Literacy Foundations
English Language Arts

Curriculum 2010

BRITISH COLUMBIA
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Ministry of
Education

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Introduction

Literacy Foundations

The development of this curriculum has been guided by the following principles of learning:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

This document also recognizes that British Columbia's schools include individuals of varied backgrounds, interests, abilities, and needs. Wherever appropriate for this curriculum, ways to meet these needs and to ensure equity and access for all learners have been integrated as much as possible into the learning outcomes. In addition, the following First Peoples principles of learning have been affirmed within First Peoples societies to guide the teaching and learning of provincial curricula:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focussed on connectedness, on reciprocal relationships, and a sense of place.
- Learning involves recognizing the consequences of one's actions.
- Learning involves generational roles and responsibilities.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.
- Learning involves patience and time.
- Learning requires exploration of one's identity.
- Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

Rationale

The aim of Literacy Foundations is to enable adults to develop knowledge and skills in five subject areas (English Language Arts, Mathematics, Science, Social Studies, and Information and Communications Technology) in order to be successful in courses required for graduation in either the Adult Graduation Program or the 2004 Graduation Program. The courses within each subject area of Literacy Foundations are bridging courses and provide standardized, competency-based Prescribed Learning Outcomes to address the literacy development needs of two main groups of adult students:

- **non-graduated adult students** who are functioning below the Grade 11 or 12 level in a given subject area and need to upgrade their skills and knowledge in preparation for entry into a graduation program (Adult Graduation Program or 2004 Graduation Program)

- **graduated adult students** who wish to take a Grade 11 or 12 level course to upgrade their graduation diploma but who are functioning below that level in a given subject area and need to upgrade their skills to enable them to successfully complete the course they have chosen to take

There is no requirement that students must take or that schools must offer any or all of the subject areas and courses within each subject area. Students can work with their school to determine which subject area(s) and course(s) within a subject area would best meet their needs.

Although Literacy Foundations addresses the needs of adult students, school-age students who have significant skill and knowledge gaps in any of the five subject areas of Literacy Foundations and need to upgrade their basic skills in order to be successful in coursework at the Grade 10, 11, and 12 levels may also benefit from some or all of the courses in Literacy Foundations.

Requirements and Graduation Credits

The Literacy Foundations courses within each subject area are coded as Grade 10 elective courses but are **not** creditable toward graduation. They are bridging courses that build the foundational skills necessary for students to successfully enter a graduation program.

Literacy Foundations courses cannot be considered equivalent to the Ministry Authorized K-9/10 curriculum as the Prescribed Learning Outcomes in the five Literacy Foundations subject areas do not contain all of the Prescribed Learning Outcomes found within the same subject areas of the Ministry Authorized K-9/10 curriculum. Successful completion of Literacy Foundations courses will not grant students equivalency for Grade 10 level Ministry Authorized courses. However, the Prescribed Learning Outcomes in the Literacy Foundations courses are sufficiently aligned with the Prescribed Learning Outcomes in the Ministry Authorized K-9/10 curriculum or the Ministry of Advanced Education's ABE (Adult Basic Education) Fundamentals curriculum to prepare adult learners to be successful in the courses required to obtain a graduation diploma.

Although the Literacy Foundations courses within each subject area are not creditable toward a graduation credential for either adult or school-age students, they are designated as four-credit courses for Ministry of Education reporting and funding purposes. Student achievement in Literacy Foundations courses must be reported in accordance with provincial policy.

There are no prerequisites for Ministry-Developed courses. Educators use their professional judgment in assessing students' ability to demonstrate the skills and knowledge necessary to achieve the Prescribed Learning Outcomes in a specific Literacy Foundations course/level.

Suggested Timeframe

The Literacy Foundations courses within each subject area typically contain 80 to 120 hours of instructional content. This estimate is provided as a suggestion only; when delivering the Prescribed Learning Outcomes, teachers may adjust the instructional time as necessary to meet local school and student needs.

Subject Areas

Literacy Foundations contains the learning outcomes for the courses within each of the five following subject areas:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Information and Communications Technology

To further clarify options and next steps for students as they move through and beyond the courses within the subject areas, introductory information and a diagram showing sample pathways is included in each of the subject areas. In particular, the sample pathways diagrams illustrate the following:

- suggested options for sequential skill-building as students progressively upgrade their knowledge and skills through the Literacy Foundations course(s) within a subject area (these are indicated by black arrows in the sample pathways diagrams);
- suggested options for moving from Literacy Foundations courses into courses for credit in either the Adult Graduation Program or the 2004 Graduation Program

The sample pathways are not prescriptive and are not intended to indicate that any course is a prerequisite for another.

However, students whose goals include pursuing post-secondary academic or trades education should be fully informed of specific prerequisite courses required for entry into the post-secondary program of their choice prior to selecting the pathway that will best meet their needs. Detailed information on BC post-secondary programs and requirements can be accessed on the British Columbia Council on Admissions and Transfer (BCCAT) website: www.educationplanner.ca.

PRESCRIBED LEARNING OUTCOMES

The Prescribed Learning Outcomes are the legally required content standards for the provincial education system. They define the required skills and knowledge for Literacy Foundations courses. The Prescribed Learning Outcomes are statements of what students are expected to know and be able to do by the end of each course within a subject area.

In comparison to the organization of the Prescribed Learning Outcomes outlined in the grade levels of provincial K-12 curriculum, the Prescribed Learning Outcomes of Literacy Foundations have been structured with the specific needs of the adult learner in mind. The essential question guiding the development of these Prescribed Learning Outcomes was: What does a student need to know and be able to do at each specific level in order to be successful at the next level?

It is expected that student achievement will vary in relation to the Prescribed Learning Outcomes. Evaluation, reporting, and student placement with respect to the Prescribed Learning Outcomes are dependent on the professional judgment and experience of teachers, guided by provincial policy.

For ease of reference, Prescribed Learning Outcomes are coded alphanumerically within each subject area; however, this arrangement is not intended to imply a required instructional sequence.

Wording of Prescribed Learning Outcomes

All Prescribed Learning Outcomes complete the stem: "It is expected that students will…."

When used in a Prescribed Learning Outcome, the word "including" indicates that any ensuing item **must be addressed**. Lists of items introduced by the word "including" represent a set of minimum requirements associated with the general requirement set out by the outcome. These lists are not necessarily exhaustive, however; teachers may choose to address additional items that also fall under the general requirement set out by the outcome.

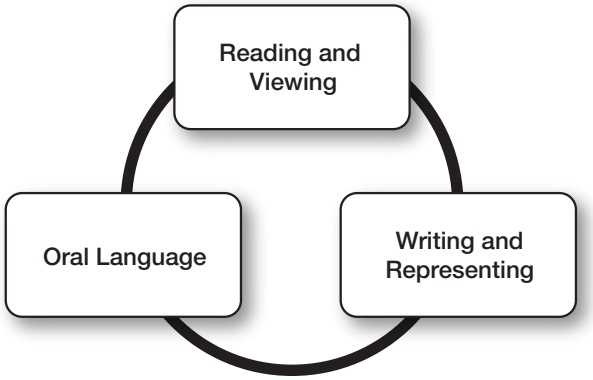
Conversely, the abbreviation "e.g.," (for example) in a Prescribed Learning Outcome indicates that the ensuing items are provided for illustrative purposes or clarification, and are **not required.** Presented in parentheses, the list of items introduced by "e.g.," is neither exhaustive nor prescriptive, nor is it put forward in any special order of importance or priority. Teachers are free to substitute items of their own choosing that they feel best address the intent of the learning outcome.

STRATEGIES FOR SUPPORTING LITERACY LEARNING WITHIN THE SUBJECT AREAS

All teachers, at all grades, teaching all subjects are teachers of literacy. Teachers do not just teach content knowledge but also ways of reading, writing, and oral expression specific to that subject area. Language allows students to make connections across many areas of study.

> What is literacy? Literacy is "the ability to understand and employ printed information in daily activities, at home, at work and in the community – to achieve one's goals and to develop one's knowledge and potential."
>
> *- The International Adult Literacy and Life Skills Survey (IALLS), 2005*

The ability to read is a cornerstone for success in education, work, and life; literacy is the essential skill upon which all other learning depends. It is expected that students enrolled in Literacy Foundations will experience greater success in these courses when there is a focus on reading, writing, and oral language development across all subject areas with the goals of comprehension and understanding.



More time for literacy learning does not mean less time for learning other subjects. In fact, literacy learning provides a way into the increasingly complex ideas and texts that students encounter in all subject areas as they advance through the levels and grades. By integrating literacy learning and adapting instruction to respond to the diverse literacy needs of their students, all subject teachers:

- prepare students to read, write, and comprehend subject area–specific material;
- provide students with opportunities to practise and apply literacy skills and strategies in many different contexts; and
- can better support success for all learners.

British Columbia's education system supports the principles of integration, equity, accessibility, and inclusion for students of all backgrounds, interests, and abilities. Literacy challenges should not be a barrier to students; therefore, the Ministry of Education encourages teachers to consider a variety of instructional and assessment strategies that embed and support literacy learning.

The following are examples of strategies that support literacy learning throughout the Literacy Foundations subject areas. They are not grade-specific but rather suggestions that can be adapted to the particular learning situation.

Ways that teachers can support students to develop oral language skills:

- Assign roles for small group discussion (e.g., leader, recorder, timer, mediator, and presenter).
- Teach, model, and reinforce appropriate listening and speaking behaviours.
- Create a variety of situations where students can use oral language to express ideas, information, and emotions (e.g., speeches, storytelling, debates).
- Teach listening strategies designed to focus attention on identifying the main purpose or theme in informational and literary texts.
- Model how making connections to prior knowledge, making predictions, and evaluating ideas are important listening skills.

Ways that teachers can support students with reading and viewing skills:

- Read and identify features of both informational and literary texts (e.g., illustrations, glossary, and table of contents).
- Identify purpose for reading, model "reading-between-the-lines" to make inferences, and use context to find meaning.
- Demonstrate and teach use of graphic organizers (e.g., in Science, use bar graphs, line graphs, pie charts, tables, and diagrams to extract and convey information; in Math, draw pictures to portray a problem or flow charts to outline the steps to solve a problem; in Social Studies, use timelines to illustrate a sequence of events and charts to compare systems).
- Use a variety of reading strategies, including skimming, scanning, rereading, making predictions, and making connections (e.g., in Science, identify main points that support or refute information and bias in an article; in Math, identify extraneous information in a word problem).
- Identify subject-specific vocabulary (e.g., in Information and Communications Technology, perform internet searches using efficient research skills such as use of keywords/vocabulary; in Science, create a dictionary with plain language definitions of common terminology).

Ways that teachers can support students with writing and representing skills:

- Model the writing process: pre-writing (generate ideas, identify purpose and audience), writing (develop and organize ideas, support the main idea), post-writing (edit and revise)
- Teach subject-specific vocabulary for content, skills, and processes (e.g., in Science, use class time to create subject-specific dictionary and provide simple definitions).
- Teach and model conventions of writing such as grammar, punctuation, spelling, content, style, and form (e.g., in Social Studies, develop criteria for essay writing and have students proof and edit their own work).
- Demonstrate strategies to generate ideas, such as brainstorming, discussion, and visualizing, and mapping and other organizers.

- Explore the features and conventions of various forms of writing (e.g., in English Language Arts, students can write letters, travel journals, résumés, or short stories).

Ways that teachers can support students to demonstrate evidence of thinking:

- Model how to ask questions (e.g., in Information and Communications Technology, students can develop questions to assess web content for reliability; in Math, students can develop questions to determine steps to solve a word problem).
- Create space for ambiguity and various points of view (e.g., in Social Studies, students can explore "what-if" or alternative historic scenarios; in English Language Arts, students can read a variety of poems or essays on one theme or topic and compare and contrast the ideas presented).
- Encourage students to think independently and to expand thinking (e.g., in Science, students can apply theories to new problems; in Social Studies, students can study current events and propose approaches to social or civic issues; in English Language Arts, students can select reading materials based on their own goals or interests).

Resources:
The following resources are starting points to learn more about literacy strategies and other considerations that can assist teachers designing educational programs for students:

- English Language Arts integrated resource packages and curriculum
- BC Performance Standards (reading, writing)
- Secondary literacy strategies:
  - *Teaching Students with Learning and Behavioural Differences: A Resource Guide for Teachers*
  - *Students with Intellectual Disabilities: A Resource Guide for Teachers*
  - *Students from Refugee Backgrounds: A Guide for Teachers and Schools*
- Literacy specialist and English Language Arts teachers in your school or district
- *Shared Learnings: Integrating BC Aboriginal Content K-10* (2006)

Inclusion, Equity, and Accessibility for All Learners

British Columbia's schools include people of varied backgrounds, interests, and abilities. When selecting specific topics, activities, and resources to support the implementation of Literacy Foundations, teachers are encouraged to ensure that these choices support inclusion, equity, and accessibility for all students. In particular, teachers should ensure that classroom instruction, assessment, and resources reflect sensitivity to diversity and incorporate positive role portrayals, relevant issues, and themes such as inclusion, respect, and acceptance.

