Proposed Learning to be Prioritized – KI – 2021-2022

ESL Cycle One

Teaching should explicitly focus on the ESL competencies in an integrated and balanced approach. Please see supplement document (KI Progression of Learning) in which the competencies that teachers should pragmatically focus on are highlighted.

Suggestions for differentiation of student performance between Sec. 1.1 and Sec. 1.2 candidates will be given later in this document.

The following table is aligned with the document published by Minstere de l'Education de Quebec *Learning to Be Prioritized at the Secondary Level for the 2021-2022 School Year in the Context of the Pandemic.*

Competencies	Set priorities to ensure that students are:
Competency 1 Interacts Orally in English	- Participating actively in dialogue, either one on one with Teacher/Peer or collaborating in group activities. - Selecting from a repertoire of strategies to support and extend communication, such as listening critically and calling on prior knowledge. - Engaging in collaborative inquiry through talk, problem solving and research to explore issues of personal and social interest. - Producing spoken texts for a familiar audience to communicate information, experiences and personal responses.
Competency 2 Understands and Responds to Texts	- Reading, viewing and listening to the prioritized genres: notes, rubrics, mind-maps, graphic organizers, checklists, timelines; journals, self-evaluations, writer's notebooks; young adult literature, modern literature, dramatizations. - Adjusting reading stance and strategies to determine possible meaning(s) and message(s). - Using cues conveyed by the structures, features, codes and conventions of texts to determine possible meanings and messages. - Citing evidence from texts to substantiate own ideas, statements, questions and opinions. - Talking about their responses to negotiate meaning of texts.
Competency 3 Writes Texts	- Consolidating knowledge of prioritized genres: notes, rubrics, mind-maps, graphic organizers, checklists, timelines; journals, self-

	evaluations, writer's notebooks; young adult literature, modern literature, dramatizations – **for a familiar audience**.
	- Selecting genres with awareness of context, purpose, meaning/messages and intended audience.
	- Applying the writing /production process for the prioritized genres, ie. Planning drafting, conferring, revising, editing and final draft.
	- Revising drafts critically, considering peer/teacher feedback and making relevant adjustments to enhance clarity and meaning/message.
	- Editing for errors in language (ie. Spelling, usage conventions, grammar and syntax).

Benchmark Evaluation (taken from KSB Secondary ESL Program of Study Edited May 2016)

Suggestions for differentiation of student performance between Sec. 1.1 and Sec. 1.2 candidates

In a pragmatic approach that takes into account the fact that many Nunavik students have been in strict lockdown since October 20, students should be evaluated as follows:

Sec. 1 students should be evaluated in alignment with **Level 5** as described in the KSB Program of Study.

Sec. 2 students should be evaluated in alignment with **Level 6** as described in the KSB Program of Study.

Level 5	Level 6 **Minimum development for the end of 1.2 (Sec. 2)**
Competency 1 Interacts Orally in English	**Competency 1 Interacts Orally in English**
Participation in Oral Interaction - Needs some encouragement to speak English. - Participation in ongoing classroom discussions is somewhat limited. - At times, the student is able to participate in conversations for purposes other than social (e.g. academic, professional, etc.) - Contributes to discussions on familiar topics when resources are available (e.g. functionallanguage posters, key words etc.).	*Participation in Oral Interaction* - Speaks English with hesitations. - Participates with some hesitations in ongoing classroomdiscussions. - Participates in English in social and casual conversations. - Exchanges ideas and information referring to personal knowledge and experiences and reacting to what othersay. - Repeats their own messages when they are notunderstood by others. - Participate in conversations.
Content of the message - Has the appropriate vocabulary to talk about multiple topics. - Uses functional language as well as topic appropriate language to convey message. - Shares opinions when encouraged. - Uses visuals to support communication.	*Content of the message* - Is able to share their opinions and discuss a variety of topics if encouraged. - Message is becoming more detailed. - Exchanges ideas and personal information. - Practices new language, when encouraged, in group or class discussions.

