

**Illustrative Examples**  
**for**  
**English Language Arts**

**Kindergarten to Grade 9**

**January 2000**

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**Illustrative Examples**  
for  
**English Language Arts**

**Grade 8**

**January 2000**

## **PREFACE**

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 8 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

## **ACKNOWLEDGEMENT**

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

## GRADE 8

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p><b>Express ideas and develop understanding</b></p> <ul style="list-style-type: none"><li>• revise understanding and expression of ideas by connecting new and prior knowledge and experiences</li><li>• review, reread and reflect on oral, print and other media texts to explore, confirm or revise understanding</li><li>• seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences</li></ul>	<ul style="list-style-type: none"><li>• While reading <i>Cowboys Don't Cry</i>, students discuss how they visualize the confrontation between the principal and the father. They view the scene in the movie and continue their discussion. Student 1: The movie was different from all of our ideas. Student 2: Yes, I had it clear in my mind, but I can see there are other ways. Student 3: Films are harder to make than I thought. There are lots of decisions to be made.</li><li>• During a class discussion, after viewing a film or presentation on drinking and driving, a student says, "I didn't know that only one drink could affect your judgement."</li><li>• Students create tableaux of scenes from such books as <i>The Return</i>, where the characters are threatened by danger, and compare them to their own experiences.</li><li>• After reading stories, such as <i>Wolf Pack</i>, <i>The Proof</i>, <i>Stranger in Taransay</i> or <i>Side Bet</i>, students realize that the stories are all about survival. Students recall the texts and reread parts as they create a web of the many interpretations of survival. Student 1: One thing survival means is staying alive in rough country. Student 2: Yes, but it also means being sound mentally when times are tough.</li><li>• Students write about how their opinions of rats are changed or confirmed after reading the short story <i>Side Bet</i>. One student writes: "I used to think rats were dangerous animals that wanted to harm us. Now I realize that rats are not like that and that they are important to scientific and medical research."</li><li>• Before writing a journal entry on a poem, such as <i>I Grew Up</i>, <i>Lake of Bays</i> or <i>The Dare</i>, students discuss the poem.</li><li>• Students take part in a school-sponsored chat line discussion on topics of interest, such as curfews and homework.</li></ul>

## GRADE 8

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p><b>Experiment with language and forms</b></p> <ul style="list-style-type: none"><li>discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences</li></ul>	<ul style="list-style-type: none"><li>While exploring the theme of fear, students read stories, such as <i>The Proof</i> or <i>Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family</i>, and poems, such as <i>I Am Afraid</i>, and watch videocassettes, such as <i>Never Cry Wolf</i>. Student 1: I think the stories paint a more complete picture, because they have more detail. Student 2: Poems create impressions of fear and help you reflect on your own thoughts and feelings. Student 3: When I watched the movie again to really listen to the music, I could hear how it added to the suspense.</li><li>After studying the advertising techniques used to promote soft drinks, students discuss whether to make their views known through letters to the makers of soft drinks, an editorial in the school newsletter or an article describing how soft drinks are promoted. They decide that the article would give information to other students but that an editorial or the letters would best allow them to express their point of view on the topic.</li></ul>
<p><b>Express preferences</b></p> <ul style="list-style-type: none"><li>pursue personal interest in specific genres by particular writers, artists, storytellers and filmmakers</li></ul>	<ul style="list-style-type: none"><li>A student decides to look for more novels by Monica Hughes because reading <i>The Keeper of the Isis Light</i> was so enjoyable.</li><li>During a nature study in art class, a student looks at different styles of nature paintings, decides that Robert Bateman's style is a favourite and goes to the library to find a book about his paintings.</li></ul>

## GRADE 8

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p><b>Set goals</b></p> <ul style="list-style-type: none"><li>• examine and reflect on own growth in effective use of language to revise and extend personal goals</li></ul>	<ul style="list-style-type: none"><li>• When talking about an upcoming poetry unit, a student says, “I’ve never liked poetry that much, but this time I’m going to give it a chance.”</li><li>• Students use their portfolios to set goals for the next term. One student comments: “Next term I am going to improve the details of my writing, by using more descriptive vocabulary, more specific verbs and more realistic dialogue. I’ll also be more careful with my spelling and grammar.”</li></ul>

## GRADE 8

### General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



### 1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p><b>Consider others' ideas</b></p> <ul style="list-style-type: none"><li>acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and perspectives</li></ul>	<ul style="list-style-type: none"><li>A student writes in a journal about being pleased with sharing the first draft of a story with a friend, because a better idea for the ending of the story was obtained.</li><li>After listening to a presentation by a guest speaker in a wheel chair, a student says, "It was really good to have a guest speaker, because I didn't realize before how important it is not to park in handicapped spaces at the mall."</li></ul>
<p><b>Combine ideas</b></p> <ul style="list-style-type: none"><li>exchange ideas and opinions to clarify understanding and to broaden personal perspectives</li></ul>	
<p><b>Extend understanding</b></p> <ul style="list-style-type: none"><li>reconsider and revise initial understandings and responses in light of new ideas, information and feedback from others</li></ul>	



## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>• use strategies to supplement and extend prior knowledge and experience when interpreting new ideas and information</li> <li>• use knowledge of authors, forms and genres, developed during previous reading, to direct and extend reading experiences</li> </ul> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages</li> <li>• monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension</li> <li>• take notes, make outlines and use strategies such as read, recite, review to comprehend and remember ideas and information</li> </ul>	<ul style="list-style-type: none"> <li>• When starting a study of the historical novel <i>The Witch of Blackbird Pond</i>, students listen to the introduction provided by the teacher, look for books or movies about the historical time period, and ask other people, such as other students or family members, what they know about that time period.</li> <li>• Students read <i>The Different Ones</i> and discuss the surprising outcome of the play. They then read the beginning of <i>The Whole Town's Sleeping</i> and predict the outcome based on their previous reading of <i>The Different Ones</i>.</li> <li>• One student helps another to choose a novel. Student 1: Have you read this book? Student 2: No, but it's by Farley Mowat, so it's probably about animals.</li> <li>• A student reads the novel <i>Beyond the Western Sea, The Escape from Home</i> and then chooses to read the sequel <i>Beyond the Western Sea, Lord Kirkle's Money</i>.</li> <li>• After students read <i>The Third Gift</i>, they write down the main idea and supporting details of the story. They discuss with others, rereading sections of the text to clarify or confirm understanding.</li> <li>• A student selects a poem and reads to the end of the first stanza, underlining any words or expressions that are not understood. The student asks questions to clarify understanding and then rereads the poem more closely.</li> <li>• Using their knowledge of geography, students scan <i>Wilderness Adventure: Fifty Below</i> to find clues about the location of the story.</li> <li>• A student reads a section in a text on the Cordillera, takes notes and rereads to check that all the key points are included.</li> <li>• Students brainstorm some questions about a current topic of interest and, as they read a newspaper article about that topic, jot down the answers to their questions.</li> </ul>

## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use textual cues</b></p> <ul style="list-style-type: none"><li>• identify and use visual and textual cues in reference materials, such as catalogues, databases, web sites, thesauri and writers' handbooks, to access information effectively and efficiently</li><li>• identify and use structural features of a variety of oral, print and other media texts, such as newspapers, magazines, instruction booklets, advertisements and schedules, encountered in everyday life</li></ul>	<ul style="list-style-type: none"><li>• When reading, students use guide words in dictionaries to locate words efficiently, and confirm their meanings.</li><li>• A group of students who like snowboarding locate information on the Internet, using the assistance of search engines, web sites, hot links, video clips and icons.</li><li>• Working within the constraints of a budget, students consult catalogues and online resources to plan their wardrobes for the coming season.</li></ul>
<p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"><li>• choose and use strategies for word identification, vocabulary development and spelling that build on specific strengths or address areas for improvement</li></ul>	<ul style="list-style-type: none"><li>• Students use the table of contents to locate the article featured on the front cover of a popular teen magazine.</li><li>• Students predict the section of a newspaper, such as entertainment, city, sports, leisure or lifestyle, in which they would find out about the proposed development of a skateboard park.</li><li>• Students create a board game and write instructions for players to follow. They then observe other students playing the game to assess the effectiveness of their instructions.</li></ul>
<p><b>Use references</b></p> <ul style="list-style-type: none"><li>• use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning</li></ul>	<ul style="list-style-type: none"><li>• Students list words that they encounter in their reading with which they are unfamiliar or have trouble remembering the meaning.</li><li>• When writing, a student says, "I know I don't notice my spelling errors when I proofread my work, so I'll be sure to ask my partner to highlight any errors seen. I'll also use a dictionary to check word meaning."</li></ul> <ul style="list-style-type: none"><li>• When students are writing or revising, they choose words to convey a particular shade of meaning by selecting from a choice of words in a thesaurus.</li></ul>

## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs</li> <li>write and represent narratives from other points of view</li> <li>expect that there is more than one interpretation for oral, print and other media texts, and discuss other points of view</li> <li>explain connections between own interpretation and information in texts, and infer how texts will influence others</li> <li>make connections between biographical information about authors, illustrators, storytellers and filmmakers and their texts</li> </ul>	<ul style="list-style-type: none"> <li>Students study myths from a variety of cultures on a common theme, such as creation, the Tree of Life, monsters, the flood and tricksters, and write about the similarities and differences.</li> <li>Students read poems, such as <i>Fifteen</i> or <i>Mallory Wade, Period 2, Room 107</i>, stories, such as <i>A Family Likeness</i>, and teen magazines; view teen art/graffiti and music videos; and listen to music and guest speakers to develop and discuss the idea of what it means to be a teen.</li> <li>Students choose one of their own stories and redraft it from another character's point of view.</li> <li>Students role play a scene from the point of view of two different characters; e.g., <i>Beauty: A Retelling of the Story of Beauty &amp; the Beast</i>.</li> <li>Students write about the Frank Slide from the point of view of a reporter covering the event, a survivor talking to friends and a tourist who visited the historic site recently.</li> <li>Students individually decide what the poem <i>In Just</i> is about, and in discussing their view with others, realize there are many interpretations.</li> <li>Students work in groups to dramatize a poem, such as <i>The Dare</i> or <i>The Shooting of Dan McGrew</i>, or a children's story, such as <i>The Paper Bag Princess</i> or <i>The Three Little Pigs</i>, and compare interpretations.</li> <li>Students describe their feelings after reading about the treatment of Japanese Canadians in World War II in <i>Exiled</i>. They identify the content and features of the text that lead to other feelings.</li> <li>Students view a biographical videocassette about Farley Mowat and discuss how his experiences shaped his stories. Student 1: Mowat wrote <i>Never Cry Wolf</i> to teach us that wolves are not a threat to humans. Student 2: He learned this when he worked as a naturalist.</li> <li>After reading <i>Homecoming</i>, students read about the author's life and one student says, "I never realized that authors put so much of their lives into their books."</li> </ul>

## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others</li> <li>identify and describe characters' attributes and motivations, using evidence from the text and personal experiences</li> <li>discuss various ways characters are developed and the reasons for and plausibility of character change</li> <li>compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas</li> </ul>	<ul style="list-style-type: none"> <li>While reading <i>On the Sidewalk, Bleeding</i>, students discuss why Andy made the choice to take off his jacket before he died and if they would make the same choice.</li> <li>When reflecting on the character Shane Morgan in <i>Cowboys Don't Cry</i>, a student writes, "I can identify with Shane because I remember at the beginning of Grade 8 when I was new at this school, I felt left out, but then my life improved when I got to know people."</li> <li>Students consider alternative choices open to characters and role play these choices to explore possible outcomes.</li> <li>Students choose a character from a novel and create a monologue defending the character's actions.</li> <li>Students read <i>Lost in the Barrens</i> and in groups create a character web to describe Awasin's personal attributes.</li> </ul> <div data-bbox="662 1171 1484 1465" style="text-align: center;"> <pre> graph TD     A(Awasin) --- B("helpful taught a friend to shoot a bow and arrow")     A --- C("generous brought food to starving tribe")     A --- D("will power lived in the wilderness for a year")             </pre> </div> <ul style="list-style-type: none"> <li>When discussing the main character in <i>Lisa</i>, a student says, "One of the ways Lisa's character is revealed is by the way she helps the brother out of a dangerous situation. Another way is ..."</li> <li>Students create a storyboard to illustrate key points in the development of a character.</li> <li>Students compare <i>The Keeper of the Isis Light</i> and <i>The Iron-Barred Door</i> and fill in a graphic organizer showing similarities and differences between the two texts.</li> </ul>

## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"><li>• discuss how techniques, such as word choice, balance, camera angles, line and framing, communicate meaning and enhance effects in oral, print and other media texts</li><li>• identify ways that characters can be developed, and discuss how character, plot and setting are interconnected and mutually supportive</li></ul> <p>(continued)</p>	<ul style="list-style-type: none"><li>• After reading <i>Spellbound</i>, students realize how the rhythm and use of words create a picture of a very barren place, thus complementing the theme.</li><li>• After watching a variety of videocassettes, students tell how some of the visual techniques enhance the theme and mood; e.g., zooming in makes the object more closely connected to the audience.</li><li>• Students view the opening scene from different film versions of <i>Little Women</i> and discuss which set the tone for the movie most effectively. One student responds: “I always thought that the newest movies were the best. But I’ve learned a lot from looking at the older versions.”</li><li>• After reading <i>The Open Window</i>, students describe how the open window is a focal point for the development of the plot.</li><li>• After reading <i>No Word for Goodbye</i>, students describe how the remote setting of the summer cottage helped Ken and Paul become friends and learn about each other’s cultures.</li></ul>

**GRADE 8**

**General Outcome 2**

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



**2.2 Respond to Texts (continued)**

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>identify and discuss how word choice and order, figurative language, plot, setting and character work together to create mood and tone</li> </ul>	<ul style="list-style-type: none"> <li>Students develop a class web to explore how the elements of the novel <i>The Outsiders</i> work together to create mood and tone.</li> </ul>

## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>discuss how the choice of form or genre of oral, print and other media texts is appropriate to purpose and audience</li> <li>compare the usefulness of different types of media texts</li> </ul> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>distinguish theme from topic or main idea in oral, print and other media texts</li> <li>identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>Students describe ways they might use different science magazines—children's popular, specialist—during a project on the environment.</li> <li>Students look at a number of stories written for young children, teens and adults and discuss what makes each appropriate to its purpose and audience.</li> <li>Students compare the treatment of a major news or sports story by a variety of media, such as newspapers, magazines, television, radio and the Internet, and compare how informative each of these accounts is. <ul style="list-style-type: none"> <li>Student 1: The radio, television and newspaper accounts are all current.</li> <li>Student 2: The live coverage on the television gave me a sense of being there.</li> <li>Student 3: The magazine has more background articles and information.</li> <li>Student 4: On the Internet, I can link from the story to other web sites.</li> </ul> </li> <li>While listening to the song "My Heart Will Go On," a student says, "I know the song is about the Titanic, but I think the song has meaning for everyone because it is also about how the special beauty of a moment can last forever."</li> <li>Students make such statements as: "I know the hero is honest because of what the character says and does and because of some of the narrator's descriptions, such as ..."</li> <li>Students have a panel discussion about the character motivations in such stories as <i>Dragonsong</i> or <i>Exiled</i>.</li> </ul>

## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"><li>compare and contrast the different perspectives provided by first and third person narration</li><li>summarize the content of media texts, and discuss the choices made in planning and producing them</li></ul> <p><b>Experiment with language</b></p> <ul style="list-style-type: none"><li>identify creative uses of language and visuals in popular culture, such as commercials, rock videos and magazines; explain how imagery and figurative language, such as hyperbole, create tone and mood</li></ul>	<ul style="list-style-type: none"><li>Students create a chart to show how they understand characters and stories differently when reading first or third person narration, using such texts as <i>Exiled</i> and <i>Wolf Pack</i>.</li><li>Students read two stories with the same theme, such as war, one written in the first person and one written in the third person, and describe the different insights each narration provides.</li><li>Students discuss the visual and auditory clues that signal the entrance of the villain in a television detective story.</li><li>Students describe the visual imagery chosen to illustrate the words of a song in a music video and discuss how effectively the theme is communicated.</li><li>When viewing news clips:<ul style="list-style-type: none"><li>Student 1: On the clip about the golf tournament, they didn't show any golf, just the golfers talking in the parking lot.</li><li>Student 2: The close-ups of the Folk Festival made me feel like I was actually there.</li><li>Student 3: I wish they hadn't cut the interview off even though they were short of time. It didn't really make sense, since you couldn't hear all that the person had to say.</li></ul></li><li>Students take the role of television executives and plan a new show for a specific audience or purpose; e.g., for children, for adolescents, to encourage tourism in Alberta.</li></ul> <ul style="list-style-type: none"><li>Students look closely at a popular song or music video to determine why it is so popular; e.g., impressions created by the words, images, beat, group.</li><li>Students plan an advertising campaign to promote clothing or an invention that they have created.</li><li>Students look at examples of popular cartoons to identify ways in which cartoonists create humour; e.g., understatement, irony, hyperbole, personification.</li></ul>



## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p><b>Generate ideas</b></p> <ul style="list-style-type: none"><li>• create oral, print and other media texts related to issues encountered in texts and in own life</li></ul>	<ul style="list-style-type: none"><li>• Students create texts on relevant and interesting topics with themes they have encountered in texts; e.g., good overcomes evil—<i>A Wrinkle in Time</i> or <i>Lisa’s War</i>.</li><li>• As part of an autobiography project, students create a visual metaphor for their journey through life; e.g., highway, space ship, snakes and ladders or game, and represent important events, experiences or stages with drawings, photographs, journal entries, captions and slogans.</li><li>• Students compose and present a radio news item, a television news item and a newspaper article based on a dramatic incident in a novel.</li></ul>
<p><b>Elaborate on the expression of ideas</b></p> <ul style="list-style-type: none"><li>• retell oral, print and other media texts from different points of view</li></ul>	

## GRADE 8

### General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



### 2.4 Create Original Text (continued)

Specific Outcomes	Illustrative Examples
<p><b>Structure texts</b></p> <ul style="list-style-type: none"><li>• create oral, print and other media texts with both main and minor characters</li><li>• choose forms or genres of oral, print or other media texts for the particular effects they will have on audiences and purposes</li></ul>	<ul style="list-style-type: none"><li>• A student writes a story about a group of four friends in which there is a conflict between two characters.</li><li>• A student writes a story in which he is the hero. His development of the villain, who provides a contrast but whose portrayal is more limited, makes the hero's characteristics more clearly defined.</li><li>• A student creates a children's story in verse that has both rhyme and rhythm and reads it aloud to an elementary class.</li><li>• A student writes a business letter to a company, complaining about the poor quality of merchandise, and compares it to a diary entry written about the same topic.</li><li>• To present the topic of preventing bullying in schools, students choose appropriate forms for different grade levels, such as a puppet play, role play, videocassette and panel discussion.</li></ul>