Government policy supports the principles of integration and inclusion of students taking English as a Second Language (ESL) and of students with special needs. Some strategies may require adaptations to ensure that those with special and/or ESL needs can successfully achieve the Prescribed Learning Outcomes.

Some students with special needs may require program adaptation or modification to facilitate their achievement of the learning outcomes identified in Literacy Foundations.

Infusing Aboriginal Content

The Ministry of Education is dedicated to ensuring that the cultures and contributions of Aboriginal peoples in BC are reflected in all provincial curricula.

Authentic Texts and Resources

In order to present authentic First Peoples content and worldviews, it is important to draw from Aboriginal learning and teaching resources. Authentic First Peoples texts are those that:

- present authentic First Peoples voices, i.e., historical or contemporary texts created by First Peoples (or through the substantial contributions of First Peoples)
- depict themes and issues important to First Peoples cultures (e.g., loss of identity and affirmation of identity, tradition, healing, role of family, importance of Elders, connection to the land, the nature and place of spirituality as

an aspect of wisdom, the relationships between individual and community, the importance of oral tradition, the experience of colonization and decolonization)
- incorporate First Peoples story-telling techniques and features as applicable (e.g., circular structure, repetition, weaving in of spirituality, humour).

Due to the diversity of Aboriginal communities in BC, Canada and the world, and the need to provide a relevant context to classroom instruction and assessment, it is suggested that resource selection focuses primarily on First Peoples texts and resources from the local community wherever possible.

Working with the Aboriginal Community

To address Aboriginal content and perspectives in the classroom in a way that is accurate and that respectfully reflects Aboriginal concepts of teaching and learning, teachers are strongly encouraged to seek the advice and support of local Aboriginal communities. As Aboriginal communities are diverse in terms of language, culture, and available resources, each community will have its own unique protocol to gain support for integration of local knowledge and expertise. To begin discussion of possible instructional and assessment activities, teachers should first contact Aboriginal education co-ordinators, teachers, support workers, and counsellors in their district who will be able to facilitate the identification of local resources and contacts such as Elders, chiefs, First Nations tribal or band councils, Aboriginal cultural centres, Aboriginal Friendship Centres, and Métis or Inuit organizations. In addition, teachers may wish to consult the various Ministry of Education publications available, including the "Planning Your Program" section of the resource *Shared Learnings*. This resource was developed to help all teachers provide students with knowledge of, and opportunities to share experiences with, Aboriginal peoples in BC.

For more information about these documents, consult the Aboriginal Education web site:

www.bced.gov.bc.ca/abed/welcome.htm

LITERACY FOUNDATIONS: AT A GLANCE

The aim of Literacy Foundations is to enable adults to upgrade their knowledge and skills in five subject areas in order to be successful in courses required for graduation in either the Adult Graduation Program or the 2004 Graduation Program. Students can work with their school to determine which courses within the five subject areas outlined below would best meet their needs. There is no requirement that students must take or that schools must offer any or all of the courses within each subject area.

Literacy Foundations English Language Arts

CORE COURSES

- Literacy Foundations English Language Arts Level 1: Core
- Literacy Foundations English Language Arts Level 2: Core
- Literacy Foundations English Language Arts Level 3: Core
- Literacy Foundations English Language Arts Level 4: Core
- Literacy Foundations English Language Arts Level 5: Core
- Literacy Foundations English Language Arts Level 6: Core
- Literacy Foundations English Language Arts Level 7: Core

*COMPANION COURSES

- Literacy Foundations English Language Arts Level 1/2: Companion - Speaking and Listening
- Literacy Foundations English Language Arts Level 1/2: Companion - Reading
- Literacy Foundations English Language Arts Level 3/4: Companion - Reading
- Literacy Foundations English Language Arts Level 3/4: Companion - Writing
- Literacy Foundations English Language Arts Level 5/6/7: Companion - Writing

**Companion courses are designed to supplement the Prescribed Learning Outcomes of the Literacy Foundations English Language Arts core courses.*

Literacy Foundations Mathematics

COURSES

- Literacy Foundations Mathematics Level 1
- Literacy Foundations Mathematics Level 2
- Literacy Foundations Mathematics Level 3
- Literacy Foundations Mathematics Level 4
- Literacy Foundations Mathematics Level 5
- Literacy Foundations Mathematics Level 6: Apprenticeship and Workplace
- Literacy Foundations Mathematics Level 6: Math Foundations
- Literacy Foundations Mathematics Level 7: Apprenticeship and Workplace
- Literacy Foundations Mathematics Level 7: Math Foundations

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Literacy Foundations Science

COURSES

- Literacy Foundations Science: Biology
- Literacy Foundations Science: Chemistry
- Literacy Foundations Science: Physics

Literacy Foundations Social Studies

COURSE

- Literacy Foundations Social Studies

Literacy Foundations Information and Communications Technology

COURSE

- Literacy Foundations Information and Communications Technology

Literacy Foundations

English Language Arts

INTRODUCTION

Literacy Foundations (LF) English Language Arts comprises seven core courses and five supplemental companion courses. The Prescribed Learning Outcomes in these courses define the specific knowledge, skills, and attitudes that students are expected to achieve.

Core Courses

LF English Language Arts Level 1: Core
LF English Language Arts Level 2: Core
LF English Language Arts Level 3: Core
LF English Language Arts Level 4: Core
LF English Language Arts Level 5: Core
LF English Language Arts Level 6: Core
LF English Language Arts Level 7: Core

The Prescribed Learning Outcomes for each progressive core course (Levels 1–7) include an ever-increasing complexity of skills, concepts, and competencies in English language acquisition and mastery. The fewer Prescribed Learning Outcomes in Levels 1–4 reflect the extended time required for students, especially those students new to reading, writing, or speaking English, to gain proficiency before advancing to the more complex skills included in Levels 5–7.

The Prescribed Learning Outcomes for each core course are grouped under the following curriculum organizers:

- Oral Language (Speaking and Listening)
- Reading and Viewing
- Writing and Representing
- Evidence of Thinking

Companion Courses

LF English Language Arts Level 1/2:
Companion - Speaking and Listening
LF English Language Arts Level 1/2:
Companion - Reading
LF English Language Arts Level 3/4:
Companion - Reading
LF English Language Arts Level 3/4:
Companion - Writing
LF English Language Arts Level 5/6/7:
Companion - Writing

Companion courses are designed to be supplemental to the core courses. Not all students taking core courses will need companion courses. Companion courses are intended for students who require substantial skill enhancement in one or more of the main aspects of English Language Arts (i.e., speaking and listening, reading, and writing) and who need additional time to learn or solidify their skills before advancing in the core courses.

Educators may use their discretion to determine the appropriate use and placement of companion courses in a student's learning path. A student may be registered in a companion course prior to, concurrently, or after completing a core course. For example, a student could begin LF English Language Arts coursework by taking Level 3/4: Companion - Reading and then enrol in Level 3: Core. Alternatively, a student may be enrolled in a companion course without prior or subsequent registration in a core course if it is determined that a specific skill-focused companion course will best meet the student's needs.

The Prescribed Learning Outcomes in the companion courses do not specify the degree of mastery required (e.g., how many high-frequency words students should be able to read, or how many sentences students should be able to write in a paragraph). The degree of mastery will be determined by the core course level that the student may be enrolled in or may have just completed. For example, if a student is enrolled in Level 3/4: Companion - Reading after taking Level 3: Core, the number of high-frequency words the student is expected to read is 300 because that is the level expected in the core course.

The Prescribed Learning Outcomes for each companion course are grouped under the following curriculum organizers:

- Purposes
- Strategies
- Thinking
- Features

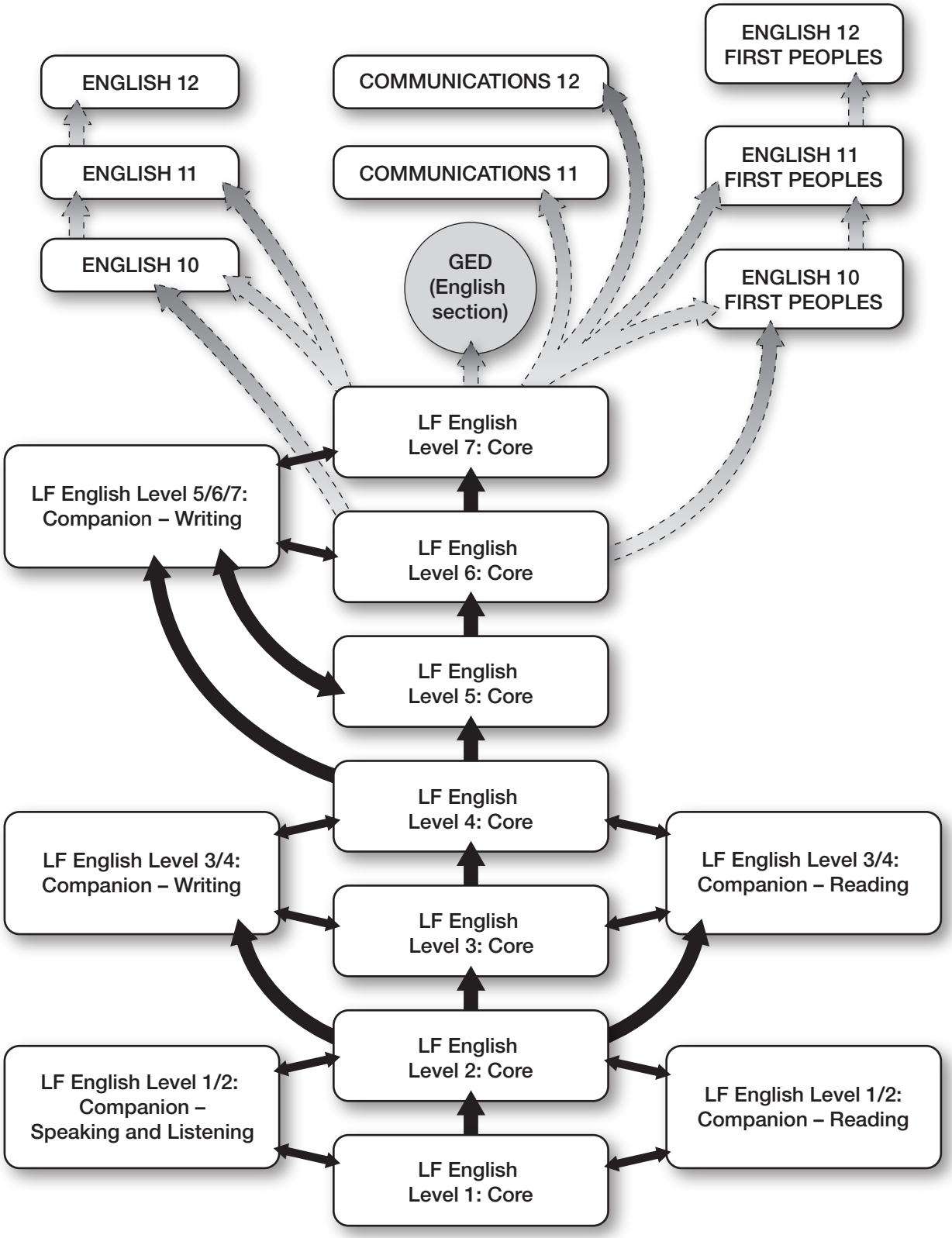
Sample Pathways

The aim of the LF English Language Arts courses is to help students develop the knowledge, skills, and understanding needed to be successful in a range of senior level English Language Arts courses, as illustrated in the sample pathways diagram on the following page.

Progression from the LF English Language Arts courses to senior level English Language Arts courses (needed to fulfil course requirements in the Adult Graduation Program or the 80-credit 2004 Graduation Program) may vary depending on the student's needs. For example, an adult who has completed Level 7: Core may choose to move directly to Communications 12 or, if further solidification of skills is needed, may choose to enrol in Communications 11 before taking Communications 12. Students who are planning to graduate with the 80-credit graduation diploma (2004 Graduation Program) may choose to move from Level 6: Core to English 10 or, if further solidification of skill is required, they may choose to take Level 7: Core before beginning English 10.

