

# GRADE 8

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# GRADE 8 | ORAL COMMUNICATION

## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. 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

By the end of Grade 8, students will:

#### Purpose

- 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks (e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences)

#### Active Listening Strategies

- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning)

#### Comprehension Strategies

- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts (e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays

*to make predictions and identify important ideas while listening; ask questions for clarification or further information; use a range of note-taking strategies to keep track of or summarize important points; use self-questioning to monitor understanding of what is being said)*

#### Demonstrating Understanding

- 1.4 demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (e.g., compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small-group discussion; use visual art, music, or drama to represent important ideas in an oral text)

#### Making Inferences/Interpreting Texts

- 1.5 develop and explain interpretations of oral texts using the language of the text and oral and visual cues to support their interpretations

*Teacher prompt: "Why might different audiences interpret the same oral text in different ways? Give examples to support your opinion."*

#### Extending Understanding

- 1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by connecting, comparing, and contrasting the ideas and information

in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them (e.g., *respond in role as a character from an oral text while being interviewed by another student; discuss similarities and differences between oral and print texts on the same topic, focusing on specific elements such as the accuracy and relevance of information; debate the wisdom of the choices made by a historical personage depicted in an oral biography, based on ideas about what their own choices might have been*)

### Analysing Texts

- 1.7** analyse a variety of complex or challenging oral texts in order to identify the strategies that have been used to inform, persuade, or entertain, and evaluate the effectiveness of those strategies (e.g., *compare the tone and the ideas emphasized in speeches about non-smoking regulations by a tobacco company representative and a person with asthma and suggest how each approach would influence an audience*)

### Point of View

- 1.8** explain what the use of irony or satire in an oral text reveals about the speaker's purpose and perspective

**Teacher prompts:** "What cues help you to recognize the use of irony or satire in a text?" "How does recognizing irony or satire help you to understand what is being said?"

### Presentation Strategies

- 1.9** identify a wide variety of presentation strategies used in oral texts, evaluate their effectiveness, and suggest other strategies that might have been as effective or more so (e.g., *compare two oral presentations, with a focus on the effectiveness of the presentation strategies used by each speaker*)

**Teacher prompt:** "Did the speakers use facial expressions, vocal effects, and body language appropriately? Did the use of these strategies make the message more convincing?"

## 2. Speaking to Communicate

By the end of Grade 8, students will:

### Purpose

- 2.1** identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies (e.g., *to introduce a speaker; to support the resolution in a debate; to dramatize a favourite poem; to explain a complex procedure to an individual or group; to work towards the solution to a problem with a partner*)

### Interactive Strategies

- 2.2** demonstrate an understanding of appropriate speaking behaviour in most situations, using a variety of speaking strategies and adapting them to suit the purpose and audience (e.g., *paraphrase different points of view on an issue to clarify alternative perspectives; affirm the contributions of others before responding; avoid making highly personal remarks in public or in formal situations*)

### Clarity and Coherence

- 2.3** communicate in a clear, coherent manner, using a structure and style appropriate to the purpose, the subject matter, and the intended audience (e.g., *combine logic with an appeal to emotion in a charity fund-raising speech; use a cause-and-effect structure in a report on the rise of a political movement or the emergence of a contentious Aboriginal issue*)

### Appropriate Language

- 2.4** use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning effectively and engage the interest of their intended audience (e.g., *use imagery, figurative language such as similes and analogies, and other stylistic elements such as idioms and onomatopoeia to evoke a particular mood in a dramatic monologue or an appeal for support*)

**Vocal Skills and Strategies**

**2.5** identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning (*e.g., use changes in pitch to differentiate voices in a storytelling session; use tone and volume to clarify implied messages in a rap poem*)

**Non-Verbal Cues**

**2.6** identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning (*e.g., rehearse and use hand gestures and increased volume to emphasize points during a formal presentation*)

**Visual Aids**

**2.7** use a variety of appropriate visual aids (*e.g., photographs, multimedia, diagrams, graphs, charts, costumes, props, artefacts*) to support and enhance oral presentations (*e.g., use a chart to clarify the order of events in a report about a scientific breakthrough; use a video clip from an animated cartoon to show how sound is used to complement the image*)

**3. Reflecting on Oral Communication Skills and Strategies**

By the end of Grade 8, students will:

**Metacognition**

**3.1** identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills

*Teacher prompts:* “What listening strategies help you to contribute effectively in a group discussion?” “What questions do you ask yourself to check whether you are understanding what is being said?” “Can you identify the most effective elements in your oral presentation? How do you know they were effective?” “What would you do differently next time?”

