

English Language Arts

Secondary Cycle Two

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 SELA2 program provides a solid foundation for differentiated instruction.

Competencies³

Set priorities to ensure that students are:

Uses language to communicate and to learn

- Engaging in collaborative inquiry through talk, and participating in problem solving, action research and activities to explore **cultural and political worlds including issues that present more intellectual challenges**
- Contributing to discussions **in an increasingly confident and autonomous manner** (i.e. negotiating, raising questions, articulating thoughts and making critical judgments in their own voice)
- Producing spoken texts for an **increasingly unfamiliar audience** to communicate information, experiences and personal responses
- Adapting aspects of spoken and non-verbal language to context, purpose, intended audience (i.e. register, stylistic features and other rhetorical strategies)

Reads and listens to texts

- Reading, viewing and listening to the prioritized genres⁴
- Establishing interrelationships between the structures and features of the genre, the context in which the text is produced, and the impact of the text on self as reader²
- Locating evidence in the text of how an author creates a relationship between the text and its reader
- Talking about their responses **with increased clarity and confidence**
- Producing a **coherent initial response** to a text
- Keeping track of changes in own initial response while working toward a **more considered interpretation** of the text
- Drawing inferences, generalizations and conclusions based on evidence in the text

Produces spoken, written and media texts

- Consolidating knowledge of prioritized genres⁴ for an **increasingly unfamiliar audience**
- Using appropriate organizational devices with an awareness of context, purpose, intended audience and meaning(s)/message(s)
- Revising and editing drafts critically, using precise details and information, structures, features, codes and conventions of the text and stylistic conventions for specific effect
- Consolidating the writing/production process for the prioritized genres⁴

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.

3. To simplify this document, the competencies are presented as they appear in the report cards.

4. Required genres for Secondary Cycle Two include:

- Planning texts: i.e. Notes, rubrics, mind maps, graphic organizers, checklists, timelines, story boards, action plans
- Reflective texts: i.e. Journals, self-evaluations, writer's notebooks, texts reflecting on values, experiences, ideas, opinions, state of society today
- Narrative texts: i.e. Young adult literature; classic, modern and contemporary literature; spoken performances, popular mass-produced texts, adult literature, poetic narratives
- Explanatory texts: i.e. How-to texts, photo essays, instructions
- **Reports: i.e. News reports of national or international interest in different media, research reports, interviews, feature news stories**
- **Expository texts (persuasive, argumentative): i.e. Advertisements, debates, speeches, reviews, essays, texts dealing with personal and social concerns**

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.