

**1. READING- Students will read fluently with understanding.**

Grade 6	Grade 7	Grade 8
Use word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Use word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	Use word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
Use analogies and other similar devices to infer the literal and figurative meanings of phrases.	Use analogies and other similar devices to infer the literal and figurative meanings of phrases.	Use analogies and other similar devices to infer the literal and figurative meanings of phrases.
Discern the meaning and relationship between pairs of words encountered in analogies (e.g. synonyms and antonyms).	Discern the meaning and relationship between pairs of words encountered in analogies (e.g. synonyms and antonyms, connotation and denotation).	Discern the meaning and relationship between pairs of words encountered in analogies (e.g. synonyms and antonyms, connotation and denotation).
Understand how clarity is affected by the patterns of organization.	Understand how clarity is affected by the patterns of organization.	Understand how clarity is affected by the patterns of organization.

By the end of Grade 10	By the end of Grade 12
Understand how clarity is affected by the patterns of organization.	
	Explain how meaning is created and changed by patterns of organization, hierarchical structures, repetition of key ideas, syntax and word choice in text.

**2. READING- Students will comprehend, respond to, and analyse a wide variety of literary texts and be able to recognize and evaluate how language, literary devices, and literary elements contribute to the meaning and impact of those works.**

Grade 6	Grade 7	Grade 8
Explain the function of structural elements of the plot (e.g. subplots, parallel episodes, and climax), the plot's development, and the extent to which conflicts are addressed and resolved.	Explain the function of structural elements of the plot (e.g. subplots, parallel episodes, and climax), the plot's development, and the extent to which conflicts are addressed and resolved.	Explain the function of structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the extent to which conflicts are addressed and resolved.
Analyse relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Analyse relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.	Analyse relevance of setting (place, time, and customs) to the mood, tone, and meaning of text.
Identify and analyse recurring comparative themes (e.g. good and evil, traditional and contemporary) across works.	Identify and analyse recurring comparative themes (e.g. good and evil, traditional and contemporary) across works.	Identify and analyse recurring comparative themes (e.g. good and evil, traditional and contemporary) across works.
Identify significant literary devices in a text (e.g. imagery, symbolism) and use those elements to interpret the work.	Identify significant literary devices in a text (e.g. imagery, symbolism) and use those elements to interpret the work.	Identify significant literary devices in a text (e.g. imagery, symbolism, dialect, and irony) and use those elements to interpret the work.
		Compare original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.
		Produce responses to literature that develop interpretations that exhibit careful reading and insight; connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience; and support judgments through references to the text, other works, or to personal knowledge.
		Analyse how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims.
		Determine the characteristics and purposes of different forms of poetry (e.g. ballad, lyric, couplet, epic, elegy, ode, and sonnet).

**2. READING- Students will comprehend, respond to, and analyse a wide variety of literary texts and be able to recognize and evaluate how language, literary devices, and literary elements contribute to the meaning and impact of those works.**

<b>By the end of Grade 10</b>	<b>By the end of Grade 12</b>
Know characteristics of sub-genres (e.g. satire, parody, allegory, and pastoral) that are used in poetry, drama, prose fiction, and non-fictional prose.	
Analyse how irony, tone, mood, style, and sound of language are used to achieve specific rhetorical and aesthetic purposes and to create meaning.	
Analyse ways in which imagery, personification, figures of speech, and word sounds are used in poetry and prose to create meaning.	
Make valid assertions about significant patterns, motifs, and perspectives by using elements of text to support interpretations.	
Recognise the implicit and explicit philosophical assumptions and beliefs of a text.	
Know how to use the elements of a text to defend and clarify interpretations.	
Produce responses to literature that develop interpretations that exhibit careful reading and insight; connect the student's own responses to specific textual references; draw supported inferences about the effects of a literary work on its audience; and support judgments through references to the text	
Analyse how the theme or meaning of a selection represents a view or comment on life	
	Analyse recognised works of English language literature representing a variety of genres and traditions to trace the development of English literature through history.
	Analyse recognized works of English language literature representing a variety of genres and traditions to analyse implicit and explicit philosophical assumptions and beliefs of a text.
	Analyse recognised works of English language literature representing a variety of genres and traditions to recognize and tentatively define the major periods, themes, styles, and trends, and describe various ways the works of different cultures relate to one another in each period.
	Analyse recognised works of English language literature representing a variety of genres and traditions to recognize the philosophical, political, religious, ethical, and social influences that shaped characters, plots, and settings.
	Analyse recognized works of world literature from a variety of authors in order to contrast the major literary forms, techniques, and characteristics of major literary periods.
	Analyse recognized works of world literature from a variety of authors in order to relate literary works and authors to major themes and issues of their eras.
	Analyse recognized works of world literature from a variety of authors in order to evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings.
	Produce responses to literature that demonstrate a comprehensive understanding of the significant ideas in works or passages; analyse the use of imagery, language, universal themes, and unique aspects of text; support key ideas and viewpoints through accurate and detailed references to the text and to other works; demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created; and identify and assess the impact of perceived ambiguities, nuances, and complexities within text.