Articulation of the message	Articulation of the message
- Understands classroom discourse, but control of language structure is somewhat limited. - Produces messages that can be understood, although these messages will contain errors. - Participation includes a variety of topic specific words, expressions, and sentences.	- Is able to speak with sufficient structural accuracy in order to participate in conversations. - Messages can be easily understood, although the messages still contain errors. - Participation includes various words, phrases,sentences structures, and expressions. - Combines structure and vocabulary to share intention. - Seeks help from peers or teachers to understand task or message and asks for translations when prompted. - Links ideas using words such 'as, and, or, because'.

Competency 2 Understands and Responds to Texts Level 5	Competency 2 Understands and Responds to Texts Level 6
Decoding and Reading Skills for Written Texts - Reads and understands pertinent academic vocabulary (see prioritized criteria in highlighted progression of learning) - Reads different genres: opinion essay, expository essay, advertisements.	*Decoding and Reading Skills for Written Texts* - Reads and understands pertinent academic vocabulary (see Progression of Learning) - Reads different genres: diaries and journals, personal narratives, biography, autography, newspaper articles (of personal relevance, local interest) - Uses knowledge of English word structure to decode or construct meaning of unknown words.

Competency 3 Writes Texts	Competency 3 Writes Texts
Level 5	**Level 6** **Minimum development for the end of 1.2 (Sec. 2)**
Content of the message - The student writes a variety of genres: emails, basic business letter and structured lines of questions for interviews. - Production of original texts is somewhat limited. - Makes pertinent links to their personal lives or realities in their texts.	*Content of the message* - The student writes a variety of genres: 'how to' (directions) texts, newspaper articles and biography or autobiography. - Shares ideas and opinions in texts. - Produces original texts with occasional support. - Takes some risks with language use in order to convey the message clearly.
Formulation of the message - Texts can be read and understood, regardless or errors, but the vocabulary is somewhat limited. - Writing contains simple, well-formulated sentences. - Errors may still occur in spelling and grammar but does not impede the ability to comprehend the message.	*Formulation of the message* - Demonstrates good control of basic vocabulary and some control of syntax, but major errors still occur when expressing more complex thoughts. - Uses a limited language repertoire. - Writing contains simple well-formulated sentences and the occasional complex sentence. - Attempts to use topic-related language in an appropriate way.

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Progression of Learning

Secondary 1.0-2.3

Kativik School Board

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Commission Scolaire **Kativik** School Board

Progression of Learning

The progression of learning for English as a second language reaffirms the crucial role that knowledge plays in the development of the ESL competencies. The progression is a teaching tool which outlines the knowledge required by students to become competent ESL learners. The progression complements the ESL program. It assists teachers in their overall planning and also outlines, when knowledge is to be introduced, practiced and acquired. It will help teachers ensure that their students' learning, in addition to competency development, is consistent with their peer groups across KSB. It will also assist in bringing consistency to the teaching of English within each school and throughout Nunavik.

Structure

The progression is divided into categories. These include: Functional Language, Language Conventions, Strategies, Text Components, the Response Process, and the Writing Process.

The progression of learning is presented in the form of tables that organize the elements of knowledge. The following legend is used in the progression:

→	This symbol indicates that the student is **in the process of constructing his/her knowledge with teacher guidance**. This means: -explicit teaching -use of prompts -Resources are provided by the teacher -Teacher scaffolds the learning -Modeling is done by the teacher
★	This symbol indicates that the **student applies knowledge by the end of the school year**. This means: -student takes initiative -self-directed use of resources -knowledge is used consistently and accurately most of the time?
▢	This symbol indicates that the student reinvests knowledge. This means: -Reusing -Broadening of the concept -Using of concept in new contexts -Refining -Transfer

Functional Language (Secondary)

Functional language refers to expressions and open-ended prompts that are taught in order to facilitate oral interaction. Functional language allows ESL students to participate in classroom life, share information, cooperate, use the processes, and reflect on learning. Throughout the secondary level, students will add new expressions and prompts to their personal repertoire of functional language in order to communicate effectively. As they progress through secondary their functional language will become more spontaneous, fluent and accurate. Functional language contributes directly to the development of Competency 1: "Interacts Orally in English". Through their exposure to English at the primary level and other sources (e.g. popular media, friends, voices in the community, etc...), students have acquired a base of functional language by the time they have reached the secondary level.