All students who complete Level 7: Core should be sufficiently prepared to successfully write the English section of the GED examination.

Literacy Foundations English Language Arts
Sample Pathways



Literacy Foundations English Language Arts Level 1: Core

ORAL LANGUAGE (Speaking and Listening)

It is expected that students will:

A1 engage in informal conversations by
- telling a story or sharing an experience
- communicating personal and informational details
- expressing simple ideas, brief information, and feelings

A2 with assistance, use simple sentences and pronounce English words correctly during conversations with others

A3 demonstrate an understanding of others' ideas and directions by
- participating in a variety of classroom discussions (e.g., in pairs, small groups, large groups)
- asking clarifying questions
- following simple verbal directions

READING AND VIEWING

It is expected that students will:

B1 identify letters and sounds of the alphabet, including consonants, blends, digraphs, and short and long vowels

B2 read a minimum of 100 high-frequency words (words that recur often in materials that students are reading, such as *and, the, but, like*)

B3 with assistance, pronounce simple unfamiliar words in context

B4 read and demonstrate an understanding of the meaning conveyed by brief, simple illustrated or non-illustrated texts

B5 reread familiar texts independently

B6 read and demonstrate comprehension of commonly used words and phrases found on familiar reading materials (e.g., forms, brochures, banking information, prescription information, menus, food packages)

B7 read or view and demonstrate an understanding of the meaning intended by common symbols and visual texts (e.g., $, @, #, ™, ©; traffic signs, logos)

B8 before reading and viewing, make meaning from texts (spoken, written, or visual communication) and increase fluency by
- setting a purpose (e.g., for enjoyment, to find information)
- generating questions (e.g., using picture cues or other prompts, such as: "What does this remind you of?")

B9 during reading and viewing, construct and confirm meaning from texts by
- describing the author's main ideas
- predicting what might happen next based on already known information and comparing new information to predictions

B10 after reading and viewing, develop their understanding of the meaning conveyed in texts by
- rereading or "re-viewing" for clarification
- describing their understanding of the text
- discussing their ideas with others
- using text features (e.g., diagrams, headings, bold and italicized words, diagrams, drawings, chapter titles) to locate information

B11 expand their vocabulary by sounding out and investigating the meaning of unfamiliar words (e.g., using a dictionary and thesaurus, using knowledge of letter-sound relationships, through conversations with others)

Literacy Foundations English Language Arts Level 1: Core

WRITING AND REPRESENTING

It is expected that students will:

C1 communicate meaning by using conventions of writing and representing (i.e., generally accepted mechanics of language) such as
- uppercase and lowercase letters
- spacing between letters and between words
- end punctuation (e.g., periods, question marks, exclamation marks)

C2 write their own name and contact information (e.g., address, phone number, email address)

C3 write a minimum of 50 high-frequency words correctly (e.g., words that students are likely to write often such as *and, the, but, like*)

C4 attempt to spell unknown words using invented spelling and copying existing words

C5 write a minimum of two complete sentences using simple past and present verb tenses

C6 write complete sentences in response to questions about text read or viewed

C7 attempt to use unfamiliar words in their writing

C8 with assistance, fill in simple forms

EVIDENCE OF THINKING

It is expected that students will:

D1 with assistance, reflect on and assess their speaking and listening by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will learn how to introduce myself to people in different settings.")
- creating a plan for achieving goals (e.g., "I need to learn how to pronounce words so that people will understand me, so I will practise pronouncing ten challenging words every day for one week.")
- evaluating progress and setting new goals (e.g., "I listened for the main ideas," "I'm getting better at retelling the story.")

D2 with assistance, reflect on and assess their reading and viewing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will use the dictionary to learn the meaning of words that I do not understand.")
- creating a plan for achieving goals (e.g., "I want to read and understand the food labels on my groceries, so I will bring two food labels to class each day for one week.")
- evaluating progress and setting new goals (e.g., "I need to continue working on asking questions when I don't understand what I read.")

D3 with assistance, reflect on and assess their writing and representing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will learn how to spell these ten words.")
- creating a plan for achieving goals (e.g., "To practise writing sentences, I will write two or three sentences in my journal each day.")
- evaluating progress and setting new goals (e.g., "I'm getting better at writing in complete sentences.")

Literacy Foundations English Language Arts Level 2: Core

ORAL LANGUAGE (Speaking and Listening)

It is expected that students will:

A1 engage in conversations in order to
- express ideas and feelings
- tell stories about their lives
- display effective listening techniques (e.g., eyes on speaker, ask clarifying questions, appropriate body language)
- clarify their understanding of what others express

A2 with minimal assistance, pronounce English words clearly and revise words and phrases as needed during conversations with others

A3 demonstrate an understanding of others' ideas and directions by
- participating in teacher-facilitated classroom discussions
- asking clarifying questions
- offering verbal responses to questions asked
- following verbal directions

Literacy Foundations English Language Arts Level 2: Core

READING AND VIEWING

It is expected that students will:

B1 alphabetize lists of high-frequency words

B2 read a minimum of 200 high-frequency words (e.g., words that recur often in materials that students are reading, such as *her, him, ask, from*)

B3 read and demonstrate an understanding of the meaning conveyed by brief, simple illustrated or non-illustrated texts

B4 reread familiar texts independently

B5 read and demonstrate comprehension of commonly used words and phrases found in familiar reading materials (e.g., forms, brochures, banking information, prescription information, menus, food packages)

B6 read or view and demonstrate an understanding of the meaning intended by common symbols and visual texts (e.g., $, @, #, ™, ©, traffic signs, community signs, advertising boards, store marquees)

B7 before reading and viewing, make meaning from texts (spoken, written, or visual communication) and increase fluency by
- setting a purpose (e.g., discussing the purpose for reading or viewing)
- making predictions (e.g., using prior reading and viewing experiences to make predictions and connections, such as looking at cover, illustrations, and headings, and knowledge of the author)
- generating questions (e.g., asking questions related to and going beyond the text)
- accessing prior knowledge to make connections (e.g., using prior knowledge and experiences to connect with a topic or idea in response to questions about what they already know or in response to pictures or verbal prompts, such as "What does this remind you of?")

B8 during reading and viewing, construct meaning from texts by
- describing the author's main ideas and points of view
- predicting what might happen next based on already known information

B9 after reading and viewing, develop their understanding of the meaning conveyed in texts by
- rereading or "re-viewing" for clarification
- describing their interpretation
- discussing their interpretation with others
- locating text features (e.g., diagrams, headings, bold and italicized words, diagrams, drawings, chapter titles) that support their interpretation

B10 expand their vocabulary by sounding out and investigating the meaning of unfamiliar words (e.g., using a dictionary and thesaurus, using knowledge of letter-sound relationships, through conversations with others)

Literacy Foundations English Language Arts Level 2: Core

WRITING AND REPRESENTING

It is expected that students will:

C1 communicate meaning by using conventions of writing and representing (i.e., generally accepted mechanics of language) such as
- uppercase and lowercase letters (e.g., uppercase case for common proper nouns, such as names of people, cities, streets, and countries)
- simple quotation marks
- simple verb tenses – past, present, and future
- end punctuation (e.g., periods, question marks, exclamation marks)

C2 write a minimum of 100 high-frequency words correctly (words that students are likely to write often, such as *her, him, ask, from*)

C3 write a minimum of three complete sentences around a topic using simple past and present verb tenses

C4 write complete sentences in response to questions about text read or viewed

C5 fill in simple forms

C6 generate and organize ideas for writing and representing (e.g., lists, pictures, class discussions, brainstorm, graphic organizers)

C7 during writing and representing, use assigned vocabulary and draw on information from a variety of sources (e.g., personal experiences, experiences of others, books, movies) to express ideas

C8 with assistance, proofread, edit, and revise own work (e.g., proofread for spelling and revise unclear sentence patterns, check work against established criteria to begin to evaluate own work)

EVIDENCE OF THINKING

It is expected that students will:

D1 with assistance, reflect on and assess their speaking and listening by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will tell a short story about an event in my life.")
- creating a plan for achieving goals (e.g., "I need to practise listening when others are speaking, so I will directly face others when they are talking.")
- evaluating progress and setting new goals (e.g., "When I retell a story to another student, I know they understand me by the discussion we have.")

D2 with assistance, reflect on and assess their reading and viewing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will generate a question about a story before I read it.")
- creating a plan for achieving goals (e.g., "To practise learning new words, I will write down five new words each day for a week and use my dictionary to learn the spelling, meaning, and pronunciation.")
- evaluating progress and setting new goals (e.g., "I am getting better at understanding the main ideas of what I read.")

D3 with assistance, reflect on and assess their writing and representing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will write sentences using all the forms of end punctuation.")
- creating a plan for achieving goals (e.g., "To practise using uppercase and lowercase letters, I will write the names, addresses, and interests of eight people that I know."
- evaluating progress and setting new goals (e.g., "I'm getting better at revising my own sentences using the criteria.")

Literacy Foundations English Language Arts Level 3: Core

ORAL LANGUAGE (Speaking and Listening)

It is expected that students will:

A1 engage in conversations in order to
- clearly express ideas and feelings
- share experiences about their lives
- display effective listening techniques (e.g., eyes on speaker, ask clarifying questions, appropriate body language)
- clarify ideas in response to feedback from others
- respond to the ideas of others

A2 revise words and phrases during conversation in order to
- speak in correct simple and compound sentences
- achieve fluency in pronunciation, enunciation, and intonation

A3 demonstrate an understanding of others' ideas and instructions by
- participating in a variety of classroom discussions (e.g., teacher-facilitated and peer-led)
- verbally responding to open-ended questions
- verbally describing the main points of classroom discussions
- following simple and complex verbal instructions

Literacy Foundations English Language Arts Level 3: Core

READING AND VIEWING

It is expected that students will:

B1 read a minimum of 300 high-frequency words (e.g., words that recur often in materials that students are reading, such as *why, first, because, does*)

B2 read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures

B3 read and demonstrate an understanding of a range of literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches)

B4 read and demonstrate an understanding of the content presented in a variety of simple informational texts (e.g., diagrams, charts, maps, timetables, instruction manuals)

B5 view and demonstrate an understanding of the meaning conveyed by a variety of visual texts (e.g., illustrations, diagrams, posters, broadcast media, films, videos)

B6 read just-right texts for enjoyment and skill development (Note: Just-right texts are not so challenging that the student is solely occupied with decoding and not so easy that the student is unlikely to learn anything new.)

B7 before reading and viewing, make meaning from texts by
- setting a purpose
- generating questions (e.g., asking questions related to and going beyond the text)
- accessing prior knowledge to make connections

B8 during reading and viewing, construct meaning from texts by
- describing emerging ideas and points of view
- using syntactic and context cues to guide and inform their understanding (e.g., use knowledge of grammar, word order, and sentence structure to guide and inform their understanding of the text)
- using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents)
- recognizing literary elements (e.g., plot, conflict, character, setting)
- identifying genre and form (e.g., folk tales, legends, autobiography, historical fiction, essay, article, documentary, web page, short story, novel, poem)
- distinguishing between literal definition and figurative meaning and identifying idiomatic expressions (e.g., "That was a piece of cake.")
- making inferences (e.g., about characters' feelings or story problems)
- drawing conclusions (e.g., make connections between cause and effect)

B9 after reading and viewing, develop their understanding of the meaning conveyed in texts by
- rereading or "re-viewing" to gain deeper understanding
- paraphrasing the main ideas and points of view
- generating and responding to questions
- describing their interpretations
- discussing their interpretations with others
- locating text features (e.g., diagrams, headings, bold and italicized words, diagrams, drawings, chapter titles) that support their interpretation

B10 expand their vocabulary by
- sounding out unfamiliar words (e.g., based on knowledge of letter-sound relationships)
- using common root words, prefixes, and suffixes
- with assistance, using parts of speech (e.g., nouns, pronouns, verbs, adverbs, prepositions, conjunctions, interjections)
- using a dictionary and thesaurus

Literacy Foundations English Language Arts Level 3: Core

WRITING AND REPRESENTING

It is expected that students will:

C1 communicate meaning by using conventions of writing and representing (i.e., generally accepted mechanics of language) such as
- simple and compound sentences
- capitalization and punctuation (e.g., commas, apostrophes, end punctuation, contractions, possessives, irregular verbs, plurals)
- subject-verb agreement
- pronoun-antecedent agreement
- past and present tenses, including simple and progressive
- attempting regular spelling for frequently used words (e.g., phonically regular, three-syllable words; Canadian spelling of familiar words; spelling of unfamiliar words by applying generalizations; developing strategies for frequently misspelled words, such as using a dictionary or word wall)

C2 write narrative and descriptive paragraphs (e.g., minimum of five sentences) that include
- a main idea
- a topic sentence
- ideas that are developed through the use of supporting details
- connected and sequenced details
- complete simple and compound sentences
- correct spelling and use of grammar

C3 write a variety of texts in prose and verse (e.g., journals, stories, memoirs, personal letters, poems) that include
- a main idea and supporting details
- connected and sequenced details
- correct spelling and use of grammar
- a range of word choices to reflect intended meaning

C4 create visual representations (e.g., collages, diagrams, posters, multimedia presentations) to construct and convey meaning by
- presenting ideas in clear, focused, and relevant ways
- organizing content so that key ideas are evident

C5 generate and organize ideas for writing and representing by
- listing criteria (e.g., teacher- or class-generated) that writing must meet
- setting a purpose for writing
- brainstorming ideas
- organizing ideas (e.g., point-form notes, lists, charts, webs, clusters, illustrations)

C6 during writing and representing, use drafting and composing strategies (e.g., draw on information from a variety of sources, use models to assist in understanding form, share and proof work in progress, refer to established criteria)

C7 revise and edit writing by
- checking work against established criteria
- proofreading for conventions such as grammar and usage, capitalization, punctuation, spelling, and word choice

Literacy Foundations English Language Arts Level 3: Core

EVIDENCE OF THINKING

It is expected that students will:

D1 with assistance, reflect on and assess their speaking and listening by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I ask clarifying questions to ensure that I understand others' ideas.")
- creating a plan for achieving goals (e.g., "I will volunteer to summarize class discussions at least once per class for the next week.")
- evaluating progress and setting new goals (e.g., "I am able to correct myself more often when I mispronounce a word.")