## GRADE 8

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p><b>Focus attention</b></p> <ul style="list-style-type: none"><li>experiment with several ways to focus a topic, and select a form appropriate to audience and purpose</li><li>identify and trace the development of arguments, opinions or points of view in oral, print and other media texts</li></ul> <p><b>Determine information needs</b></p> <ul style="list-style-type: none"><li>select the most appropriate information sources for topic, audience, purpose and form</li></ul> <p><b>Plan to gather information</b></p> <ul style="list-style-type: none"><li>choose a plan to access, gather and record information, according to self-selected parameters</li></ul>	<ul style="list-style-type: none"><li>When preparing to present a student perspective to the school administrators on an issue of concern; e.g., carrying book bags, using a particular door, food available at canteen, eating on the gymnasium floor, students brainstorm a number of possible ways to present the issue. They decide to have one speaker state the student view on the problem, another student present the results of a survey and another speaker present possible solutions.</li><li>A student reads a newspaper editorial, determines the position taken by the writer and then lists the evidence given to support the position.</li><li>Students view a documentary on an issue that has two opposing viewpoints. In groups, students list the important points in each argument.</li><li>Prior to taking part in a debate on a topic related to healthy lifestyles, students prepare arguments on both sides of the issue.</li><li>Students write two kinds of articles—one narrative and one persuasive—on a typical teen activity, such as skateboarding or shopping at the mall, and select content required to achieve their purpose.</li><li>Students recommend the same movie to two different audiences, such as teens and adults, and choose specific examples from the movie to support recommendations to each group.</li><li>Students brainstorm careers that may be of interest to them and possible sources of information that will help them develop an understanding of the careers. They decide to gather information about: level of education needed, kinds of work they would do, money they could earn and places they could work.</li></ul>

## GRADE 8

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"><li>obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research</li></ul> <p><b>Access information</b></p> <ul style="list-style-type: none"><li>expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information</li><li>record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations</li><li>adjust rate of reading or viewing to suit purpose and density of information in print or other media texts</li></ul>	<ul style="list-style-type: none"><li>In creating a biography about a favourite sports personality or entertainer, students explore a variety of sources to gather information about the person.</li><li>Students consult resources, such as travel magazines, maps and online airline schedules, to plan the itinerary for a holiday.</li><li>Students become familiar with the style of particular texts; e.g., play scripts, which are organized to provide stage directions, and atlases, which provide physical, political and economic maps and indices.</li><li>Students discuss how the set design, lighting and sound effects contributed to the effectiveness of a play they attended.</li><li>Students read a section in a text; summarize, in their own minds, what they have read; and write key ideas in their own words.</li><li>A student uses a chart to jot down key ideas when reading, listening or viewing.</li><li>After reading a nonfiction article, such as <i>Seven Steps to Better Thinking</i>, students scan and list the main points by using the subtitles and topic sentences. After scanning, they read the information at a slower rate, trying to remember the details.</li></ul>

## GRADE 8

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.2 *Select and Process* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Evaluate sources</b></p> <ul style="list-style-type: none"><li>• develop and use criteria for evaluating the usefulness, currency and reliability of information for a particular research project</li></ul>	<ul style="list-style-type: none"><li>• When considering information on a particular question, such as “Should drugs be tested on animals?” or “Should cloning be legalized?”, students discuss useful criteria and apply them in their research.<ul style="list-style-type: none"><li>– Is there enough information or too much?</li><li>– Is the information relevant and accurate?</li><li>– Is the writer an expert or is the writer reporting other sources?</li><li>– Is the information fact, not opinion?</li><li>– Is the information unbiased, or does it represent a particular interest?</li><li>– Is the information source reliable? Is it consistent with other sources?</li><li>– How recently was the information published?</li></ul></li></ul>

## GRADE 8

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause–effect relationship</li> <li>organize ideas and information to establish an overall impression or point of view in oral, print and other media texts</li> </ul> <p><b>Record information</b></p> <ul style="list-style-type: none"> <li>make notes in point form, summarizing major ideas and supporting details; reference sources</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>After reading <i>Polar Passage</i>, students create a story map that shows major landmarks, important events and emotions related to the story.</li> <li>Students develop flow charts to depict the plot of a story.</li> </ul> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <pre> graph LR     A[Problem] --&gt; B[Possible Solution]     B --&gt; C[Solution Selected]     C --&gt; D[Consequences of Selection]             </pre> </div> <ul style="list-style-type: none"> <li>For a presentation on the question “Should the world’s rain forests be cut down?” students organize ideas into a report with an introduction, key points and supporting details, and conclusion that presents their chosen point of view.</li> <li>Students create or select graphics that focus their intended audience on key ideas in a multimedia presentation.</li> <li>Using jot notes, students summarize the major ideas and supporting details of a chapter in a textbook.</li> <li>A student creates and uses a retrieval chart for note-taking.</li> </ul>

## GRADE 8

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Record information</b></p> <ul style="list-style-type: none"><li>discard information that is irrelevant for audience, purpose, form or point of view</li><li>use a consistent and approved format to give credit for quoted and paraphrased ideas and information</li></ul> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"><li>evaluate the relevance and importance of gathered information; address information gaps</li><li>incorporate new information with prior knowledge and experiences to develop new understanding</li></ul>	<ul style="list-style-type: none"><li>As students work on researching commercial development in a national park, they decide to focus on the development of skiing areas and discard information, such as housing issues, that no longer meets their purpose or focus.</li><li>A student writes a report on an issue of interest, such as teen violence. Later the student decides that the topic would be a good choice for the class magazine and rewrites the report as a magazine article, omitting unnecessary information.</li><li>Students follow the teacher's guidelines or use a guide, such as the <i>Language Arts Survival Guide</i>, as a reference to cite oral, print, videocassette and Internet sources.</li><li>Students review gathered information on a particular topic to determine if it is sufficient and appropriate to support chosen points of view.</li><li>Students develop questions they think their audience would ask about the topic and see if the information gathered would answer these questions.</li><li>In a group, students share their own knowledge of a topic, listen to the views of others and combine their ideas to present a group point of view.</li></ul>