**3. READING- Analyse and appreciate the similarities and differences between literary works from different cultures, ages, and ethnic, class, and gender contexts.**

Grade 6	Grade 7	Grade 8
Read/listen to and explore a large variety of stories, poems and dramas from diverse cultural areas or groups.	Read/listen to and explore a large variety of stories, poems and dramas from diverse cultural areas or groups.	Read/listen to and explore a large variety of stories, poems and dramas from diverse cultural areas or groups.
Read/listen to and explore stories told in a wide variety of cultures and times that reflect recurring cultural codes.	Read/listen to and explore stories told in a wide variety of cultures and times that reflect recurring cultural codes.	Read/listen to and explore stories told in a wide variety of cultures and times that reflect recurring cultural codes.
Understand the motivations and reactions of literary characters from different historical eras and cultures confronting similar situations or conflicts.	Understand the motivations and reactions of literary characters from different historical eras and cultures confronting similar situations or conflicts.	Understand the motivations and reactions of literary characters from different historical eras and cultures confronting similar situations or conflicts.
Recognise and discuss with understanding questions of ethics, class, race, gender and justice embodied in imaginative literature	Recognise and discuss with understanding questions of ethics, class, race, gender and justice embodied in imaginative literature.	Recognise and discuss with understanding questions of ethics, class, race, gender and justice embodied in imaginative literature
Support key ideas and viewpoints through accurate and detailed references to the text and to other works; demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created; and identify and assess the impact of perceived ambiguities, nuances, and complexities within text.		
	Understand various ways imaginative literature (oral and written) has been used in a variety of different cultures and times address fundamental issues of human existence.	Understand various ways imaginative literature (oral and written) has been used in a variety of different cultures and times address fundamental issues of human existence.

By the end of Grade 10	By the end of Grade 12
	Read with a keen awareness of the literary codes operative in a fictional or poetic text and interpret and criticize the text perceptively.
Analyse the historical and cultural role of the fictional or poetic text as a way of knowing and ordering the world.	Analyse the historical and cultural role of the fictional or poetic text as a way of knowing and ordering the world.
Understand how belief systems may shape or influence literary texts.	
Recognise ways belief systems may be embodied in literary texts.	Consider if literary texts can or do shape or change belief systems.
	Understand the possibilities and limitations of language as a mode of inquiry and communication.
	Understand the problematic nature of translation distinguishing the value of various possible approaches.

**4. READING: Students will read and understand a wide variety of non-fiction texts.**

Grade 6	Grade 7	Grade 8
Identify structural patterns found in informational text (e.g. compare and contrast, cause and effect, sequential-chronological order, proposition and support) to strengthen comprehension.		
Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Understand the unity, coherence, logic, internal consistency, and structural patterns of text.	Understand the unity, coherence, logic, internal consistency, and structural patterns of text.
Recognize connections between essential ideas, arguments, and perspectives in text.	Recognize connections between essential ideas, arguments, and perspectives in text.	Recognize connections between essential ideas, arguments, and perspectives of a text.
		Compare original text to a summary for accuracy of the main ideas, inclusion of critical details, and the extent to which it conveys the underlying meaning of the original text.
		Analyse persuasive text for proposition-and-support patterns.

By the end of Grade 10	By the end of Grade 12
Critique the power, validity, and truthfulness in the logic of arguments set forth in non-fiction texts, their appeal to audiences and the extent to which they anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion).	
Know the features and rhetorical devices of different types of documents (e.g., policy statements, speeches, debates, platforms) and analyse how authors use these features and devices.	
Verify and analyse facts presented in other types of expository texts (e.g., electronic information).	
Recognise how clarity is affected by the patterns of organization, use of rhetorical devices, repetition of key ideas, syntax, and word choice in text.	
	Analyse, compare and contrast how rhetorical devices, patterns of organization, repetition of key ideas, syntax and word choice are used to create meaning to convey information and to persuade in different non-fictional text written on the same subject matter.