Description	Secondary Cycle 1			Secondary Cycle 2		
	1.0	1.1	1.2	2.1	2.2	2.3
Participating in classroom life						
• Uses social conventions to: -greet (e.g. how are you?) -take leave (e.g. See you later!) -express courtesy (e.g. You're more than welcome.) -apologize (e.g. Sorry, I didn't mean to…)						
• Takes time to figure out what to say and how to say it (e.g. Wait a second)	➔	★				
• Invites others to contribute to exchanges and maintains interactions using rejoinders and connectors (e.g. What about you? I see what you mean, but...)	➔	★				

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Description	1.0	1.1	1.2	2.1	2.2	2.3
• Gives warnings (e.g. Be careful!)						
• Gives/refuses permission (e.g. Do you mind if…? Sure, no problem.)	➜	★				
• Gives instructions and participates in classroom routines (e.g. Write this down. How was your weekend?)						
• Invites others and accepts/refuses invitations (e.g. Would you like to…? Yes, I'd love to.)						
• Asks for clarification and responds accordingly (e.g. Could you repeat, please? What does…mean? What I wanted to say is…)						
• Offers clarification and responds accordingly (e.g I meant…)	➜	➜	➜	➜	★	
• Asks for and offers help/assistance and responds accordingly (e.g. Can you help me with…? Let me give you a hand with…, that's okay; I can manage on my own.)	★					
• Politely interrupts a conversation (e.g. Before you continue…)	➜	➜	★			
• Fills in pauses to maintain exchanges using fillers (e.g. I mean…)	➜	★				
• Uses discourse markers to link ideas (e.g. Then…, Next…)	➜	➜	★			
• Asks for and offers advice and feedback and responds accordingly (e.g. I think you should…, I can help you with…, I don't see it that way because…, I see what you mean…)	➜	➜	★			

Description	1.0	1.1	1.2	2.1	<mark>2.2</mark>	<mark>2.3</mark>
<mark>Sharing information</mark>						
• Expresses capabilities and asks about others' capabilities (e.g. I can/can't…, Do they know how to…?)	★					
• Expresses feelings and asks about others' feelings (e.g. I'm thrilled. How do you feel about…?)	★					
• <mark>Expresses interests, tastes, and preferences; and asks about others' interests, tastes and preferences (e.g. I can't stand… What's your favourite…?)</mark>						
• Agrees/disagrees and asks about others' agreement/disagreement (e.g. We don't agree with…, Do you agree?)						
• Expresses needs, wants, and obligations; and asks about others' needs, wants and obligations (e.g. I need…, What does she want?)						
• <mark>Identifies, describes and asks about people, animals, objects, places (e.g. He is…, It looks…, Who are they?)</mark>						
• <mark>Identifies, describes and asks about events, experiences, ideas, issues (e.g. This is about…, It is important because…, What happened next?)</mark>	➜	➜	➜	➜	★	
• <mark>Asks information questions (e.g. Who/What/Where/When/Why/How…? Does he…? Can they…? Are you…?)</mark>	★					
• States opinions (e.g. In my opinion…, What do you think?)	➜	➜	➜	★		
• Asks for others' opinions (e.g. In my opinion…,What do you think?)	➜	➜	➜	★		
• Supports opinions and asks others to support their opinions (e.g. I believe this because…, What are your arguments?)	➜	★				

