and through contact with other languages and cultures).
Graphophonic Cues and Conventions (Level 10)	
	Effective communicators use appropriate voice production factors (e.g., articulation, pronunciation, tempo, tone, volume, emphasis, pitch, pauses) and non-verbal cues (e.g., gesture, stance, eye contact) to clarify intent in personal and public communication.
	Pronunciation varies dependent on the form and use of a word (e.g., "project" as a noun and as a verb).
	Language has sound patterns including rhyme, rhythm, alliteration, repetition.
	Effective communicators know and apply Canadian spelling conventions for familiar and new vocabulary.
	Clear pronunciation can aid spelling (e.g., accept, except).
	Dictionaries provide pronunciation (i.e., diacritical) and syllabication guides.
	Capitalization conventions can be used to clarify intended meaning.
Other Cues and Conventions (Level 10)	
	Print and non-print aids (e.g., illustrations, sound effects, audio-visual aids, dramatizations) can enhance the clarity of communication.
	Elements such as legible handwriting, consistent font, neatness, underlining, indentation, spacing, and margins can enhance the clarity and the legibility of communication.
	Documentation of secondary sources of information ensures acknowledgment of others' ideas.

ELA B10 Objectives for Language Strands

Speaking	
Recognize that talk is an important tool for communicating, thinking, and learning	
	Speak to clarify and extend thinking
	Speak to express and extend understanding
	Speak to share thoughts, opinions, and feelings
	Speak to build relationships and a sense of community
Practise the behaviours of effective speakers	
	recognize and adjust oral presentation elements effectively (i.e., articulation, pronunciation, volume, tempo, pitch, stress, gestures, eye contact, facial expression, and poise) in keeping with purpose, audience needs, and individual cultural and linguistic background
	organize information, thoughts, and opinions in an appropriate format
	summarize main points and conclusions
Speak fluently and confidently in a variety of situations for a variety of purposes and audiences	
	participate in small and large group discussions, observing the courtesies of group discussion

	<p>speaking to inform and persuade</p> <p>express own response to a story, poem, play, event, or experience</p> <p>prepare an oral reading of prose, poetry, or other literature</p> <p>give prepared talks on researched topics</p> <p>retell a narrative</p> <p>conduct an informal interview</p>
Listening	
Recognize listening as an active, constructive process	
	<p>recognize listening as an active process that requires listeners to:</p> <ul style="list-style-type: none"> anticipate a message and set a purpose for listening attend seek and check understanding by making connections, and by making and confirming predictions and inferences interpret and summarize analyze and evaluate
Practise the behaviours of effective listeners	
	<p>respond personally, critically, and empathetically</p> <p>recognize speaker's overall plan of organization including transitional expressions</p> <p>understand the factors that interfere with good listening (i.e., environment, speaker, listener) and filter out distractions</p> <p>distinguish between fact and opinion</p>
Listen effectively in a variety of situations for a variety of purposes	
	<p>listen for personal pleasure and aesthetic satisfaction</p> <p>listen to:</p> <ul style="list-style-type: none"> understand and learn analyze and evaluate empathize and make connections with others <p>follow oral directions</p> <p>analyze the overall effectiveness of group discussions, oral readings, interviews, and talks</p> <p>summarize and make notes from a presentation</p> <p>listen in order to assess positions on individual, community, national, or world issues</p>
Writing	
Recognize writing as a constructive and recursive process	
	<p>recognize writing as a process of constructing meaning for self and others</p> <p>use what is known as the writing process:</p> <ul style="list-style-type: none"> use appropriate pre-writing and planning strategies develop ideas previously explored into draft form revise and polish compositions share or present compositions
Practise the behaviours of effective writers.	
	<p>write introductions that engage interest and focus readers' attention</p> <p>state a topic sentence clearly and limit the content to pertinent material</p> <p>develop ideas rather than just restating them</p> <p>use various methods of development and organization (e.g., chronological, spatial, and logical) appropriate to purpose</p> <p>demonstrate the ability to organize thought coherently using transition words</p> <p>compose effective paragraphs in narrative, expository, descriptive, and persuasive prose</p> <p>organize ideas in multi-paragraph compositions</p> <p>compose suitable endings</p> <p>analyze and evaluate their own and others' writing for ideas, organization, sentence clarity, word choice, and mechanics (i.e., capitalization, punctuation, and spelling)</p> <p>prepare final copy using appropriate conventions of publication (e.g., title page, references, bibliography)</p> <p>confer with peers and teachers</p>
Write fluently and confidently for a variety of purposes and audiences	
	<p>write for a variety of purposes including to:</p> <ul style="list-style-type: none"> reflect, clarify, and explore ideas express understanding

	<ul style="list-style-type: none"> describe, narrate, inform, and persuade express self create and entertain
	write an effective descriptive passage
	write a book, film, or video review
	experiment with a variety of forms of writing such as poem, play, anecdote, or short story
	write a convincing argument in support of a clearly defined position
	write and document a concise factual report
	write business letters in language appropriate for purpose and audience
	write a paraphrase summary of a speech heard or a passage read
Reading	
Recognize reading as an active, constructive process	
	<p>recognize reading as an active process that requires readers to:</p> <ul style="list-style-type: none"> make connections find meaning make and confirm predictions make and confirm inferences reflect and evaluate
Practise the behaviours of effective, strategic readers	
	respond personally, critically, and creatively
	record responses in a reader's journal, log, or notebook
	recognize the structure and characteristics of a particular poem, play, or prose (fiction or nonfiction) selection
	compare and contrast the structure and characteristics of various selections
	differentiate fact from opinion
	skim, scan, and read closely for required information
	differentiate between literal and figurative statements, and between the denotative and connotative
	recognize common allusions and discuss their significance in context
	recognize common literary symbols
	recognize stylistic devices and techniques such as characterization, flashback, foreshadowing, simile, metaphor, hyperbole
	summarize information
	recognize propaganda techniques
Read a variety of texts for a variety of purposes	
	relate literary experiences to personal experience
	read an increasingly wide range of material for personal enjoyment and extension of experiences
	explore human experiences and values reflected in texts
	test ideas and values against ideas in text
	assess an author's ideas and techniques
	make and defend an informed critical response
	develop and articulate defensible points of view on individual, community, national, or world issues reflected in texts
Representing and Viewing	
Create appropriate nonverbal aids and visual images to enhance communication	
	present information using print and non-print aids to engage and inform a familiar audience
	present thoughts, ideas, and feelings using an appropriate combination of charts, diagrams, pictures, audiotapes, slides, models, drama, and print
	communicate thoughts, ideas, and feelings for specified purposes and audiences through storyboards, posters, overheads, or telemedia presentations
Recognize nonverbal aids and visual representations as tools for communicating and learning	
	<p>recognize viewing as an active process that requires viewers to:</p> <ul style="list-style-type: none"> anticipate a message and set a purpose for viewing attend seek and check understanding by making connections, and by making and confirming predictions and inferences interpret and summarize analyze and evaluate

Practise the behaviours of effective viewers

	respond personally, critically, and creatively to visual representations and to television, film, and video presentations
	identify the purposes, intended audiences, messages, and points of view in advertisements, posters, films, and television or video presentations
	recognize language techniques and media conventions in television, film, and video presentations
	evaluate critically information obtained from viewing advertisements, posters, films, and video and television presentations