

English Language Arts

Secondary Cycle One

Teaching the competencies explicitly in an integrated and balanced manner promotes the transfer of learning and makes the best use of teaching time. With the inclusion of a wide range of spoken, written and media texts, the important role of talk in all aspects of the learning process, and an emphasis on conferencing and student self-evaluation, the SELA1 program provides a solid foundation for differentiated instruction.

Competencies¹

Set priorities to ensure that students are:

Uses language to communicate and to learn

- Selecting from a repertoire of strategies to support and extend communication and collaboration, such as listening critically and calling on prior knowledge
- Engaging in collaborative inquiry through talk, problem solving and action research to explore **issues of personal and social interest**
- Producing spoken texts **for a familiar audience** to communicate information, experiences and personal responses

Reads and listens to texts

- Reading, viewing and listening to the prioritized genres²
- Considering the social functions of texts and the context in which they were produced, as well as their own reading context, to determine appropriate reading stance
- Adjusting reading stance and strategies to determine possible meaning(s) or message(s) in texts
- Using cues conveyed by the structures, features, codes and conventions of texts to determine possible meaning(s) or message(s)
- Citing evidence from texts to substantiate own ideas, statements, questions and opinions
- Talking about (discussing) their responses to negotiate meaning of texts

Produces spoken, written and media texts

- Consolidating knowledge of prioritized genres² **for a familiar audience**
- Selecting genres² with awareness of context, purpose, meaning(s)/message(s) and intended audience
- Applying the writing/production process for the prioritized genres,² i.e. planning, drafting, conferring, revising, editing (final draft if necessary)
- Revising drafts critically, considering peer/teacher feedback and making relevant adjustments to enhance clarity and meaning/message
- Editing for errors in language (i.e. spelling, usage conventions, grammar and syntax)

For more information, please refer to ***Supporting the Interpretation of the Prioritized Learning from the MEQ: Secondary***, created by a subcommittee of DEEN's Languages Network.

As a supplement to this document, the Ministère is providing a version of the *Progression of Learning* adapted for the 2021-2022 school year, with certain elements highlighted.

1. To simplify this document, the competencies are presented as they appear in the report cards.
2. Required genres for Secondary Cycle One include:
 - **Planning texts: i.e. Notes, rubrics, mind maps, graphic organizers, checklists, timelines**
 - **Reflective texts: i.e. Journals, self-evaluations, writer's notebooks**
 - **Narrative texts: i.e. Young adult literature, classic, modern and contemporary literature, dramatizations**
 - Explanatory texts: i.e. How-to manuals, photo essays, instructions
 - Reports: i.e. News reports of personal or local interest in different media, research reports

Due to time restrictions and less than optimal classroom conditions across the province, teachers may consolidate the genres in bold. Choosing to prioritize one genre does not exclude teaching the others.