Description	1.0	1.1	1.2	2.1	2.2	2.3
• Expresses decisions/indecision and asks if others have come to a decision (e.g. I decided that…, Have you made up your mind?)	→	→	→	★		
Promoting cooperation						
• Contributes to teamwork and harmonious exchanges (e.g. We need to agree on this…, I think it would be better if…, I can take care of…, I'll take notes.)	→	→	★			
• Shares reflections on team work (e.g. Our team has to…, I didn't follow our plan…, We need to adjust…, Next time we should…,)	→	→	→	→	★	
Using the Response Process to construct meaning of text with others						
• Shares understanding of the literal meaning of texts when exploring texts with others (e.g. The title means…, What did you notice about this text? Based on the pictures, I think…)	→	→	★			
• Shares understanding of the underlying meaning of texts when exploring texts with others (e.g. What the author is trying to say…, I think the message of the text is…, The title suggests…)	→	→	→	★		
• Shares personal connections to texts with others (e.g. This happened to me once…, Two years ago, my sister…, Would you react in the same way?)	→	→	★			
• Shares generalizations inspired by issues from texts with others (e.g. Our school would probably…, What could we do about this situation?)	→	→	→	★		

Description	1.0	1.1	1.2	2.1	2.2	2.3
Using the Writing and Production Process						
• Discusses text components in models of written and media texts before engaging in the processes (e.g. A chart is useful to…, I noticed that this text has…, The table of contents is important for…)	→	→	→	★		
• Discusses ideas when planning written and media texts (e.g. We need to do some research on this. What media should we use? I have some ideas about…) •	→	→	★			
• Discusses feedback when revising and editing written and media texts (e.g. This paragraph is unclear; maybe you can…, Are you sure of the spelling of this word? Let's add…)	→	→	→	→	★	
Reflecting on own development as an English language learner						
• Shares reflections about own development as communicator (e.g. I contribute to discussions. I need to improve my pronunciation. This expression is useful when…)	→	→	→	→	★	
• Shares reflections about own development as listener/reader/viewer (e.g. When I read texts, I should…; This text was difficult because…, It's much easier to watch a video in English than…)	→	→	→	→	★	

Description	1.0	1.1	1.2	2.1	2.2	2.3
• Shares reflections about own development as writer/producer (e.g. It was difficult to work in a team…; My writing had improved because…, I'm good at…)	→	→	→	→	★	
• Shares personal short- and long-term learning goals (e.g. I would like to…, By the end of the term; I hope to…, I will e-mail my friends in English.)	→	→	→	→	★	
Vocabulary						
• Uses targeted vocabulary related to the immediate environment (e.g. five-day schedule, after-school activity)						
• Uses targeted vocabulary related to students' interests and needs (e.g. sports, relationships)	★					
• Uses targeted vocabulary related to communication and learning strategies (e.g. skim: quick reading)	→	→	→	★		
• Uses targeted vocabulary related to the response, writing, and production processes (e.g. response process: exploring, connecting, generalizing)	→	→	★			
• Uses targeted vocabulary related to language conventions (i.e. intonation, pronunciation, and grammar) (e.g. talk: silent letter 'l')	→	★				
• Uses targeted vocabulary related to texts (e.g. text type: popular; text component: subtitle; text feature: topic)	→	→	→	→	★	
Reflecting on Vocabulary						
• Uses various means to reflect on acquisition and use of targeted vocabulary (e.g. self-evaluation tools, class discussions, peer feedback)	→	→	→	→	★	

Language Conventions (Secondary)

At the secondary level, language conventions refer to intonation, pronunciation, and grammar. Intonation is the rise and fall of voice pitch to convey meaning and the stress applied to specific syllables within individual words. Pronunciation is the production of sounds in English words. Grammar is divided into two categories: grammatical structures and mechanics. Grammatical structures include parts of speech (e.g. verbs, conjunctions), sentence constructions (e.g. affirmative, negative, simple), word forms (e.g. prefixes, suffixes, gerunds) and agreement (e.g. subject-verb). Mechanics refers to capitalization, punctuation, and spelling. Language conventions contribute to the development of the three language competencies.