**Interconnected Skills**

**3.2** identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

*Teacher prompt:* “How does your experience of creating media texts help you understand oral texts?”

## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. 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

By the end of Grade 8, students will:

#### Variety of Texts

- 1.1 read a wide variety of increasingly complex or difficult texts from diverse cultures, including literary texts (e.g., short stories, novels, poetry, essays, science fiction, memoirs, scripts, satire), graphic texts (e.g., graphs and graphic organizers, charts and tables, surveys, maps, spreadsheets), and informational texts (e.g., essays, Canadian and global print and online sources, electronic texts, textbooks, dictionaries, thesauri, websites, transcripts)

#### Purpose

- 1.2 identify a variety of purposes for reading and choose increasingly complex or difficult reading materials appropriate for those purposes (e.g., several online or print articles by the same author to identify consistency or change in the author's point of view; websites for information on a topic from different sources; stories from different cultures, including Aboriginal cultures, to compare treatments of similar themes)

#### Comprehension Strategies

- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex

or difficult texts (e.g., activate prior knowledge on a topic through dialogue or by developing mind maps; use visualization and comparisons with images in other texts or media to clarify impressions of characters, scenes, or concepts; ask questions to monitor and clarify understanding; identify important ideas; synthesize ideas to broaden understanding)

#### Demonstrating Understanding

- 1.4 demonstrate understanding of increasingly complex and difficult texts by summarizing important ideas and explaining how the details support the main idea (e.g., theme or argument and supporting evidence in reviews, essays, plays, poems; key information and related data in public documents, online and print reference articles, manuals, surveys, graphs, tables and charts, websites, transcripts)

#### Making Inferences/Interpreting Texts

- 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations

*Teacher prompt:* "How do the stated and unstated messages in the dialogue between these characters complicate the plot of this story? What details in the dialogue support your interpretation?"

### Extending Understanding

- 1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them

*Teacher prompts:* “Do you have knowledge or experiences that affect the way you interpret the author’s message?” “How does the author’s approach differ from the approach in other articles you have read on this topic?”

### Analysing Texts

- 1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader’s reaction (e.g., *narrative*: rising action holds attention and creates suspense; *report on an investigation*: the opening paragraph tells the reader about the purpose, goals, and audience for the report)

*Teacher prompts:* “Why does the author spend so much time describing the preparation for the race?” “How does the information in the opening paragraph help you understand the rest of the report?”

### Responding to and Evaluating Texts

- 1.8 evaluate the effectiveness of a text based on evidence taken from that text

*Teacher prompts:* “Were the instructions for doing the experiment clear and easy to follow? Why or why not?” “Were the author’s arguments well supported by credible evidence? Did the arguments make sense? Why, or why not?” “Identify three uses of imagery in the poem and explain how they help the poet communicate the theme effectively.”

### Point of View

- 1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives (e.g., *determine whether an environmental argument should include an economic perspective or an economic argument should include an environmental perspective*)

*Teacher prompt:* “How will the addition of another perspective affect the impact or appeal of the text?”

## 2. Understanding Form and Style

By the end of Grade 8, students will:

### Text Forms

- 2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a memoir (e.g., *the author’s personality and/or special experience of the subject are an important part of the narrative, even if the author is not the subject of the narrative*), graphic texts such as a map (e.g., *the different colours for land and water help readers understand what geographical features they are looking at*), and informational texts such as a magazine article (e.g., *sidebars allow minor themes to be developed in detail without interrupting the main narrative*)

### Text Patterns

- 2.2 analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning (e.g., *a “before-and-after” comparison in an advertisement; time order and cause and effect in an online magazine or newspaper article*)

### Text Features

- 2.3 identify a variety of text features and explain how they help communicate meaning (e.g., *tree diagrams, tables, end-notes, and “Works Cited” or “References” lists help readers locate information and understand its context*)

*Teacher prompt:* “What do the types of sources in the ‘References’ list tell you about the author’s research?”