## GRADE 8

### General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



### 3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p><b>Share ideas and information</b></p> <ul style="list-style-type: none"><li>• communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries</li><li>• integrate appropriate visual, print and/or other media to inform and engage the audience</li></ul> <p><b>Review research process</b></p> <ul style="list-style-type: none"><li>• assess the research process, and consider alternative ways of achieving research goals</li></ul>	<ul style="list-style-type: none"><li>• Students create a display or presentation of a geographic region of Canada, using presentation software, a static display or a poster.</li><li>• For a class presentation on Remembrance Day, students produce a short documentary or videocassette about what it means to be a Canadian.</li><li>• Students audiotape interviews with classmates about their favourite kinds of music and add examples of this music to a presentation about the interviews.</li><li>• Using narration and sound effects, students create a slide show about consumer product testing.</li><li>• Students design a poster for advertising a special event in the school.</li><li>• In a journal, a student writes what worked well in a research project or presentation, what needs to be changed and how these changes will be made next time; e.g., “I thought that I had enough information in my report on problem gambling, but I missed a whole section on how addictive video lottery terminals can be.”</li><li>• When talking about a presentation on hobbies, a student reflects that it would have been more interesting to bring in an aquarium to show the fish, instead of showing photographs.</li></ul>



## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p><b>Appraise own and others' work</b></p> <ul style="list-style-type: none"><li>share draft oral, print and other media texts in a way that will elicit useful feedback</li><li>evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions</li></ul> <p><b>Revise and edit</b></p> <ul style="list-style-type: none"><li>revise by adding words and phrases that emphasize important ideas or create dominant impressions</li></ul> <p>(continued)</p>	<ul style="list-style-type: none"><li>After reading a draft of a mystery story aloud, a student asks for suggestions on building more suspense and excitement and asks if the ending needs improving.</li><li>After writing the first draft of a monologue, students use a conference area to practise their monologues and to obtain suggestions for improvement.</li><li>When discussing the class Display of Learning, a student says, "My project wasn't as popular as some others because it just sat there. Others had music playing and wore costumes, so people wanted to see what their projects were all about."</li><li>Students edit personal writing or a peer's writing by underlining ideas that are incomplete or poorly expressed. The author then chooses words or phrases that add richness to the writing.</li><li>Students add specific words or phrases, use repetition, or move key ideas to the beginning of sentences to emphasize parts of a story or create particular feelings, such as foreboding or excitement.</li></ul>

## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Revise and edit</b></p> <ul style="list-style-type: none"><li>• revise to enhance sentence variety, word choice and appropriate tone</li><li>• enhance the coherence and impact of documents, using electronic editing functions</li><li>• use paragraph structures to demonstrate unity and coherence</li></ul> <p><b>Enhance legibility</b></p> <ul style="list-style-type: none"><li>• vary handwriting style and pace, depending on the context, audience and purpose</li></ul> <p>(continued)</p>	<ul style="list-style-type: none"><li>• In groups, students read and discuss their writing and make specific suggestions for revision.</li><li>• A student writes a letter to a friend about a quarrel and then revises it so that the tone is not spiteful or demeaning.</li><li>• When revising their writing, students use cut and paste functions to rearrange and strengthen the impact of their ideas.</li><li>• Students write paragraphs using sentences that focus on the main idea. They use unifying and transitional expressions, such as <i>in addition</i>, <i>however</i> and <i>next</i>, to show how their ideas are related.</li><li>• In groups, students work with writing samples to explore options for restructuring and clarifying ideas.</li><li>• Students select:<ul style="list-style-type: none"><li>– a handwriting style suitable for note-taking, such as abbreviations, manuscript or cursive</li><li>– fonts suitable for a poster or advertisement</li><li>– a handwriting style suitable for cards and letters.</li></ul></li></ul>

## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



#### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>choose an effective format for documents, depending on the content, audience and purpose</li> </ul> <p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>explore and explain ways that new words, phrases and manners of expression enter the language as a result of factors, such as popular culture, technology, other languages</li> <li>infer the literal and figurative meaning of words in context, using idioms, analogies, metaphors and similes</li> </ul> <p><b>Enhance artistry</b></p> <ul style="list-style-type: none"> <li>experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood</li> </ul>	<ul style="list-style-type: none"> <li>Students use word processing tools and functions to enhance the presentation of a report; e.g., centring the title, left justifying the text, highlighting points with boldface and bullets, using different font styles and sizes.</li> <li>Students develop a list of words that have new meanings or are new to the English language; e.g., hard drive, virtual school, laptop, mouse.</li> <li>Students identify words, as they encounter them in their reading, that are no longer in common use or whose meanings have changed.</li> <li>Students use such phrases as “I heard the summer sea murmuring to the shore ...” from <i>The World Voice</i> and “He moves like a black cloud over the lawn ...” from <i>Spring Storm</i> to explain how the literal meaning and figurative meaning of the words work together to create impressions and visual pictures.</li> <li>To represent the figurative and literal meanings, students create posters of such familiar expressions as <i>raining cats and dogs</i>.</li> <li>The class develops a videocassette album of poems that use figurative language. The students use voice intonation and music to enhance their performance.</li> <li>Students choose a piece of music to accentuate the mood or tone of a poem, such as <i>Our Revels Now are Ended</i>. They present the poem, with the music playing in the background. They then explain their choice of music and its relevance to the poem.</li> </ul>

## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"><li>• use words and phrases to modify, clarify and enhance ideas and descriptions in own writing</li><li>• use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting</li><li>• use correct pronoun–antecedent agreement in own writing</li><li>• use verb tenses consistently throughout a piece of writing</li></ul>	<ul style="list-style-type: none"><li>• Students choose words and phrases that match their observations of the intensity of the fall colours on a bright, sunny day.</li><li>• Students select words and phrases carefully when writing or giving instructions so that the instructions are clear to the intended audience.</li><li>• Students read <i>Rosie’s Walk</i> and observe that it is one complex sentence. In groups, students rewrite the story, using simple or compound sentences, and look at the effects the changes have on the story. They then use their insight to enhance their own writing.</li><li>• Using work from their writing portfolios, students combine three simple sentences into one sentence and then discuss the resulting differences in meaning and effectiveness.</li><li>• Students reread their writing to check for pronoun–antecedent agreement and revise, as necessary; e.g., in the sentence “The hockey team’s web site is very good because they have videocassettes of the players in action.” the student changes <i>they have</i> to <i>it has</i>.</li><li>• Students reread their writing to make sure they haven’t alternated between past and present verb tenses, and revise, as necessary; e.g., in the sentence “Yesterday I was talking to my friend and she says she was sick, too.” the student changes <i>says</i> to <i>said</i>.</li></ul>

## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p><b>Attend to spelling</b></p> <ul style="list-style-type: none"><li>develop a systematic and effective approach to studying and remembering the correct spelling of key words encountered in a variety of print and other media texts</li><li>use knowledge of spelling generalizations and how words are formed to spell technical terms and unfamiliar words in own writing</li><li>identify the use of spelling variants in print and other media texts, and discuss the effectiveness depending on audience and purpose</li></ul>	<ul style="list-style-type: none"><li>Students record lists of words related to particular projects or assignments.</li><li>Students compose a personal list of frequently misspelled words. They then highlight errors in their writing, study the words and make a special check to ensure they use the correct spellings of these words.</li><li>Students create a prompt for memorizing the correct spellings of especially difficult words, such as <i>remember the “bus” in business.</i></li><li>Students create a dictionary of terms in particular subject areas. They write the definition or create a drawing or diagram.</li><li>Students find a variety of magazine advertisements that:<ul style="list-style-type: none"><li>use uncommon spellings of words</li><li>use words that could be catchier by using alternative spellings.</li></ul></li><li>Students discuss the effectiveness and appropriateness of such words and names as <i>Congratulations, Hair Port, Kiddie Kone</i> and <i>Ken’s Kar Kare.</i></li></ul>

## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"><li>• use hyphens to break words at the end of lines, and to make a new word from two related words in own writing</li><li>• identify semicolons, dashes and hyphens when reading, and use them to assist comprehension</li><li>• use parentheses appropriately in own writing</li><li>• use appropriate capitalization and punctuation for referencing oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>• When writing, students correctly hyphenate, at the end of lines, such words as <i>recog-nize</i>, <i>read-ing</i> and <i>dis-appoint</i>.</li><li>• Students use hyphens to combine related words such as <i>well-known</i>, <i>self-help</i> and <i>greyish-black</i>.</li><li>• When reading a sentence, a student recognizes from the use of a semicolon that the sentence parts are related to each other and are of equal value.</li><li>• Students use parentheses in such sentences as “The settlers built sod houses (see the picture on the next page) to keep them warm in the winter.”</li><li>• Students revise their sentences to remove unnecessary parentheses; e.g., “Sara (who is my cousin) lives in Ontario.” becomes “Sara, who is my cousin, lives in Ontario.”</li><li>• Students use a writer’s handbook, class chart or information from the teacher to capitalize and punctuate references correctly.</li></ul>

## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p><b>Present information</b></p> <ul style="list-style-type: none"><li>plan and facilitate small group and short, whole class presentations to share information</li></ul>	<ul style="list-style-type: none"><li>A student plans to use a trifold poster as a visual organizer for a small group presentation and to conclude the presentation with opportunities for questions and discussion. The student prepares a few discussion questions in case group members are shy or quiet.</li><li>Students plan and take part in group projects during a class celebration of learning.</li></ul>
<p><b>Enhance presentation</b></p> <ul style="list-style-type: none"><li>present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience</li></ul>	
<p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"><li>plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications</li></ul>	