"Since language conventions are not necessarily acquired in a linear manner, there is no predetermined order in which they are presented. Some language conventions may require continued emphasis as they are difficult to acquire but are necessary for effective communication (e.g possessive determiners his/her). Consequently, repeated exposure to language conventions in a variety of meaningful contexts is crucial to the development of students' linguistic knowledge. When targeting language conventions and deciding how much attention to give them, it is important to consider the following:

1- Complexity: Are students ready to learn the targeted language conventions, given students' level of language development?

2- Frequency: Will students have sufficient opportunities to encounter and use the targeted language conventions in the task at hand?

3-Recurrence: Are the targeted language conventions useful for students' communications needs?

Language conventions contribute to the development of the three ESL competencies." (MELS, Progression of Learning EESL, p. 12)

Description	Secondary Cycle 1			Secondary Cycle 2		
	1.0	1.1	1.2	2.1	2.2	2.3
Intonation and Pronunciation						
• Uses rising and falling voice pitch to convey meaning (e.g. rising voice pitch to express surprise)	➡	➡	➡	➡	➡	➡
• Uses appropriate stress and pronunciation for words frequently used to participate in classroom life (e.g. Wednesday: 'wenz-dey')	➡	➡	➡	➡	➡	➡
• Uses appropriate stress and pronunciation for targeted words to carry out tasks (e.g. government: 'go'-vern-ment')	➡	➡	➡	➡	➡	➡
Grammar						
• Uses knowledge of targeted mechanics to construct meaning of texts	➡	➡	★			
• Uses targeted mechanics to write and produce texts	➡	★				
• Uses knowledge of targeted grammatical structures to construct meaning of oral and written messages	➡	➡	➡	➡	★	
• Uses targeted grammatical structures to express oral and written messages	➡	➡	➡	➡	★	
Reflecting on Language Conventions						
• Uses various means to reflect on acquisition and use of targeted language conventions (e.g. self-evaluation tools, class discussions, peer feedback)	➡	➡	➡	★		

Description	1.0	1.1	1.2	2.1	2.2	2.3
Language Register and Audience						
• Uses knowledge of targeted language register and audience to construct meaning when listening to, reading, and viewing a variety of texts	➡	➡	➡	➡	★	
• Uses language register appropriate to audience when interacting with others and writing and producing a variety of texts	➡	➡	➡	➡	★	
Reflecting on Language Register and Audience						
• Uses various means to reflect on targeted language register and audience (e.g. self-evaluation tools, class discussion, peer feedback)	➡	➡	➡	➡	★	

Strategies (Secondary)

Strategies that were introduced at the primary level continue to be used at the secondary levels. Students use a variety of communication and learning strategies and reflect on their effectiveness as learners. By cycle 2, students manage their inventory of strategies effectively and with increasing autonomy. When managing strategies, students identify strategies, select which ones to use for a given task, use them appropriately, analyze their effectiveness and make the necessary adjustments. Strategies contribute to the development of all of the competencies.

Description	Secondary Cycle 1			Secondary Cycle 2		
	1.0	1.1	1.2	2.1	2.2	2.3
Communication Strategies						
• Gesture: Uses physical actions to convey or support messages						
• Recast: Restates what someone else has just said to verify comprehension	➡	➡	★			
• Rephrase: Expresses in an alternative way	➡	➡	➡	➡	★	
• Stall for time: Buys time to think out a response						
• Substitutes: Uses less precise words or expressions to replace unknown ones	➡	➡	★			