D2 with assistance, reflect on and assess their reading and viewing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will read three different types of text.")
- creating a plan for achieving goals (e.g., "I will visit the library and select a folk tale, mystery and book of poems to bring to class.")
- evaluating progress and setting new goals (e.g., "I need to continue to work on choosing books that are at my reading level and that are interesting to me.")

D3 with assistance, reflect on and assess their writing and representing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will write a paragraph about my work goals.")
- creating a plan for achieving goals (e.g., "I need to work on writing compound sentences, so I will practise rewriting simple sentences into compound sentences."
- evaluating progress and setting new goals (e.g., "I am getting better at using contractions in my writing.")

Literacy Foundations English Language Arts Level 4: Core

ORAL LANGUAGE (Speaking and Listening)

It is expected that students will:

A1 engage in sustained conversation in order to
- clearly express ideas and perspectives
- share experiences about their lives
- clarify ideas in response to verbal and non-verbal feedback and cues from others
- respond to the ideas and perspectives of others

A2 adjust words and phrases during conversation in order to
- speak in grammatically correct sentences
- achieve fluency in pronunciation, enunciation, and intonation
- incorporate unfamiliar vocabulary correctly

A3 demonstrate an understanding of spoken ideas and instructions by
- participating in a variety of classroom discussions (e.g., teacher-facilitated and peer-led)
- verbally summarizing the main points of classroom discussions
- paraphrasing verbal instructions for others (e.g., "The teacher wants us to...")
- following complex instructions

Literacy Foundations English Language Arts Level 4: Core

READING AND VIEWING

It is expected that students will:

B1 read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures

B2 read and demonstrate an understanding of a range of literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches)

B3 read and demonstrate an understanding of the content presented in a variety of simple informational texts (e.g., diagrams, maps, newspaper articles, instructional material, reference material)

B4 view and demonstrate an understanding of the meaning conveyed by a variety of visual texts (e.g., illustrations, diagrams, posters, broadcast media, films, videos)

B5 read just-right texts for enjoyment and skill development

B6 before reading and viewing, make meaning from texts by
- setting a purpose
- generating questions
- accessing prior knowledge to make connections (e.g., using information from similar texts previously read and comparing with new text)
- previewing text features (e.g., diagrams, titles, sub-headings, captions, illustrations, table of contents)

B7 during reading and viewing, construct meaning from texts by
- describing emerging ideas and points of view
- using syntactic and context cues to guide and inform their understanding (e.g., use knowledge of grammar, word order, and sentence structure to guide and inform their understanding)
- using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents)
- recognizing literary elements (e.g., plot, conflict, character, setting, climax, resolution, theme)
- recognizing literary devices (e.g., irony, hyperbole, simile, metaphor)
- identifying genre and form (e.g., folk tales, legends, autobiography, historical fiction, essay, article, documentary, web page, short story, novel, poem)
- distinguishing between literal definition and figurative meaning and identifying idiomatic expressions (e.g., "that was a piece of cake")
- making inferences (e.g., about characters' feelings or story problems)
- drawing conclusions (e.g., make connections between cause and effect)
- skimming for main ideas
- making relevant notes using logical categories (e.g., outlines, mind maps, timelines)

B8 after reading and viewing, develop their understanding of the meaning conveyed in texts by
- rereading or "re-viewing" to gain deeper understanding
- paraphrasing and summarizing the main ideas
- generating and responding to questions
- using graphic organizers to process, record, and demonstrate synthesis of information (Note: A graphic organizer such as a Venn diagram or T-chart can serve many purposes before, during, and after reading, including identifying prior knowledge, connecting main ideas with details, describing stages or steps in a procedure, and comparing and contrasting.)

B9 expand their vocabulary by
- sounding out unfamiliar words (e.g., based on knowledge of letter-sound relationships)
- using common root words, prefixes, and suffixes
- using parts of speech (e.g., nouns, pronouns, verbs, adverbs, prepositions, conjunctions, interjections)
- using a dictionary and thesaurus

Literacy Foundations English Language Arts Level 4: Core

WRITING AND REPRESENTING

It is expected that students will:

C1 communicate meaning by using conventions of writing and representing (i.e., generally accepted mechanics of language) such as
- a range of sentence structures, including simple and compound sentences, and attempting complex sentences with basic subordinators such as *because, when, before,* and *after*
- capitalization and punctuation, including commas in a series, apostrophes, and end of sentence punctuation
- subject-verb agreement
- pronoun-antecedent agreement
- past, present, and future tenses, including simple and progressive
- common irregular verbs (e.g., tell-told, see-saw, bring-brought)
- contractions, possessives, and plurals (e.g., its-it's, cat's-ours, cat-cats)
- Canadian spelling for familiar and frequently used words

C2 write narrative, descriptive, and expository paragraphs (e.g., minimum of seven sentences), for a variety of purposes and audiences, that include
- a main idea
- organization that includes a topic sentence, a logical sequence of details and supporting examples, and a conclusion
- connected and sequenced details
- a range of sentence lengths and patterns
- correct spelling and use of grammar
- appropriate word choices reflective of an expanding vocabulary

C3 write a variety of texts in prose and verse (e.g., journals, stories, memoirs, personal letters, poems) that include
- a main idea and supporting details
- connected and sequenced details
- correct spelling and use of grammar
- a range of word choices to reflect intended meaning

C4 create visual representations (e.g., collages, diagrams, posters, multimedia presentations) to construct and convey meaning by
- presenting ideas in clear, focused, and relevant ways
- organizing content so that main ideas are evident
- supporting main ideas with additional details and information

C5 generate, develop, and organize ideas for writing and representing by
- setting a purpose for writing
- identifying criteria
- identifying an audience
- brainstorming ideas
- organizing ideas (e.g., point-form notes, lists, charts, webs, clusters, illustrations)

C6 during writing and representing, use drafting and composing strategies (e.g., draw on
- information from a variety of sources, use models to assist in understanding form,
- organize ideas clearly, share and proof work in progress, refer to established criteria)

C7 revise and edit writing by
- checking work against established criteria
- proofreading for conventions such as grammar and usage, capitalization, punctuation, and spelling
- revising to improve structure and organization, word choice, and clarity of ideas and information

Literacy Foundations English Language Arts Level 4: Core

EVIDENCE OF THINKING

It is expected that students will:

D1 reflect on and assess their speaking and listening by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will use more difficult vocabulary when discussing stories with other students.")
- creating a plan for achieving goals (e.g., "To practise paraphrasing, I will use my own words during small group exercises to explain instructions that the teacher has given.")
- evaluating progress and setting new goals (e.g., "I need to continue to work on speaking in grammatically correct sentences.")

D2 reflect on and assess their reading and viewing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will use mind maps and outlines to summarize what I have read.")
- creating a plan for achieving goals (e.g., "I need to practise identifying and using idiomatic expressions, so I will use two idiomatic expressions in my writing during each class.")
- evaluating progress and setting new goals (e.g., "I can now understand the main ideas in newspaper articles with minimal support.")

D3 reflect on and assess their writing and representing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will write a paragraph explaining the facts about a situation or event that I would like others to know about.")
- creating a plan for achieving goals (e.g., "I need to work on writing paragraphs, so I will practise writing several sentences around a new topic every day for one week."
- evaluating progress and setting new goals (e.g., "I'm getting better at using graphic organizers to record my notes.")

Literacy Foundations English Language Arts Level 5: Core

ORAL LANGUAGE (Speaking and Listening)

It is expected that students will:

A1 engage with others in sustained conversation in order to
- communicate ideas on a variety of topics
- clarify understanding by asking questions and paraphrasing the ideas of others
- express differing viewpoints and perspectives

A2 demonstrate an understanding of the information communicated through a variety of informational and persuasive spoken sources (e.g., media broadcasts, lectures, verbal conversations with peers) by
- asking clarifying questions
- verbally summarizing main messages

A3 prepare a brief verbal presentation (e.g., for a partner or small group) by
- identifying an engaging topic
- identifying the purpose and audience
- creating speaker notes if needed
- practising prior to presenting
- adapting presentation based on lessons learned during practice (e.g., "I should speak louder." "I should be more aware of my body language." "I'm getting better at making eye contact.")

A4 give a brief verbal presentation (e.g., to a partner or small group) by
- speaking clearly and audibly
- using speaker notes when needed
- maintaining appropriate eye contact with audience
- using appropriate body language

Literacy Foundations English Language Arts Level 5: Core

READING AND VIEWING

It is expected that students will:

B1 read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures

B2 read and demonstrate an understanding of a range of literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches)

B3 read and demonstrate an understanding of the content presented in a variety of informational texts (e.g., textbooks, reports, diagrams, maps, newspaper articles, instructional material, electronic reference material)

B4 view and demonstrate an understanding of the meaning conveyed by a variety of visual texts (e.g., illustrations, diagrams, posters, broadcast media, films, videos, visual components of print media such as photographs, artwork, tables, graphs)

B5 before reading and viewing, make predictions about the content and meaning of texts (e.g., textbooks, brochures, newspaper, web site, fiction, non-fiction) by
- setting a purpose
- generating questions
- accessing prior knowledge to make connections
- previewing text features

B6 during reading and viewing, construct meaning from texts by
- analysing the significance of the themes and points of view
- using syntactic and context cues (e.g., knowledge of grammar, word order, and sentence structure) to guide and inform their understanding of the text
- using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents)
- recognizing literary elements (e.g., plot, conflict, character, setting, climax, resolution, theme)
- recognizing literary devices (e.g., irony, hyperbole, simile, metaphor)
- identifying idiomatic expressions
- making inferences (e.g., about characters' feelings or story problems)
- drawing conclusions (e.g., make connections between cause and effect)
- skimming for main ideas
- making relevant notes using logical categories (e.g., outlines, mind maps, timelines)
- self-monitoring and self-correcting (e.g., identify when meaning-making is breaking down, reread to clarify understanding, use context cues and resources such as a dictionary to figure out unfamiliar vocabulary)

B7 after reading and viewing, develop and monitor their understanding of the meaning conveyed in texts by
- generating and responding to questions
- using graphic organizers to process, record, and demonstrate synthesis of information
- drawing conclusions
- using text features to locate information and clarify understanding (e.g., copyright information, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes, references, hyperlinks)
- using graphic organizers to process, record, and demonstrate synthesis of information (e.g., compare the ideas, content, and perspectives expressed in the text to ideas from other sources such as other texts, prior knowledge, partner talk, or class discussions)
- making inferences and drawing conclusions
- summarizing, synthesizing, and applying new ideas (e.g., suggest an alternative approach or conclusion, consider alternative interpretations, extend the story)

B8 describe the ways in which meaning can be conveyed in fiction by use of literary elements (e.g., plot, tension, character, setting, climax, resolution, theme), and literary devices (e.g., personification, imagery, irony, hyperbole, simile, metaphor)

B9 describe the ways in which meaning can be conveyed by use of text features (e.g., table of contents, headings, diagrams, sidebars, pull-quotes) and text structure and organization (e.g., topic sentence, development of ideas with supporting details, central idea)

