

### Key concepts

**Communication** Communication is the exchange or transfer of signals, facts, ideas and symbols. It requires a sender, a message and an intended receiver. Communication involves the activity of conveying information or meaning. Effective communication requires a common "language" (which may be written, spoken or non-verbal). Through exploring texts, we exchange, express, analyse and transform information, facts, ideas, meanings and opinions. Communication is the basis of what makes us human and bridges communities across the globe; it is the essence of this discipline.

**Connections** Connections are links, bonds and relationships among people, objects, organisms or ideas. Linguistic and literary connections exist across time, texts and cultures. This concept is central to the study of language and literature. Due to the universal nature of language and literature, connections and transfer exist within and across narratives. This allows for the exploration of language and relationships between text, creator and audience.

**Creativity** Creativity is the process of generating novel ideas and considering existing ideas from new perspectives. Creativity includes the ability to recognize the value of ideas when developing innovative responses to problems; it may be evident in process as well as outcomes, products or solutions. In MYP language and literature, it is the process of synthesizing ideas with language that is a vehicle for creativity. It is the result of interaction and reflection, whether with the self or the wider community. This process is difficult to define and difficult to evaluate. It rests, however, on an appreciation of the process with which the individual engages, and the impact of the final product on the audience.

### Key concepts (cont)

**Perspective** Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines. Different perspectives often lead to multiple representations and interpretations. Perspective influences text, and text influences perspective. Through students' language and literature studies, multiple perspectives and their effects are identified, analysed, deconstructed and reconstructed. An understanding of this concept is essential in order to develop in students the ability to recognize and respond to over-simplistic and biased interpretations. Seeking and considering diverse opinions and points of view is an important part of developing complex and defensible interpretations.

Other key concepts can also be important in language and literature; including **identity, culture, form, time, place and space.**

### Criterion C: Producing text

Year 1	Year 3	Year 5
i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process	i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process	i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience	ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

### Criterion C: Producing text (cont)

iii. select relevant details and examples to support ideas.	iii. select relevant details and examples to develop ideas.	iii. select relevant details and examples to develop ideas.
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### Related concepts

Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

### Criterion A: Analysing

Year 1	Year 3	Year 5
i. identify and comment upon significant aspects of texts	i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts	i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
ii. identify and comment upon the creator's choices	ii. identify and explain the effects of the creator's choices on an audience	ii. analyse the effects of the creator's choices on an audience
iii. justify opinions and ideas, using examples, explanations and terminology	iii. justify opinions and ideas, using examples, explanations and terminology	iii. justify opinions and ideas, using examples, explanations and terminology
iv. identify similarities and differences in features within and between texts.	iv. interpret similarities and differences in features within and between genres and texts.	iv. evaluate similarities and differences by connecting features across and within genres and texts.

### Criterion B: Organizing

Year 1	Year 3	Year 5
i. employ organizational structures that serve the context and intention	i. employ organizational structures that serve the context and intention	i. employ organizational structures that serve the context and intention
ii. organize opinions and ideas in a logical manner	ii. organize opinions and ideas in a coherent and logical manner	ii. organize opinions and ideas in a sustained, coherent and logical manner
iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.	iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

### Criterion D: Using language

Year 1	Year 3	Year 5
i. use appropriate and varied vocabulary, sentence structures and forms of expression	i. use appropriate and varied vocabulary, sentence structures and forms of expression	i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in an appropriate register and style	ii. write and speak in an appropriate register and style	ii. write and speak in a register and style that serve the context and intention
iii. use correct grammar, syntax and punctuation	iii. use correct grammar, syntax and punctuation	iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy	iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy	iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques.	v. use appropriate non-verbal communication techniques.	v. use appropriate non-verbal communication techniques.