## GRADE 8

### General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



### 4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
<p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"><li>• anticipate the organizational pattern of presentations, and identify important ideas and supporting details</li><li>• use appropriate verbal and nonverbal feedback to respond respectfully</li></ul>	<ul style="list-style-type: none"><li>• As the class begins, students anticipate what will be happening: introduction of new material, discussion, review or group activities. They then prepare to respond appropriately by participating in discussion, taking notes and asking questions.</li><li>• Students present oral feedback after a presentation by a peer. They stand up, speak clearly and distinctly, use language that shows respect for the individual who made the presentation, and face the presenter while speaking.</li><li>• Students respond by asking questions to clarify or extend ideas, offering examples related to the presentation, paraphrasing ideas, taking part in group activities related to the presentation and laughing at humorous parts.</li></ul>



## GRADE 8

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"><li>compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts</li><li>clarify and broaden perspectives and opinions, by examining the ideas of others</li></ul>	<ul style="list-style-type: none"><li>Students discuss what it would be like to be a part of a family or community in a setting depicted in a story or text they have read; e.g., <i>The Witch of Blackbird Pond</i>, <i>Cowboys Don't Cry</i> or <i>The True Story of Lilli Stubeck</i>.</li><li>A student says, "I used to think that friendship was just calling people up or doing things with them. But when we discussed friendship in class, I realized that friendships are hard work and not just for good times. The teacher told me about still having friends from school and that they keep in touch by letters and email. When they get together it's like they've never been apart."</li></ul>
<p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"><li>compare ways in which oral, print and other media texts reflect specific elements of cultures or periods in history</li></ul>	<ul style="list-style-type: none"><li>Students examine the ways in which different kinds of texts portray various events and people in history, such as the Riel Rebellions, settlement of the prairie provinces, the Depression or the Japanese internment. Students summarize important similarities and differences in the portrayals and discuss reasons for these.</li></ul>
<p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"><li>participate in organizing and celebrating special events, recognizing the appropriateness and significance of the language arts</li></ul>	<ul style="list-style-type: none"><li>Students assist in preparing a presentation about their school for an Education Week display in a library or shopping mall. Photographs, samples of student work, quotes from students and slogans are included.</li><li>A student introduces a guest author by giving a brief biography, talking about the books she has written and relating an anecdote about a favourite book of hers.</li></ul>

## GRADE 8

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use language to show respect</b></p> <ul style="list-style-type: none"><li>• use inclusive language and actions that demonstrate respect for people of different races, cultures, genders, ages and abilities</li></ul>	<ul style="list-style-type: none"><li>• Students share examples of language being used in ways that include or exclude others; e.g., in school hallways, in movies or on television, by adults. They role play situations and discuss alternative choices for language use.</li><li>• Students use terms such as firefighters instead of firemen and, when revising their writing, ensure that their language is inclusive.</li></ul>

## GRADE 8

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.2 Work within a Group

Specific Outcomes	Illustrative Examples
<p><b>Cooperate with others</b></p> <ul style="list-style-type: none"><li>propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group</li><li>use opportunities as a group member to contribute to group goals and extend own learning</li></ul> <p><b>Work in groups</b></p> <ul style="list-style-type: none"><li>contribute ideas, knowledge and strategies to identify group information needs and sources</li><li>organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frame, and reviewing progress</li></ul>	<ul style="list-style-type: none"><li>In small groups, students discuss a question, such as: “Should students be allowed to wear hats in school?” They prepare a presentation on the question that acknowledges different points of view within the group, but proposes ideas that are agreeable to everyone.</li><li>As students in groups brainstorm and list the qualities of a good citizen, they ask questions of each other to clarify their own thinking, such as:<ul style="list-style-type: none"><li>Are people good citizens if all they care about is getting a new school for their neighbourhood?</li><li>Should people vote in elections, even if they don’t agree with any of the candidates?</li></ul></li><li>In order to develop a promotional campaign for a movie version of a novel or short story, students brainstorm strategies for advertising, determine what information and materials they need, and identify where the information and materials can be found.</li><li>When starting a group project on safety and consumer products, students decide who will be responsible for finding information in the library or on the Internet; who will arrange for guest speakers; and who will design and produce overhead transparencies, visuals and props. The students review progress and timelines and make adjustments, as necessary.</li></ul>

## GRADE 8

### General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



### 5.2 *Work within a Group* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Evaluate group process</b></p> <ul style="list-style-type: none"><li>evaluate the quality of own contributions to group process, and offer constructive feedback to others; propose suggestions for improvement</li></ul>	<ul style="list-style-type: none"><li>When completing a project, students make suggestions, such as: Student 1: Next time I'll try to get the group to stick to the timelines so we're not so rushed at the end. Student 2: It would have been easier if we'd figured out what we wanted to do at first. We should have limited our topic. Student 3: I'm going to offer more ideas next time, instead of being so quiet. Student 4: I really like how we used the Internet to find information.</li></ul>

## Grade 8 References

### Illustrative Examples

**Please note:**

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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