Literacy Foundations English Language Arts Level 5: Core

WRITING AND REPRESENTING

It is expected that students will:

C1 communicate meaning by using conventions of writing and representing (i.e., generally accepted mechanics of language) such as
- simple, compound, and complex sentence structures
- capitalization and punctuation, including commas in a series, apostrophes, end of sentence punctuation, and quotation marks for dialogue
- subject-verb agreement
- pronoun-antecedent agreement
- past, present, and future tenses, including simple, progressive, present perfect
- common irregular verbs (e.g., tell-told, see-saw, bring-brought)
- contractions, possessives, and plurals (e.g., its-it's, cat's-ours, cat-cats)
- Canadian spelling for familiar and frequently used words
- copyright and research information (e.g., acknowledge sources, citation of references, embed quotations within sentences)

C2 write a variety of creative and personalized multi-paragraph compositions (e.g., journals, stories, verse, memoirs, personal letters, blogs) that include
- personal expression and meaning (e.g., through reflection, exploration of thoughts)
- purpose (e.g., to entertain, respond, persuade, explain, strengthen connections or insights)
- a main idea and supporting details
- connected and sequenced details
- correct spelling and use of grammar
- a range of word choices to reflect intended meaning and an expanding vocabulary

C3 write a variety of descriptive, narrative, and expository multi-paragraph compositions that include
- organization that includes an introduction, a logical sequence of details, and a conclusion
- clearly developed ideas that use specific supporting details
- clear sentences that attempt a range of sentence lengths and patterns
- a range of word choices to reflect intended meaning and an expanding vocabulary

C4 create a variety of visual representations (e.g., collages, diagrams, posters, multimedia presentations) to construct and convey meaning that include
- personal expression and meaning (e.g., through reflection, exploration of thoughts)
- purpose (e.g., to entertain, respond, persuade, explain, strengthen connections or insights)
- clearly presented ideas
- content organized so that main ideas are evident
- additional information to support main ideas

C5 generate, develop, and organize ideas for writing and representing by
- setting a purpose for writing
- limiting the topic
- identifying criteria (e.g., using established criteria, analysing writing samples and models)
- identifying an audience
- brainstorming ideas
- organizing ideas (e.g., point-form notes, lists, charts, webs, clusters, illustrations)

C6 during writing and representing, draft and compose by
- using information from a variety of sources (e.g., personal experiences, experiences of others, hard copy written materials, electronic written materials)
- organizing ideas and information in a clearly laid-out manner (e.g., using graphic organizers, visual representations)
- generating and regenerating text
- referring to criteria

C7 revise and edit writing by
- checking work against established criteria
- proofreading for conventions such as grammar and usage, capitalization, punctuation, and spelling
- revising to improve structure and organization, word choice, and clarity of ideas and information

Literacy Foundations English Language Arts Level 5: Core

EVIDENCE OF THINKING

It is expected that students will:

D1 reflect on and assess their speaking and listening by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will engage in a 15-minute conversation on a single topic.")
- creating a plan for achieving goals (e.g., "I need to practise delivering clearer presentations, so I will make speaking notes before each presentation.")
- evaluating progress and setting new goals (e.g., "I'm getting better at understanding and using the feedback that I receive from the teacher and from other students in order to make clearer presentations.")

D2 reflect on and assess their reading and viewing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "Before reading, I will use text features to predict what I think the text will be about.")
- creating a plan for achieving goals (e.g., "To practise reading different kinds of texts, I will select a topic and will find information about it using at least three different sources including a textbook, a newspaper article and a video.")
- evaluating progress and setting new goals (e.g., "I can now read and identify different points of view on the same topic.")

D3 reflect on and assess their writing and representing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "When I write paragraphs about current events, I will include references and sources of information.")
- creating a plan for achieving goals (e.g., "I need to work on using simple, compound and complex sentences, so I will edit my writing to ensure that all three kinds of sentences can be found in one multi-paragraph composition.")
- evaluating progress and setting new goals (e.g., "I am getting better at proofreading to correct grammar and spelling mistakes.")

D4 self-assess and monitor their ability to construct meaning and deepen understanding in response to texts (e.g., any piece of spoken, written, or visual communication) by frequently
- explaining and supporting personal responses (e.g., making connections with prior knowledge, developing opinions using evidence)
- interpreting and analysing ideas and information (e.g., making and supporting judgments, identifying points of view, identifying bias and contradictions)

Literacy Foundations English Language Arts Level 6: Core

ORAL LANGUAGE (Speaking and Listening)

It is expected that students will:

A1 engage with others in sustained conversation in order to
- communicate ideas on a variety of topics
- describe diverse points of view
- reach consensus or agree to differ in relation to others' viewpoints and perspectives

A2 demonstrate an understanding of the detailed information communicated through a variety of spoken sources (e.g., media broadcasts, lectures, conversations) by
- describing the differences between fact and opinion
- verbally summarizing the speaker's main messages and how these messages were supported
- describing how the speaker's intonation and non-verbal behaviours (e.g., body language, facial expressions) influence the message

A3 prepare and give a brief verbal presentation that meets specific and predefined criteria (i.e., speaker is clear and audible, speaker's topic is evident and engaging for audience, presentation contains appropriate content in relation to its audience, speaker's notes are used appropriately, speaker makes appropriate eye contact with audience, speaker uses body language in ways that support the presentation)

Literacy Foundations English Language Arts Level 6: Core

READING AND VIEWING

It is expected that students will:

B1 read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures

B2 read and demonstrate an understanding of a range of literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches)

B3 read and demonstrate an understanding of the content presented in a variety of informational and persuasive texts (e.g., magazine and newspaper articles, biographies and autobiographies, textbooks, print and digital reference material, advertising and promotional material, student-generated material)

B4 view and demonstrate an understanding of the meaning conveyed by a variety of visual media (e.g., broadcasts, web sites, videos, DVDs, visual components of print media such as tables, graphics, illustrations, graphic novels, art work, photographs)

B5 before reading and viewing, make predictions about the content and meaning of texts (e.g., textbooks, brochures, newspaper, web site, fiction, non-fiction) by
- setting a purpose
- generating guiding questions (e.g., record questions in a graphic organizer and review after reading to answer or revise)
- accessing prior knowledge to make connections
- previewing text features

B6 during reading and viewing, construct meaning from texts by
- analysing the significance of the themes and points of view
- differentiating between main ideas and supporting details
- predicting and questioning
- using syntactic and context cues to guide and inform their understanding of the text (e.g., knowledge of grammar, word order, and sentence structure)
- using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents)
- recognizing literary elements (e.g., plot, conflict, character, setting, climax, resolution, theme)
- recognizing literary devices (e.g., irony, hyperbole, simile, metaphor)
- making inferences (e.g., about characters' feelings or story problems)
- drawing conclusions (e.g., make connections between cause and effect)
- making relevant notes using logical categories (e.g., outlines, mind maps, timelines)
- self-monitoring and self-correcting (e.g., identify when meaning-making is breaking down, reread to clarify understanding, use context cues and resources such as a dictionary to figure out unfamiliar vocabulary)

B7 after reading and viewing, develop and monitor their understanding of the meaning conveyed in texts by
- self-monitoring and self-correcting (e.g., identify when meaning-making is breaking down, use context cues and resources to figure out unfamiliar vocabulary)
- generating and responding to questions
- using graphic organizers to process, record, and demonstrate synthesis of information
- making inferences and drawing conclusions
- summarizing, synthesizing, and applying new ideas (e.g., suggest an alternative approach or conclusion, consider alternative interpretations, extend the story)
- reflecting on purpose for reading, predictions, and questions made during reading

B8 describe the ways in which meaning can be conveyed in fiction by use of literary elements (e.g., plot, tension, conflict, character, setting, climax, resolution, theme), and literary devices (e.g., personification, imagery, irony, hyperbole, simile, metaphor, visual/artistic devices such as space, colour, sound)

B9 describe the ways in which meaning can be conveyed by use of text features (e.g., table of contents, headings, diagrams, sidebars, pull-quotes) and text structure and organization (e.g., topic sentence, development of ideas with supporting details, central idea)

Literacy Foundations English Language Arts Level 6: Core

WRITING AND REPRESENTING

It is expected that students will:

C1 communicate meaning by using conventions of writing and representing (i.e., generally accepted mechanics of language) such as
- simple, compound and complex sentence structures
- capitalization and punctuation, including commas in a series, apostrophes, end of sentence punctuation, and quotation marks for dialogue
- subject-verb agreement
- pronoun-antecedent agreement
- past, present, and future tenses, including simple, progressive, present perfect
- contractions, possessives, irregular verbs, and plurals
- Canadian spelling for familiar and frequently used words
- copyright and research information (e.g., acknowledge sources, citation of references, embed quotations within sentences)

C2 write a variety of creative and personalized multi-paragraph compositions (e.g., journals, stories, verse, memoirs, personal letters, narratives, blogs) that include
- personal expression and meaning (e.g., through reflection, exploration of thoughts)
- a purpose (e.g., to entertain, respond, engage, record, critique, argue, persuade, explain, strengthen connections or insights)
- a main idea and supporting details
- connected and sequenced details
- correct spelling and use of grammar
- a range of word choices to reflect intended meaning and an expanding vocabulary

C3 write a variety of descriptive, narrative, and expository essays that include
- organization that includes an introduction, a logical sequence of details, and a conclusion
- clearly developed ideas that use specific supporting details
- clear, well-constructed sentences with a range of sentence lengths and patterns
- a range of word choices to reflect intended meaning and an expanding vocabulary
- unity and coherence

C4 create a variety of visual representations (e.g., collages, diagrams, posters, multimedia presentations) to construct and convey meaning that include
- personal expression and meaning (e.g., through reflection, exploration of thoughts)
- purpose (e.g., to entertain, respond, persuade, explain, strengthen connections or insights)
- clearly presented ideas
- content organized so that main ideas are evident
- additional information to support main ideas

C5 generate, develop, and organize ideas for writing and representing by
- setting a purpose
- limiting the topic (e.g., My writing will address _____ but not ____ because...)
- identifying criteria (e.g., using established criteria, analysing writing samples and models)
- identifying an audience
- brainstorming ideas
- organizing ideas (e.g., point-form notes, lists, charts, webs, clusters, illustrations)

C6 during writing and representing, draft and compose by
- using information from a variety of sources (e.g., personal experiences, experiences of others, hard copy written materials, electronic written materials)
- generating and regenerating text
- categorizing and organizing ideas and information using outlines and graphic organizers
- referring to criteria
- referring to writing samples or models

C7 revise and edit writing by
- self-assessing and checking work against established criteria
- proofreading for conventions of writing
- revising to improve use of features, structure, organization, word choice, and clarity of ideas and information

Literacy Foundations English Language Arts Level 6: Core

EVIDENCE OF THINKING

It is expected that students will:

D1 reflect on and assess their speaking and listening by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "During discussions, I will verbally acknowledge others' points of view and express how they are the same as or different from mine.")
- creating a plan for achieving goals (e.g., "To practise understanding detailed information, I will verbally summarize a lecture or broadcast that I heard.")
- evaluating progress and setting new goals (e.g., "I need to continue working on my ability to distinguish between fact and opinion when I hear others speaking on a topic.")

D2 reflect on and assess their reading and viewing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will differentiate between the main ideas and the supporting details when reading complex news stories.")
- creating a plan for achieving goals (e.g., "I will use at least three different kinds of texts or visual media to get information on a topic.")
- evaluating progress and setting new goals (e.g., "I need to continue working on making inferences about the feelings and motivations of literary characters.")

D3 reflect on and assess their writing and representing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will include diagrams or photos in my compositions to convey meaning.")
- creating a plan for achieving goals (e.g., "I will proofread all my compositions to specifically check for subject-verb and pronoun-antecedent agreement."
- evaluating progress and setting new goals (e.g., "I can now write multi-paragraph compositions on the same topic to convey factual information and express my point of view.")