**5. WRITING- Students will write with command of an informal, formal, and academic English dialect using mechanical and grammatical aspects of language appropriately.**

Grade 6	Grade 8	Grade 9
Identify and use nouns, verbs, adjectives, pronouns, adverbs, prepositions, conjunctions, articles and interjections.		
Combine short, related clauses with adverbs, adjectives, conjunctions and prepositional phrases.		
Write and identify simple, compound and complex sentences.	Write and identify simple, compound and complex sentences.	Write and identify simple, compound and complex sentences.
Edit written manuscripts to reflect appropriate and effective grammar.	Edit written manuscripts to reflect appropriate and effective grammar.	Edit written manuscripts to reflect appropriate and effective grammar.
Understand ways language differs across a variety of social situations.	Understand ways language differs across a variety of social situations.	Understand ways language differs across a variety of social situations.
Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.	Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.	Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.
Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.	Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
Write with language that is natural and original.	Write with language that is natural and original.	Write with language that is natural and original.
Use language that is precise, striking and appropriate to the subject.	Use language that is precise, striking and appropriate to the subject.	Use language that is precise, striking and appropriate to the subject.
Write clearly and specifically in an appropriate register.	Write clearly and specifically in an appropriate register.	Write clearly and specifically in an appropriate register.
	Utilize a strong and appropriate structure in writing expository prose.	Utilize a strong and appropriate structure in writing expository prose.
	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
		Identify parallel structure in all written discourse, including similar grammatical forms to present items in a series, complements, and items juxtaposed for emphasis.

By the end of Grade 10	By the end of Grade 12
Identify parallel structure in written discourse, including similar grammatical forms to present items in a series, complements, and items juxtaposed for emphasis.	
Use language that is precise, striking, and appropriate to the subject.	
Demonstrate cadence in writing (i.e., writer has thought about the sounds of the words, as well as the meaning).	
Utilize strong, varied, appropriate structure in expository prose.	
	Use specific literary terms, accurately and appropriately.
	Write clearly, precisely, specifically, concisely in an appropriate register.

**6. WRITING- Students will write with clarity, logic, and effectiveness on a wide variety of topics.**

Grade 6	Grade 7	Grade 8
Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).		
Create a multiple-paragraph composition that provides an introductory paragraph; establishes and supports a central idea with a topic sentence; includes supporting paragraphs with facts, details, and explanations; concludes with a paragraph that summarizes the points.		
		Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
	Create compositions that establish a coherent thesis, and make a clear conclusion.	Create compositions that establish a coherent thesis, and make a clear and well-supported conclusion.
		Support theses or conclusions with analogies, paraphrases, quotations and opinions from authorities, comparisons, and similar devices.
	Write persuasive compositions that include a clearly stated thesis supported by appropriate evidence, examples and a logical strategy.	Write persuasive compositions that include a clearly stated thesis supported by appropriate evidence, examples and a logical strategy.
Revise writing for word choice, appropriate organization, and consistent point of view.	Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.	Revise writing for word choice, appropriate organization, consistent point of view, and transitions among paragraphs, passages, and ideas.
Differentiate between evidence and opinion.	Differentiate between evidence and opinion.	Differentiate between evidence and opinion.
Write narratives (such as biographies, autobiographies and short stories) that relate a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Write narratives (such as biographies, autobiographies and short stories) that relate a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Write narratives (such as biographies, autobiographies and short stories) that relate a clear, coherent incident, event, or situation by using well-chosen details; reveal the significance of, or the writer's attitude about, the subject; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
Take relevant notes on written communication in a clear, concise format for a variety of purposes citing major ideas and supporting details.	Take relevant notes on written communication in a clear, concise format for a variety of purposes, citing major ideas and supporting details.	Take relevant notes on written communication, citing major ideas and supporting details.
	Use a variety of perspectives in writing.	Use a variety of perspectives in writing.
Select a focus, organization, and point of view based upon purpose, audience, length, and format requirements.		

**6. WRITING- Students will write with clarity, logic, and effectiveness on a wide variety of topics.**

By the end of Grade 10	By the end of Grade 12
Write clear, logical, valid, effective essays.	
Use language in natural and vivid ways to create a specific tone.	
Demonstrate understanding of the elements of discourse as to purpose, speaker, audience, form.	
Use point of view, characterization, style and related elements for specific rhetorical and aesthetic purposes.	
Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.	Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
Use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect in written work.	Use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect in written work.
Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, table, pictures).	Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, table, pictures); and the issuance of a call for action.
Write reflective compositions that explore the significance of personal experiences, events, conditions, or concerns.	Write clear, concise, and logically structured essays with sensitivity to word choice, tone sentence structure and idiom with a general consistency and fluency of expression.

**7. ORAL COMMUNICATION- Students will listen, understand, and respond critically to oral communication.**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.	Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.
Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).	Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
Participate appropriately in class and group discussion.	Participate appropriately in class and group discussion.	Participate appropriately in class and group discussion.
Take relevant notes on oral presentations.	Take relevant notes on oral presentations citing major ideas and some supporting details.	Take relevant notes on oral presentations citing major ideas and some supporting details.