### Elements of Style

- 2.4 identify a range of elements of style – including symbolism, irony, analogy, metaphor, and other rhetorical devices – and explain how they help communicate meaning and enhance the effectiveness of texts (e.g., *the use of dramatic irony, in which the audience understands the implications of words or actions better than the characters do themselves, can create humour or a sense of foreboding*)

### 3. Reading With Fluency

By the end of Grade 8, students will:

#### Reading Familiar Words

- 3.1** automatically read and understand most words in a wide range of reading contexts (*e.g., words from grade-level texts; terminology used in discussions and posted in the classroom; words from shared-, guided-, and independent-reading texts, electronic texts, and resource material used in the curriculum subject areas*)

#### Reading Unfamiliar Words

- 3.2** predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
- semantic (meaning) cues (*e.g., base words, prefixes, suffixes, phrases, sentences, and visuals that activate existing knowledge of oral and written language*);
  - syntactic (language structure) cues (*e.g., word order and the relationship between words, language patterns, punctuation*);
  - graphophonic (phonological and graphic) cues (*e.g., familiar words within larger words, syllables within larger words, similarities between words with known spelling patterns and unknown words*)

**Teacher prompt:** “Read to the end of the paragraph and see if the context will help you solve the word. Is the word essential to your understanding? If so, reread and see if you can solve the word by...”

#### Reading Fluently

- 3.3** read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (*e.g., orally read to entertain a younger class, using suitable emphasis, intonation, and phrasing*)

### 4. Reflecting on Reading Skills and Strategies

By the end of Grade 8, students will:

#### Metacognition

- 4.1** identify the strategies they found most helpful before, during, and after reading and explain, in conversation with the teacher and/or peers or in a reader’s notebook/reflective journal, how they can use these and other strategies to improve as readers

**Teacher prompts:** “What strategies do you use most consistently to help you understand a new text?” “What types of questions do you ask yourself to help you monitor your reading?” “What ‘fix-up’ strategies do you use when you don’t understand?” “What strategies do you use confidently and effectively?”

#### Interconnected Skills

- 4.2** explain, in conversation with the teacher and/or peers or in a reader’s notebook/reflective journal, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

**Teacher prompts:** “Did watching the television program about space exploration help you when you were reading the newspaper reports of the space probe?” “How does creating online texts help you read electronic texts?” “What lessons have you learned as a writer/listener that will make you a better reader?”

## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. 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

By the end of Grade 8, students will:

#### Purpose and Audience

- 1.1 identify the topic, purpose, and audience for more complex writing forms (e.g., a personal memoir about the school experience to share with classmates, family, and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government)

#### Developing Ideas

- 1.2 generate ideas about more challenging topics and identify those most appropriate to the purpose

#### Research

- 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources (e.g., produce a plan and timeline for carrying out research tasks; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)

#### Classifying Ideas

- 1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data (e.g., by using electronic graphic organizers, tables, charts)

#### Organizing Ideas

- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies (e.g., making jot notes; making sketchboard outlines of a procedure or series of events) and organizational patterns (e.g., combined/multiple orders such as order of importance and cause and effect)

#### Review

- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary (e.g., check for depth and breadth of coverage of the topic)

## 2. Using Knowledge of Form and Style in Writing

By the end of Grade 8, students will:

### Form

**2.1** write complex texts of a variety of lengths using a wide range of forms (*e.g., a memoir of a significant Canadian; a report comparing the economies of two nations and explaining how a new industry might affect each nation's economy; briefing notes for an oral debate outlining both sides of an argument, including appeals to both logic and emotion; a narrative in the style of a particular author, adding to or extending a text by that author; an original satirical, science-fiction, or realistic fiction piece modelled on the structures and conventions of the genre; a free verse or narrative poem, or a limerick*)

### Voice

**2.2** establish a distinctive voice in their writing appropriate to the subject and audience, (*e.g., use emotive language to persuade the audience to share their feelings, and explain the effect they think it will have on the audience*)

### Word Choice

**2.3** regularly use vivid and/or figurative language and innovative expressions in their writing (*e.g., adjective phrases: The car with the fluorescent red racing stripe; adverb phrases: He walked with the gait of a sailor; specialized vocabulary and terminology; analogies and idioms*)

**Teacher prompt:** “Identify three language choices you have made and explain the effect they will have on a reader.”

### Sentence Fluency

**2.4** vary sentence types and structures for different purposes (*e.g., to alter the pace or mood*), with a focus on using a range of relative pronouns (*e.g., who, which*), subordinate conjunctions (*e.g., whenever, because, although*), and both the active and passive voice

### Point of View

**2.5** identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate

**Teacher prompt:** “How can you address in your writing the questions that

would come from others who hold a different point of view?”