D4 self-assess and monitor their ability to construct meaning and deepen understanding in response to texts (e.g., any piece of spoken, written, or visual communication) by frequently
- explaining and supporting personal responses (e.g., making connections with prior knowledge, developing opinions using evidence)
- interpreting and analysing ideas and information (e.g., making and supporting judgments, identifying points of view, identifying bias and contradictions)
- synthesizing thinking (e.g., personalizing ideas and information, explaining relationships among ideas and information)

Literacy Foundations English Language Arts Level 7: Core

ORAL LANGUAGE (Speaking and Listening)

It is expected that students will:

A1 engage with others in sustained conversation in order to
- contribute ideas and support the ideas of others on a variety of topics
- analyse diverse points of view
- reach consensus or agree to differ in relation to others' viewpoints and perspectives

A2 demonstrate an understanding of the detailed information communicated through a variety of spoken sources (e.g., media broadcast, webcasts, lectures, in-person conversations) by
- summarizing the speaker's primary message
- describing how the speaker's intonation influences the message
- analysing the intention (e.g., explicit or underlying) and bias of the speaker
- evaluating the speaker's choice of communication strategy (e.g., in-person conversation, lecture style, radio, webcast) in relation to their primary message (e.g., "In-person conversation supports her in communicating the message because she can use body language to express excitement," "I think he used a webcast because he wants to reach an international audience.")

A3 prepare and give a formal verbal presentation that meets specific and predefined criteria (e.g., speaker is clear and audible, speaker's topic is evident and engaging for audience, speaking pace is appropriate for audience, presentation contains appropriate content in relation to its audience, speaker's notes are used appropriately, speaker makes appropriate eye contact with audience, speaker uses body language in ways that support the presentation, speaker makes adjustments for audience reactions – doesn't talk over audience laughter, responds to post-presentation audience questions)

Literacy Foundations English Language Arts Level 7: Core

READING AND VIEWING

It is expected that students will:

B1 read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures

B2 read and demonstrate an understanding of a range of literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches)

B3 read and demonstrate an understanding of the content presented in a variety of informational and persuasive texts (e.g., magazine and newspaper articles, biographies and autobiographies, textbooks, print and digital reference material, advertising and promotional material, student-generated material)

B4 view and demonstrate an understanding of the meaning conveyed by a variety of visual media (e.g., broadcasts, web sites, videos, DVDs, visual components of print media such as tables, graphics, illustrations, graphic novels, art work, photographs)

B5 before reading and viewing, make predictions about the content and meaning of texts (e.g., textbooks, brochures, newspaper, web site, fiction, non-fiction) by
- interpreting a task and setting the purpose
- generating guiding questions
- accessing prior knowledge to make connections
- previewing text features

B6 during reading and viewing, construct meaning from texts by
- analysing the significance of the themes and diverse points of view
- differentiating between main ideas and supporting details
- refining predictions and generating additional questions
- using syntactic and context cues to guide and inform their understanding (e.g., use knowledge of grammar, word order, and sentence structure to guide and inform their understanding of the text)
- using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents)
- recognizing literary elements and devices (e.g., plot, conflict, character, setting, climax, resolution, theme)
- making inferences and drawing conclusions
- making relevant notes using logical categories (e.g., outlines, mind maps, timelines)
- examining and comparing ideas and elements within and among texts
- identifying bias, contradictions, distortions, and non-represented perspectives
- self-monitoring and self-correcting (e.g., identify when meaning-making is breaking down, reread to clarify understanding, use context cues and resources such as a dictionary to figure out unfamiliar vocabulary)

B7 after reading and viewing, develop and monitor their understanding of the meaning conveyed in texts by
- self-monitoring and self-correcting (e.g., review, identify when meaning-making is breaking down, use context cues and resources to figure out unfamiliar vocabulary)
- using graphic organizers to process, record, and demonstrate synthesis of information
- making inferences and drawing conclusions
- summarizing, synthesizing, paraphrasing, and applying new ideas (e.g., suggest an alternative approach or conclusion, consider alternative interpretations, extend the story)
- reflecting on purpose for reading, predictions, and questions made during reading
- transforming existing ideas and information (e.g., consider alternatives, outcomes, or developments beyond the text)
- identifying the importance and impact of cultural, social, political, and historical contexts (e.g., identify majority and minority perspectives, discern multiple meanings of words based on context)

B8 analyse how the following structures and features convey meaning:
- literary elements (e.g., plot, tension, conflict, character, setting, climax, resolution, theme)
- literary devices (e.g., personification, imagery, irony, hyperbole, simile, metaphor, alliteration, onomatopoeia, rhyme, rhythm)
- visual/artistic devices (e.g., space, colour, sound)
- text structure and organization (e.g., topic sentence, development of ideas with supporting details, central idea)
- text features (e.g., table of contents, headings, diagrams, sidebars, pull-quotes)
- form (e.g., sonnet, business letter, advertisement, debate)
- genre (e.g., essay, article, documentary, web page, short story, graphic novel, poem)

Literacy Foundations English Language Arts Level 7: Core

WRITING AND REPRESENTING

It is expected that students will:

C1 enhance meaning and artistry by using conventions, forms, and structures of writing and representing, appropriate to purpose and audience, such as
- literary and visual/artistic devices
- text features
- organization of ideas and information
- grammar and usage
- punctuation, capitalization, and Canadian spelling
- copyright information

C2 write a variety of personalized and creative texts for a range of purposes and audiences that include
- a central idea or theme
- supporting and connected details
- unity and coherence
- effective use of conventions, forms, and structures

C3 write a variety of descriptive, narrative, and expository essays that include
- organization that includes an introduction, a well-developed and logical sequence of details, and a conclusion
- clearly developed ideas that use specific supporting details and examples
- clear, well-constructed sentences with a range of sentence lengths and patterns
- effective use of conventions, forms, and structures
- congruency of content and style throughout text

C4 create a variety of visual representations (e.g., collages, diagrams, posters, multimedia presentations) to construct and convey meaning that include
- personal expression, meaning, opinion, or experience
- purpose (e.g., to entertain, respond, persuade, explain, strengthen connections or insights)
- clearly presented ideas
- content organized so that main ideas are evident
- additional information to support main ideas

C5 generate, develop, and organize ideas for writing and representing by
- setting a purpose
- limiting the topic
- establishing criteria
- considering audience
- brainstorming ideas
- organizing ideas

C6 during writing and representing, draft and compose by
- using information from a variety of sources (e.g., personal experiences, experiences of others, hard copy written materials, electronic written materials)
- categorizing and organizing ideas and information using outlines and graphic organizers
- referring to criteria
- referring to writing samples or models
- synthesising ideas and information

C7 revise and edit writing by
- self-assessing and checking work against established criteria
- proofreading for conventions of writing
- reconsidering supporting details and examples
- revising to improve use of features, structure, organization, word choice, and clarity of ideas and information

Literacy Foundations English Language Arts Level 7: Core

EVIDENCE OF THINKING

It is expected that students will:

D1 reflect on and assess their speaking and listening by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will practise listening to the intonation of a speaker to make inferences about the speaker's feelings, motivations or biases.")
- creating a plan for achieving goals (e.g., "I need to practise using body language to make my presentations more effective, so I will deliver a short presentation once per week using more engaging body language and ask for feedback from my teacher and other students.")
- evaluating progress and setting new goals (e.g., "I'm getting better at responding to questions from the audience after I deliver a presentation.")

D2 reflect on and assess their reading and viewing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will use mind maps as a tool to expand and compare ideas and themes.")
- creating a plan for achieving goals (e.g., "I will generate a list of at least five guiding questions prior to reading a text to develop my ability to search for and find the main themes in a text."
- evaluating progress and setting new goals (e.g., "I can now identify author bias in different kinds of literary texts.")

D3 reflect on and assess their writing and representing by
- referring to criteria (e.g., self- and teacher-generated rubrics and checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will write a narrative science fiction story based on my knowledge of future trends in technology.")
- creating a plan for achieving goals (e.g., "To practise transforming existing ideas, I will rewrite the ending of one of my compositions."
- evaluating progress and setting new goals (e.g., "I am getting better at using a variety of literary devices when composing narrative and descriptive essays.")

D4 self-assess and monitor their ability to construct meaning and deepen understanding in response to texts (e.g., any piece of spoken, written, or visual communication) by frequently
- explaining and supporting personal responses (e.g., making connections with prior knowledge, developing opinions using evidence)
- interpreting and analysing ideas and information (e.g., making and supporting judgments, identifying points of view, identifying bias and contradictions)
- synthesizing thinking (e.g., personalizing ideas and information, explaining relationships among ideas and information)

Literacy Foundations English Language Arts Companion Courses

Literacy Foundations English Language Arts Level 1/2: Companion - Speaking and Listening

Purposes (Speaking and Listening)

It is expected that students will:

A1 demonstrate use of appropriate social language and behaviour to engage in conversations and to interact co-operatively with others by
- beginning to use polite social language appropriately (e.g., hello, please, thank you)
- using acceptable ways of gaining attention (e.g., initiate conversations, take turns in structured activities, ask questions, raise hand to be recognized before speaking)
- using language rather than actions to negotiate situations

A2 demonstrate effective listening skills by
- listening attentively for sustained periods of time (e.g., focus on the speaker)
- responding (e.g., asking appropriate questions or providing appropriate comments)
- beginning to ask for clarification when the meaning is not clear
- with support, retelling what others have expressed
- following short directions and instructions
- using gestures and other nonverbal means to communicate more effectively (e.g., nod to show agreement)

A3 demonstrate effective speaking skills by
- sustaining conversations on a specific topic for short periods of time (e.g., telling a story, sharing an experience, expressing ideas or opinions)
- taking turns talking during a conversation
- beginning to use appropriate gestures, body language, tone, and volume (e.g., face audience, reduce volume in pairs or small group activities, speak loudly enough for others to hear)
- beginning to use complete sentences
- generally speaking clearly and fluently

A4 use oral language to explain, express, inquire, and present ideas by
- describing objects, events, or feelings
- requesting information (e.g., ask for help, talk to an employer, express agreement or disagreement)
- generating and responding to questions
- connecting new experiences to what is already known
- retelling or describing the sequence of main events in a story
- identifying when a simple sentence fails to make sense and, with support, revising words and phrases to correct errors

A5 demonstrate enhanced vocabulary knowledge and usage by
- experimenting with language (e.g., attempt to pronounce or use new words, use simple sound patterns such as rhyming to learn new words, engage in conversations)
- using newly learned vocabulary (e.g., after listening to new vocabulary in stories and instruction, after listening to words used in multiple contexts to understand their use)
- beginning to use descriptive words to describe own feelings and the feelings of others
- using words to describe people, places, and things (e.g., size, colour, shape, location, actions)
- classifying objects, pictures, and words (e.g., people, places, things, shapes, colours, foods) and discussing similarities, differences, and names of categories
- with support, planning and presenting short dialogues

Literacy Foundations English Language Arts
Level 1/2: Companion - Speaking and Listening

Strategies (Speaking and Listening)

It is expected that students will:

B1 engage in conversations with others by
- making and sharing connections between what is spoken and their personal experience
- asking questions for clarification and understanding
- balancing role of self as speaker and listener and following the rules of conversation

B2 express and present ideas, information, and feelings by
- accessing prior knowledge (e.g., relating their personal or shared experiences in a discussion)
- organizing their thinking for clarity and logic (e.g., using simple frameworks or graphic organizers, practising answering questions about the topic prior to presentation)
- anticipating and predicting some things the audience needs to know
- adjusting volume and tone of voice as appropriate for the audience

B3 listen to construct and clarify meaning by
- making predictions before and during listening (e.g., ask a question related to the topic)
- focusing on the speaker
- asking speaker for clarification
- recalling main ideas

Thinking (Speaking and Listening)

It is expected that students will:

C1 with support, reflect on and assess their speaking and listening by
- referring to criteria (e.g., rubrics, checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I will learn how to pronounce these ten words," "I will ask two questions about the story.")
- creating a plan for achieving goals (e.g., "I need to learn how to pronounce this list of words, so I will practise two new words each day for a week," "To practise forming questions, I will write two questions in my journal each day, then practise asking them out loud."
- evaluating progress and setting new goals (e.g., "I listened for the main ideas," "I'm getting better at retelling the story," "I need to continue to work on pronouncing words when people don't understand me.")