<b>By the end of Grade 10</b>	<b>By the end of Grade 12</b>
Participate appropriately in class and group discussion.	
	Participate appropriately in a seminar.
Identify logical fallacies used in oral addresses.	

**8.ORAL COMMUNICATION- Students will deliver coherent, well-focused oral presentations using appropriate formal or informal dialect.**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
	Prepare a speech outline that includes an introduction, transitions, previews, and summaries; a logically developed body; and an effective conclusion.	Prepare a speech outline that includes an introduction, transitions, previews, and summaries; a logically developed body; and an effective conclusion.
Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.	Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.	Use appropriate vocabulary, voice modulation, expression, and tone as determined by audience and purpose of presentation.
Use precise language, action verbs, sensory details, appropriate and colourful modifiers, and active rather than passive voice in ways that enliven oral presentations.	Use precise language, action verbs, sensory details, appropriate and colourful modifiers, and active rather than passive voice in ways that enliven oral presentations.	Use precise language, action verbs, sensory details, appropriate and colourful modifiers, and active rather than passive voice in ways that enliven oral presentations.
Use audience feedback (i.e., verbal and nonverbal cues) to reconsider and modify organizational structure/plan and to rearrange words and sentences to clarify meaning.	Use audience feedback (i.e., verbal and nonverbal cues) to reconsider and modify organizational structure/plan and to rearrange words and sentences to clarify meaning.	Use audience feedback (i.e., verbal and nonverbal cues) to reconsider and modify organizational structure/plan and to rearrange words and sentences to clarify meaning.
Deliver clear, coherent informative presentations (e.g., biographical, autobiographical) that relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Deliver clear, coherent informative presentations (e.g., biographical, autobiographical) that relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).	Deliver clear, coherent informative presentations (e.g., biographical, autobiographical) that relate an incident, event, or situation by using well-chosen details; reveal the significance of the subject's attitude about the incident, event, or situation; and employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).
	Deliver persuasive presentations that include a thesis and support arguments with evidence.	Deliver persuasive presentations that include a thesis and support arguments with evidence.

<b>Grade 10</b>	<b>Grade 12</b>
Achieve clarity, force, and aesthetic effect in oral presentations through the use of rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue.	
Use effective and interesting language, including informal usage for effect; Standard English for clarity; and technical language for specificity.	
Deliver persuasive oral presentations that include well-defined theses making clear and knowledgeable judgments; support arguments with detailed evidence, examples and reasoning, differentiating evidence from opinion; effectively anticipate and answer listener concerns and counter-arguments through the inclusion and arrangement of details, reasons, examples, and other elements.	Research plan and deliver an individual oral presentation on a literary topic that demonstrates knowledge and understanding of a work and thorough appreciation of the aspects discussed with sensitivity to the word choice, tone, sentence structure and idiom appropriate to the task.
	Deliver an individual oral commentary on an extract from a work studied in detail that demonstrates knowledge and understanding of the text, a valid interpretation, analysis of the effects of literary features, precise and relevant references to the text, critical thinking and personal engagement. The commentary will have a clear purposeful and effective structure and use language that is clear, varied, precise, concise with and appropriate register.

**9. RESEARCH- Students will demonstrate a command of research skills.**

<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Understand the purpose of research.	Understand the purpose of research and the various elements of a research paper.	Understand the purpose of research and the various elements of a research paper.
Plan and conduct information searches using a variety of sources.	Plan and conduct information searches using a variety of sources.	Plan and conduct information searches using a variety of sources.
Use effective strategies to evaluate accuracy and validity of information.	Use effective strategies to evaluate accuracy and validity of information.	Use effective strategies to evaluate accuracy and validity of information.
Prepare reports or research presentations that record important ideas and concepts, paraphrase and summarize.	Prepare reports or research presentations that define a thesis, record important ideas, concepts and direct quotations, paraphrase and summarize all relevant perspectives on the topic and develop original ideas based on the research.	Prepare reports or research presentations that define a thesis, record important ideas, concepts and direct quotations, paraphrase and summarize all relevant perspectives on the topic and develop original ideas based on the research.
Avoid plagiarism and use the MLA format to cite sources.	Avoid plagiarism and use the MLA format to cite sources.	Avoid plagiarism and use the MLA format to cite sources

<b>By the end of Grade 10</b>	<b>By the end of Grade 12</b>
Use a variety of primary and secondary sources, distinguishing the nature and value of each.	
Identify and understand the purposes of critical editions in texts.	
Develop oral and written presentations with critical research strategies.	
Avoid plagiarism, citing sources appropriately (e.g. footnoting, bibliography).	
Use the MLA format.	
	Write a clear and concise 300-word abstract.