### Preparing for Revision

**2.6** identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone

**Teacher prompts:** “Are there any key ideas that are missing or need more explanation?” “Does your writing have an identifiable tone (*e.g., sincerity, humour, horror, irony, pathos*)? Is the tone appropriate to the subject matter? Does it accurately reflect your point of view?”

### Revision

**2.7** make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (*e.g., use sticky notes while rereading to record questions and ideas; cut and paste to improve logic of organization; add or substitute words and phrases, including vocabulary from other subject areas; use idioms, figurative language, and rhetorical devices such as analogy to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition with variations to emphasize important points and hold the attention of the audience*)

**Teacher prompt:** “Could you use two different sentence lengths and patterns to highlight the two points of view in your argument?”

### Producing Drafts

**2.8** produce revised draft pieces of writing to meet identified criteria based on the 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 Language Conventions and Presenting Written Work Effectively

By the end of Grade 8, students will:

### Spelling Familiar Words

**3.1** spell familiar words correctly (*e.g., words from their oral vocabulary, anchor charts, and shared-, guided-, and independent-reading texts; words used regularly in instruction across the curriculum*)

**Spelling Unfamiliar Words**

**3.2** spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (*e.g., orally emphasize differences in easily confused words: affect/effect, technicality/technically; compare complicated words to words with known letter patterns; use knowledge of the history of a word to help spell it: sheep herder/shepherd; use knowledge of familiar words to spell technical terms*)

**Vocabulary**

**3.3** confirm spellings and word meanings or word choice using a wide variety of resources appropriate for the purpose (*e.g., locate entry words, pronunciation keys, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a dictionary of synonyms, antonyms, and homonyms, a science dictionary*)

**Punctuation**

**3.4** use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on the use of: commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements

**Grammar**

**3.5** use parts of speech correctly to communicate their meaning clearly, with a focus on subject/verb agreement and the use of nouns, pronouns, adjectives, adverbs, and prepositions

**Proofreading**

**3.6** proofread and correct their writing using guidelines developed with peers and the teacher (*e.g., an editing checklist specific to the writing task*)

**Publishing**

**3.7** use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout (*e.g., use legible printing and cursive writing; use an imaginative text layout, drawings, and a table of contents in a class poetry anthology for the school library; use a spreadsheet to display detailed specific information*)

**Producing Finished Works**

**3.8** produce pieces of published work to meet identified criteria based on the expectations (*e.g., adequacy of information and ideas, logic and effectiveness of organization, effective use of form and stylistic elements, appropriate use of conventions, effective presentation*)

**4. Reflecting on Writing Skills and Strategies**

By the end of Grade 8, students will:

**Metacognition**

**4.1** identify a variety of strategies they used before, during, and after writing, explain which ones were most helpful, and suggest future steps they can take to improve as writers (*e.g., use a three-column reflection journal to monitor the writing process: What I learned/How I learned it/How I can use it*)

*Teacher prompt:* “Explain how you used your writer’s notebook/journal to help you identify your strengths as a writer and your next steps for writing.”

**Interconnected Skills**

**4.2** describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers

*Teacher prompts:* “How does assuming the role of the reader of your own writing help you revise your writing?”  
 “How do you think listening to oral texts has helped you become a better writer?”  
 “How can reading texts from different cultures improve your writing?”

**Portfolio**

**4.3** select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

## OVERALL EXPECTATIONS

By the end of Grade 8, students will:

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## SPECIFIC EXPECTATIONS

### 1. Understanding Media Texts

By the end of Grade 8, students will:

#### Purpose and Audience

- 1.1** explain how a variety of media texts address their intended purpose and audience (*e.g., this stage production based on a popular novel uses music and lighting to enhance the original and appeal to its fans; this commercial for a sports car uses fast-paced editing and rock music to appeal to the target audience – young, single men and women*)

*Teacher prompts:* “Why might a producer think that yet another version of this well-known story would attract a wide audience?” “What kind of driver is this car advertisement designed to appeal to?”