Literacy Foundations English Language Arts
Level 1/2: Companion - Speaking and Listening

Features (Speaking and Listening)

It is expected that students will:

D1 use meaningful syntax to convey meaning by
- including a subject and verb, and simple connecting words when needed
- increasingly expressing ideas in complete sentences that make sense (may still make some errors in syntax or word choice such as "them did it" or "goed" for went)
- with support, using connecting words to combine ideas (e.g., tell simple stories with words such as *then, and, but, or*)
- beginning to use more complex sentences (e.g., using connecting words such as *because, if, when, after, before*)
- increasingly using pronouns in a way that makes meaning clear
- increasingly using basic tense forms (e.g., -ed) appropriately; may overgeneralize the grammatical rule (e.g., "swimmed" for swam, "keeped" for kept)
- increasingly using plurals appropriately; may overgeneralize the grammatical rule (e.g., "mouses" for mice, "womans" for women)

D2 speak clearly to enhance communication and meaning by
- using most words correctly and expressing ideas clearly
- frequently using appropriate volume, tone, pace, and intonation (e.g., speaking loudly enough, enunciating most sounds)

D3 demonstrate auditory discrimination and orally manipulate sounds in words (e.g., use phonological awareness) by
- identifying and creating rhyming words (e.g., identify rhyming words in a poem and give other examples)
- using sound segmenting and sound blending of syllables and phonemes in words (e.g., blend sounds into a new word such as s/t/o/p: stop; substitute, delete, or add sounds, such as take away "f" from flake or add "s" in front of mile)
- isolating, segmenting, and blending sounds and syllables in words
- identifying and creating alliteration

Literacy Foundations English Language Arts
Level 1/2: Companion - Reading

Purposes (Reading)

It is expected that students will:

A1 demonstrate fluency by reading brief, simple illustrated or non-illustrated literary or information texts with expression and a sense of phrasing (e.g., three or more words at a time, may require rereads)

A2 construct and confirm meaning from brief, simple, illustrated or non-illustrated information texts by
- retelling main events in sequence, through discussion, drawing, or other representation, and identifying basic story elements (e.g., characters, events, settings)
- using basic text features (e.g., titles, captions, illustrations, contents page) to gain understanding
- following basic written directions; more complex directions may be supported with pictures
- locating some details in written text, photos, illustrations, and other graphics in response to questions

A3 read and demonstrate comprehension of commonly used words and phrases found in familiar reading materials and in everyday life (e.g., forms, brochures, banking information, prescription information, menus, food packages, workplace notices, community messages, transportation schedules)

A4 read and demonstrate an understanding of the meaning intended by common symbols and visual texts (e.g., $, @, #, %, ™, ©; traffic signs, logos)

A5 read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension

Strategies (Reading)

It is expected that students will:

B1 before reading, make meaning from texts and increase fluency by
- setting a purpose for reading (e.g., to find information, enjoy the story, remember the events, learn about the characters)
- using prior knowledge to make predictions and connections (e.g., use the text features such as diagrams, headings, bold and italicized words, drawings, or chapter titles to anticipate content)
- asking questions about the text using visuals or prior knowledge

B2 during reading, construct and confirm meaning from texts by
- using pictures, context cues, sense of story, language patterns, and prior knowledge
- visualizing (e.g., sketching or describing a mental image formed while reading text)
- decoding new words by using graphophonic cues (“looks right”), semantic cues (“makes sense”), and syntactic cues (“sounds right”)
- monitoring and self-correcting by rereading, reading on (e.g., reading past an unknown word and guessing), using context and picture cues, “sounding it out,” looking for the little word in the big word
- summarizing or retelling text at intervals

B3 after reading, develop their understanding of the meaning conveyed in texts by
- rereading to find additional ideas/information to answer a question
- with support, retelling specific story events or facts about the topic
- discussing predictions made earlier about the text
- responding to questions related to the text and generating new questions

Literacy Foundations English Language Arts
Level 1/2: Companion - Reading

Thinking (Reading)

It is expected that students will:

C1 with support, reflect on and assess their own reading by
- referring to criteria (e.g., rubrics, checklists)
- setting realistic short- and long-term goals for improvement (e.g., "I want to increase my fluency when reading out loud.")
- creating a plan for achieving goals (e.g., "To increase my fluency, I will practise rereading material I am comfortable with before moving on to more difficult materials.")
- evaluating progress and setting new goals (e.g., "I'm getting better at…," "I need to continue to work on…")

C2 respond to selections they read by
- offering responses and opinions with supporting reasons and explanations
- making thoughtful personal connections (text-to-self), connections to other texts (text-to-text) and related events (text-to-world)
- giving reasons for choosing to read or view particular texts (e.g., just-right text, enjoyment, information)

Features (Reading)

It is expected that students will:

D1 recognize and derive meaning from the structures and features of text, including
- concepts about print and concepts about books, such as
- left to right (with return sweep) and top to bottom flow
- the distinct features of letters and words (e.g., there is an uppercase and lowercase form of each letter, words are usually groups of letters, it is possible for a word to have only one letter, words are separated by spaces)
- oral words can be matched to printed words (one-to-one matching)
- basic print conventions (e.g., spaces between words)
- sentence conventions (e.g., end sentences with end punctuation such as period, exclamation mark, or question mark; begin sentences with an uppercase letter)
- elements of stories (e.g., beginning, middle, end; character, setting, events)
- text features (e.g., title, page numbers, illustrations, bolded print)
- using vocabulary to talk about texts (e.g., book, author, title, illustrator, pictures)

D2 recognize and fluently identify all alphabetic sounds and their associated sounds by
- identifying all uppercase and lowercase letters automatically, no matter the order
- alphabetizing lists of high-frequency words with different initial letters
- providing sounds commonly associated with alphabet letters; may be more than one (e.g., /k/ sound for c and k, /e/ and /i/ for y)
- identifying short and long vowel sounds, consonants, blends, and diagraphs

D3 recognize word patterns and some high-frequency words by
- identifying high-frequency words by sight
- using graphophonic cues ("looks right"), including decoding words using sound-symbol relationship
- using syntactic cues ("sounds right"), including recognizing sentence structure and punctuation
- using semantic cues ("makes sense"), using context cues and prior knowledge to make meaning
- using common word patterns and knowledge of word families to help decode new words (e.g., -all, -ame, -ice, -ate, -ight, -ing, -op)

Literacy Foundations English Language Arts
Level 3/4: Companion - Reading

Purposes (Reading)

It is expected that students will:

A1 read and demonstrate an understanding of a range of texts, including authentic First Peoples texts and texts from a variety of cultures

A2 read with fluency and demonstrate an understanding of a range of simple literary texts from a variety of genres and forms (e.g., poems, short stories, plays, folk tales, legends, adventure, humour, science fiction, historical fiction, biographies, speeches) by
- reading aloud independently and collectively (e.g., choral reading and readers' theatre) with accuracy, expression, and phrasing
- responding with reactions or opinions (e.g., oral or written response), providing details and supporting evidence from the texts
- summarizing main ideas and retelling events in the correct sequence
- making reasonable inferences about characters (e.g., feelings, motivation) and situations
- describing similarities and differences among texts and among genres
- making thoughtful personal connections (text-to-self), connections to other texts (text–to-text) and related events (text-to-world)
- critiquing or questioning the author's viewpoint, position, or purpose
- expressing meaning (e.g., sketching, completing a cloze activity, acting out the story)
- identifying how rhyme schemes and rhythmic patterns contribute to effective fluency
- explaining how specific words, phrases, or images help create meaning

A3 read with fluency and to demonstrate an understanding of the content presented in a variety of simple informational texts (e.g., diagrams, maps, newspaper articles, instructional material, reference materials) by
- reading aloud independently and collectively, with accuracy, expression and phrasing
- using basic text features to help locate information (e.g., titles, captions, text highlighting, illustrations, index, glossary)
- distinguishing between main ideas and related details
- questioning the author's viewpoint, position, or purpose
- summarizing and sorting information, creating logical categories
- making relevant notes using logical categories (e.g., outlines, mind maps, timelines)
- offering reactions and opinions with some supporting reasons or explanation
- using relevant details in answers and explanations (e.g., skim and scan text to find details)
- following written procedures or directions (e.g., carry out a simple experiment, follow a recipe, recreate a simple craft)

A4 read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to improve fluency and comprehension

Literacy Foundations English Language Arts
Level 3/4: Companion - Reading

Strategies (Reading)

It is expected that students will:

B1 before reading, make meaning from texts and increase fluency by
- setting a purpose for reading
- writing down and sharing what they already know about a topic or idea (e.g., using organizers such as lists, charts, illustrations, mind maps, or clusters)
- making logical predictions about texts, using prior knowledge and understanding of text structure
- previewing the text to generate questions
- using text features (e.g., diagrams, headings, bold and italicized words, diagrams, drawings, chapter titles) to anticipate and locate information
- referring to a variety of sources to locate information and build background knowledge about a topic (e.g., encyclopaedias, trade books, internet)
- skimming and scanning for information

B2 during reading, construct and confirm meaning from texts by
- checking predictions, confirming, and revising predictions
- generating and answering questions
- visualizing, sketching, or using graphic organizers (e.g., mind map, quadrants)
- using syntactic and context cues to guide and inform their understanding (e.g., knowledge of grammar, word order, and sentence structure)
- using text features to locate information and support comprehension (e.g., diagrams, headings, bold and italicized words, table of contents)
- using self-correcting and monitoring strategies such as rereading, skimming, or reading ahead to locate information or clarify meaning when a passage is not making sense
- summarizing or retelling text at intervals during and at the end of reading

B3 after reading, develop their understanding of the meaning conveyed in texts by
- reviewing the purpose set prior to reading and using it to guide rereading
- making inferences and drawing conclusions
- self-monitoring and self-correcting (e.g., reread for meaning, use resources such as a dictionary to check unknown words)
- rereading and skimming to find specific details and to confirm meaning
- asking and responding to questions related to the material read or viewed (e.g., review predictions made earlier and revise, going beyond the text to consider alternatives)
- using text features (e.g., headings, illustrations, diagrams) to locate information
- using graphic organizers to record information (e.g., web, Venn diagram, chart)
- summarizing the "big idea" or author's message and providing evidence to support the summary

Literacy Foundations English Language Arts
Level 3/4: Companion - Reading

Thinking (Reading)

It is expected that students will:

C1 reflect on and assess their reading by
- referring to criteria (e.g., review criteria for effective reading)
- setting realistic short- and long-term goals for improvement (e.g., "I want to increase my sight vocabulary.")
- creating a plan for achieving goals (e.g., "To increase my sight vocabulary, I will practise reading a greater variety of books in my small reading group for support.")
- evaluating progress and setting new goals (e.g., "I'm getting better at…," "I need to continue to work on…")

C2 respond to selections they read by
- offering responses and opinions with supporting reasons and explanations
- making thoughtful personal connections (text-to-self), connections to other texts (text-to-text) and related events (text-to-world)
- giving reasons for choosing to read or view particular texts (e.g., enjoyment, information)

C3 read to broaden thinking by
- summarizing text read or viewed
- making inferences (e.g., about characters' intentions and feelings)
- making generalizations (e.g., identify common features in stories)
- making logical connections between new information and ideas in a selection and what they already know and believe about the topic
- drawing conclusions and providing supporting evidence
- recognizing and explaining how viewpoint influences messages (e.g., two differing treatments of the same news story in a magazine and a newspaper)
- distinguishing between fact and opinion
- distinguishing between literal definition and figurative meaning and identifying idiomatic expressions (e.g., "that was a piece of cake," between a rock and a hard place")
- identifying bias and contradiction
- making relevant notes using logical categories (e.g., outlines, mind maps, timelines)
- creating representations that demonstrate thinking before and after reading (e.g., mind maps, notes, illustrations prediction charts, multimedia presentations)

Literacy Foundations English Language Arts
Level 3/4: Companion - Reading

Features (Reading)

It is expected that students will:

D1 recognize and derive meaning from the structures and features of text, including
- text features (e.g., table of contents, headings, index, glossary, diagrams, sidebars)
- elements of non-fiction writing (e.g., topic sentence, development of ideas with supporting details, central idea)
- literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion)
- literary devices (e.g., imagery, sensory detail, simile, metaphor)
- function, form, and genre and understanding the intended purpose (e.g., knowing the form of a business letter gives a context for reading it; knowing that information texts do not need to be read sequentially or can be scanned can help in finding information efficiently)

D2 use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words by
- combining graphophonic cues ("looks right"), semantic cues ("makes sense"), and syntactic cues ("sounds right") to decode new words
- using knowledge of words parts, contractions, compound words, punctuation, sentence structure, and prior knowledge to read unfamiliar words in context
- decoding words using sound-symbol relationships, sentence structure, punctuation, context clues, and prior knowledge

Literacy Foundations English Language Arts
Level 3/4: Companion - Writing

Purposes (Writing)

It is expected that students will:

A1 create a variety of clear personal writing (e.g., journals, personal letters, free writes, reading responses, blogs, memoirs) that express connections to personal experiences, ideas, and opinions and that includes
- a clear main idea and effective supporting details and explanations
- sentence fluency using a range of sentence lengths and patterns (e.g., simple and compound sentences, and attempting complex sentences)
- a variety of connecting words (e.g., therefore, moreover) to combine ideas and sentences, indicate comparisons, sequence, and describe cause and effect relationships
- appropriate word choices reflective of an expanding vocabulary
- connected and sequenced details
- an authentic voice demonstrating a developing writing style
- an organization around a main theme that is meaningful, logical, and effective

A2 create a variety of clear, easy-to-follow informational writing (e.g., expository writing such as directions, instructions, reports and procedures) that includes
- a main idea
- an organization that includes an introduction that states the purpose, logically sequenced and supporting details, and an effective ending that makes sense
- where appropriate, text features (e.g., title, illustrations, headings, diagrams) that are relevant to the written text and helpful to the reader
- sentence fluency through a variety of correctly constructed sentences (e.g., simple and compound sentences, and attempting complex sentences)
- clear language and effective use of content words (e.g., content-specific vocabulary)

A3 create a variety of imaginative writing (e.g., expressive writing such as descriptive narratives, poems, stories) following patterns modelled from literature that includes
- ideas developed through interesting sensory detail
- sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity (e.g., smoothness of sentences with deliberate word choices)
- effective word choice by experimenting with new, more powerful and varied words, especially descriptive words
- a variety of connecting words to combine ideas, indicate comparisons, sequence, and describe cause and effect relationships
- a voice demonstrating an emerging sense of individuality
- elements of style appropriate for form or structure (e.g., short story – plot, characters, dialogue, setting, problems, events, and resolutions; poetic forms such as a haiku or rhyming stanzas)
- literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion)
- literary devices (e.g., imagery, sensory detail, simile, metaphor)
- an organization that develops logically from an engaging opening through to a satisfying ending

Literacy Foundations English Language Arts
Level 3/4: Companion - Writing

Strategies (Writing)

It is expected that students will:

B1 generate, develop, and organize ideas for writing by
- setting a purpose (e.g., to persuade, entertain, inform)
- identifying an audience
- narrowing the topic
- analysing examples of successful writing in different forms and genres to identify key criteria
- developing self-generated and/or class-generated criteria based on analysis of the form of writing
- generating and developing ideas (e.g., brainstorming; free-writing; creating lists or notes; outlining; using graphic organizers such as mind maps, webs, diagrams; discussing ideas with others)
- categorizing and organizing ideas and information using simple headings and graphic organizers (e.g., mind maps, story boards)

B2 during writing, draft and compose by
- referring to established criteria
- creating a preliminary draft from pre-writing (e.g., from notes, graphic organizer, or outline)
- seeking out information from a variety of sources such as texts, digital media, personal knowledge, and experience and the experience of others
- using enhancing word choice (e.g., making lists of words relating to the topic, selecting precise vocabulary from dictionaries or thesaurus)
- expanding ideas (e.g., seeking and listing additional ideas, asking for feedback from others)
- proofing work in progress (e.g., self-monitor and share with others, revise and refine ideas, adapt organization, check for consistent and authentic voice, refine word choice, check for sentence fluency)

B3 after writing, revise and edit by
- checking work against established criteria
- reading aloud and listening for fluency
- receiving feedback from peers and teacher and incorporating some revisions
- providing feedback on the writing of others
- with support, revising to improve structure and organization (e.g., clarity of ideas, sentence fluency, word choice, syntax, voice, transitions)
- using a thesaurus to select and revise work for more precise words
- proofreading for conventions such as grammar and usage, capitalization, punctuation, and spelling

Literacy Foundations English Language Arts
Level 3/4: Companion - Writing

Thinking (Writing)

It is expected that students will:

C1 reflect on and assess their writing by
- referring to criteria (e.g., review criteria for effective writing)
- setting realistic short- and long-term goals for improvement (e.g., "I want to write a short story with at least two characters.")
- creating a plan for achieving goals (e.g., "To create characters, I will visualize two characters and add some imaginary details about them before outlining a plot.")
- evaluating progress and setting new goals (e.g., "I'm getting better at…," "I need to continue to work on…")

C2 explain and support personal responses to texts through writing by
- making connections among own ideas, beliefs, experiences, feelings, and/or texts (e.g., "This story is similar to...")
- describing and discussing reactions to text with reasons, explanations, and evidence (e.g., "The author could have provided more information about…")
- expressing opinions with reasons, explanations, and evidence (e.g., "This story helped me to understand…")
- using an expanding vocabulary that expresses a depth and range of understanding

C3 use writing to broaden thinking by
- developing explanations (e.g., explain the logic of the conclusions in their own writing)
- expressing an opinion with supporting evidence
- expressing an alternative viewpoint (e.g., write from another perspective)
- demonstrating new understandings (e.g., reorganize information from one form to another, such as turn a poem into a collage or rewrite the plot with a new setting)
- comparing and inferring (e.g., explore a topic from various perspectives)
- drawing conclusions and synthesizing information

Literacy Foundations English Language Arts
Level 3/4: Companion - Writing

Features (Writing)

It is expected that students will:

D1 use correct grammar and effective usage of language to express meaning in their writing, including
- simple and compound sentences, and beginning to use complex sentences
- effective paragraphing (e.g., to show the beginning of new ideas)
- past, present, and future tenses
- subject-verb and pronoun agreement

D2 use correct punctuation and capitalization to express meaning in their writing, including
- end punctuation (e.g., periods, questions marks, exclamation marks)
- commas (e.g., in a series, in compound sentences and, with support, in complex sentences) and colons (e.g., to introduce a list)
- apostrophes (e.g., possessive case, contractions)
- quotation marks (e.g., dialogue, quotes)
- capitalization (e.g., titles, first word in a new sentence, proper nouns, first word of a quoted sentence)

D3 use conventional Canadian spelling for familiar and frequently used words and employ strategies for spelling unfamiliar words (e.g., phonic knowledge, use of common spelling patterns, dictionaries, thesaurus)

D4 demonstrate an expanding vocabulary to enhance meaning (e.g., identify and use synonyms, homonyms and antonyms, use a thesaurus to select more precise words, identify and use standard and non-standard expressions including slang, dialect, and colloquialisms)

D5 define copyright (e.g., explain copyright and plagiarism in context) and acknowledge sources of information when creating texts

D6 select and use the features and structures of language that effectively convey meaning in their writing (e.g., clear headings and titles, adding illustrations, charts, or diagrams to support the text when appropriate, writing legibly or word-processing in a readable format)

Literacy Foundations English Language Arts
Level 5/6/7: Companion - Writing

Purposes (Writing)

It is expected that students will:

A1 write meaningful personal texts that elaborate on ideas and information by
- experimenting with various forms of writing, including impromptu (e.g., experiment with various views and voices)
- expressing self through sustained writing (e.g., personal ideas, feelings, insights, and views)
- making connections between experiences and/or texts (e.g., integrate new ideas and opinions)
- reflecting on and responding to a topic, issue, or theme to develop an opinion
- remembering and recalling relevant details from texts and prior experiences

A2 write purposeful information texts that express ideas and information by
- exploring and responding to ideas and information through various forms of information writing, including impromptu
- meeting a clearly stated purpose such as to record, describe, analyse, or explain (e.g., provide detailed instructions)
- adapting language in anticipation of the needs and interests of the audience
- presenting ideas and information in a purposeful and relevant way, choosing the most effective form and structure (e.g., description, narration)

A3 write effective imaginative texts to explore ideas and information by
- making connections and developing insights
- expressing ideas, feelings, insights, and personal views through sustained writing
- developing ideas and emotions and expressing indirectly (e.g., dialogue, showing characters through their actions)
- exploring literary forms and techniques of various forms or genres that develop ideas through details, images, and emotions
- experimenting with language and style (e.g., figurative language to enhance meaning and emotion)
- creating engaging and entertaining texts that consider audience and purpose

Literacy Foundations English Language Arts
Level 5/6/7: Companion - Writing

Strategies (Writing)

It is expected that students will:

B1 generate, develop, and organize ideas for writing by
- setting a purpose and identifying an audience
- considering prior knowledge and other sources (e.g., writing about what they know about, building on others' ideas, research from a variety of sources)
- identifying criteria (e.g., using established criteria, analysing writing samples and models)
- generating, collecting, and developing ideas (e.g., brainstorming, free-writing, interviewing)
- categorizing ideas using graphic organizers(e.g., point-form notes, lists, charts, webs, clusters, illustrations)
- conceptualizing the final product and planning the steps to achieve it (e.g., outline, draft, visual)
- recording copyright information (e.g., citing sources referenced during planning, research, and note taking)

B2 during writing, draft and compose by
- expanding ideas from prewriting to writing (e.g., refer to notes and resources for additional ideas, refer to and follow outlines and graphic organizers)
- composing and sharing work in progress (e.g., conference with peers and teacher, ask for and incorporate feedback from others)
- identifying and restating main points in order to clarify meaning
- analysing models and samples to assist in understanding and applying form, structures, and features in their own writing to enhance meaning
- using resources such as print and electronic references and tools (e.g., dictionary, thesaurus, graphics programs, cut/paste) as aids and for additional information
- referring to established criteria

B3 after writing, revise and edit by
- self-assessing and checking work against established criteria (e.g., supporting details, sentence variety, effectiveness of visual elements)
- editing and proofreading for conventions of language (e.g., grammar and usage, capitalization, punctuation, and spelling)
- reviewing and revising to improve use of features, structure, organization, transitions, word choice, and clarity of ideas and information
- accepting and incorporating some revision suggestions from peers and teacher (e.g., more descriptive language, add detail to illustration, clarify ideas)
- attending to presentation details appropriate to medium (e.g., legibility, visual impact, spatial organization)

Literacy Foundations English Language Arts
Level 5/6/7: Companion - Writing

Thinking (Writing)

It is expected that students will:

C1 reflect on and assess their writing by
- referring to criteria
- setting realistic short- and long-term goals for improvement (e.g., "I want to write an essay exploring the similarities and differences between…." "I need to use more powerful words to describe things.")
- creating a plan for achieving goals (e.g., "To write an effective essay, I will create an outline with a thesis statement and supporting details." "I will start a list of powerful words and add to it every week.")
- evaluating progress and setting new goals (e.g., "I'm getting better at sticking to the topic, but I didn't use precise vocabulary." "I need to continue to work on…")

C2 explain and support personal responses to texts through writing by
- making connections among own ideas, beliefs, experiences, feelings, and/or texts (e.g., "The fires in the Interior were similar to...")
- describing and discussing reactions to text with reasons, explanations, and evidence (e.g., "I'm frustrated about this because...")
- expressing opinions with reasons, explanations, and evidence (e.g., "There is no way that we will be able to agree on a single solution because...")
- using an expanding vocabulary that expresses a depth and range of response and understanding

C3 synthesize and broaden thinking through writing by
- personalizing ideas and information (e.g., combine own and others' perspectives)
- explaining relationships among ideas and information
- applying new ideas and information
- transforming existing ideas and information, juxtaposing and merging related ideas
- integrating new information into existing knowledge and beliefs

C4 interpret and analyse ideas and information from texts through writing by
- making judgments that are based on evidence (e.g., write a letter to the editor explaining an opinion about a controversial local issue)
- assessing the effectiveness of ideas and information (e.g., identify and analyse a viewpoint)
- recognizing and describing own and others' viewpoints (e.g., "I really think...but my friends think...")
- identifying bias, contradictions and assumptions within texts (e.g., "Nobody in the story takes into account...")
- examine and compare ideas and information from a variety of texts (e.g., write a paragraph comparing the motivations of different characters in and between texts)

Literacy Foundations English Language Arts
Level 5/6/7: Companion - Writing

Features (Writing)

It is expected that students will:

D1 use the features and conventions of writing appropriate to purpose and audience to enhance meaning and artistry, including
- grammar and usage
- punctuation, capitalization, and Canadian spelling
- organization of ideas and presentation (e.g., attending to aspects such as visual impact and spatial organization)
- copyright and citation of references

D2 use and experiment with elements of style in writing, appropriate to purpose and audience, to enhance meaning and artistry, including
- syntax and sentence fluency (e.g., use a variety of sentence lengths and structures for effect, combine sentences using subordinate and independent clauses, use transitional words/phrases within and between sentences and paragraphs)
- diction (e.g., use clear language and content words effectively, demonstrate increasing specificity of language, experiment with word choice and phrasing based on audience and purpose)
- point of view (e.g., maintain consistent tone and point of view)
- literary devices (e.g., personification, imagery, irony, hyperbole, simile, metaphor)

D3 use and experiment with elements of structure and form in writing, appropriate to purpose and audience, to enhance meaning and artistry, including
- organization of ideas and information (e.g., writing has an effective introduction, logical sequence of clearly developed ideas with supporting details, and a logical conclusion, unity and coherence, form and genre suitable to writing task)
- text features (e.g., table of contents, headings, diagrams, sidebars, pull-quotes)
- visual/artistic devices (e.g., labels, colour, space)