#### Making Inferences/Interpreting Messages

- 1.2** interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (*e.g., compare the coverage of a lead story in a morning newspaper to the coverage of that story on the evening news; compare the order in which news stories are reported on two different television channels and suggest reasons for the differences; compare the treatment*

*of a historical figure in a movie to his or her treatment in a print biography*)

*Teacher prompts:* “Did the newspaper and the television news program use the same lead story? Why or why not? Did the different news sources provide different information on the same topic? Did they take a different position?” “Which historical portrait is more convincing? More accurate? More interesting? Why?”

#### Responding to and Evaluating Texts

- 1.3** evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (*e.g., explain how a series of newspaper stories on a controversial issue captured and maintained their interest; explain the similarities and differences in the treatment of a particular topic or theme in different media texts and evaluate the relative effectiveness of the treatments; as a class, evaluate the media’s coverage of a social or environmental issue over a two-week period*)

#### Audience Responses

- 1.4** explain why different audiences (*e.g., with respect to gender, age, culture, race, income level*) might have different responses to a variety of media texts (*e.g., predict how*

a member of a particular age/gender/ ethnocultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction)

**Teacher prompt:** “Do you think all members of a particular group would react the same way to this issue? Could an older person react the same way as a teenager? Why, or why not?”

#### Point of View

**1.5** demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnocultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict)

**Teacher prompts:** “What different groups are represented in the text? Are the different groups treated differently? If so, how?” “In this news report about a conflict between two countries, does the reporter appear to favour one side over the other? Give evidence for your view.”

#### Production Perspectives

**1.6** identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (e.g., a music company’s interest in a recording may be different from that of the artist; the company that produces a video game and the game’s creator may have different views on how the game should be promoted)

**Teacher prompt:** “How are commercial and artistic interests reflected in the contents and presentation of this CD by your favourite group?” “Explain how a more ideological approach might affect the appeal of this magazine for its current broad range of readers.”

## 2. Understanding Media Forms, Conventions, and Techniques

By the end of Grade 8, students will:

#### Form

**2.1** explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning (e.g., print advertisements use text, images, colour, different fonts, and different camera angles in a seamless combination to create an effect)

**Teacher prompt:** “Why do you think each of these elements is included? How are the elements combined to create a coherent message?”

#### Conventions and Techniques

**2.2** identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (e.g., website conventions: home pages provide users with a convenient preview of the types of information available; website techniques: “sidebars” with inviting audio/video elements entice viewers to browse and explore new topics that might not have been their first priority)

## 3. Creating Media Texts

By the end of Grade 8, students will:

#### Purpose and Audience

**3.1** explain why they have chosen the topic for a media text they plan to create (e.g., a poster advertising a class fund-raising campaign to appeal to local parent groups, businesses, or service organizations), and identify challenges they may face in engaging and/or influencing their intended audience

**Teacher prompt:** “What are the challenges involved in reaching each of these groups? How can you appeal to all of the groups in a single poster? If you were to develop three posters, one for each of them, how would the posters differ?”

**Form**

**3.2** identify an appropriate form to suit the purpose and audience for a media text they plan to create (*e.g., a multimedia presentation about their class or grade, to be presented to parents during graduation ceremonies*) and explain why it is an appropriate choice

**Teacher prompt:** “What different types of media could you use for the presentation? How would they be organized and combined?”

**Conventions and Techniques**

**3.3** identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (*e.g., conventions in advertisements for a product to appeal to different age groups among the students: text, images, “free offer” promotional gimmicks; techniques: use of age-appropriate content in all elements of the advertisement*)

**Teacher prompt:** “What are the important things you need to know about your audience when designing your media text?”

**Producing Media Texts**

**3.4** produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (*e.g.,*

- *a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character*
- *a one-minute video advertising a class fund-raising project*
- *a website based on the content of a unit of study*
- *a report on school sports events to be presented during morning announcements*

- *magazine advertisements for a particular product, aimed at different age groups among the students in the school*
- *an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper*
- *a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying*
- *a storyboard for a video of a favourite song that is not available as a video*

## 4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 8, students will:

**Metacognition**

**4.1** identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers

**Teacher prompt:** “Why was it helpful to think about your audience’s needs or wants before creating your advertisement?”

**Interconnected Skills**

**4.2** explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

**Teacher prompt:** “How could reading about food and health help you when you are trying to create an advertisement for a ‘healthy eating’ ad campaign?”