Description	1.0	1.1	1.2	2.1	2.2	2.3
Self-regulation of communication strategies						
• Uses various means to reflect on the effectiveness of a specific communication strategy (e.g. self-evaluation grids, class discussion)	→	→	→	★		
• Manages an inventory of communication strategies: -Identifies the strategy -Selects which ones to use for a given task -uses them appropriately -Analyzes their effectiveness -Makes necessary adjustments	→	→	→	→	★	
Metacognitive Strategies (used to regulate learning)						
• Direct attention: Maintains attention during tasks	→	→	→	★		
• Pay selective attention: Decides in advance to concentrate on particular details	→	★				
• Plan: Identifies the necessary elements to carry out a task	→	→	★			
• Self-evaluate: Assesses own progress by reflecting on what has been learned and how	→	→	→	→	★	
• Self-monitor: Checks and corrects own language	→	→	→	→	→	★
• Set goals and objectives: Sets personal short-and long-term goals for learning English	→	→	→	★		
Self-regulation of metacognitive strategies						
• Uses various means to reflect on the effectiveness of a specific metacognitive strategy (e.g. self-evaluation grid, peer feedback)	→	→	→	★		

Description	1.0	1.1	1.2	2.1	2.2	2.3
• Manages an inventory of metacognitive strategies: -identifies the strategies -selects which ones to use for a given task -Uses them appropriately -analyzes their effectiveness -makes necessary adjustments	■	■	■	→	→	★
Cognitive Strategies						
• Activate prior knowledge: Links new information to what is already known						
• Compares: Notes significant similarities and differences	→	★				
• Delay speaking: Takes time to listen and speaks when ready						
• Infer: Makes Intelligent guesses based on prior knowledge of cues such as context, expressions, visual cues, intonation	→	→	→	★		
• Practice: Reuses language learned in the ESL class						
• Predict: makes hypotheses based on prior knowledge, topic, task at hand, text components, or glancing through a text	→	★				
• Recombine: Constructs a meaningful sentence by putting together known words and expressions in a new way	→	→	→	→	★	
• Scan: Looks for specific information in a text	→	→	→	★		
• Skim: Reads through a text quickly to get a general overview	→	→	★			
• Take notes: Writes down relevant information in an organized way (e.g. graphic organizers, guiding questions, prompts)	→	→	→	→	★	

Description	1.0	1.1	1.2	2.1	2.2	2.3
• Transfer: Uses newly learned items in a new context	→	→	→	→	★	
• Use semantic mapping: Groups ideas in meaningful clusters to visually represent relationships between concepts	→	→	→	→	→	→
Self-regulation of cognitive strategies						
• Uses various means to reflect on the effectiveness of a specific cognitive strategy (e.g. self-evaluation grids, class discussion)	→	→	→	★		
• Manages an inventory of cognitive strategies: -identifies the strategies -selects which ones to use for a given task -uses them appropriately -analyzes their effectiveness -makes necessary adjustments	⇨	→	→	→	→	★
Social/Affective Strategies						
• Ask for help, repetition, clarification, confirmation: requests assistance, reiteration, precision, and reinforcement						
• Asks questions: Asks for advice/feedback or correction to support learning	→	→	★			
• Cooperates: Works with others to achieve a common goal	→	→	→	★		
• Encourage and reward self and others: Makes positive statements during a task and congratulates self and others upon completion	→	★				
• Lower anxiety: Reduces stress by using relaxation techniques and reminds self of goals, progress made, and resources available	→	→	→	★		

Description	1.0	1.1	1.2	2.1	2.2	2.3
• Take risks: Pushes oneself to experiment with language and ideas without fear of making errors	→	→	→	→	★	
Self-regulation of social/affective strategies						
• Uses various means to reflect on the effectiveness of a specific social/affective strategy (e.g. self-evaluation grid, peer feedback)	→	→	→	★		
• Manages an inventory of social/affective strategies: -identifies the strategies -selects which ones to use for a given task -uses them appropriately -analyzes their effectiveness -makes necessary adjustments			→	→	→	★

Text Components (Secondary)

At the secondary level, students continue to construct their meaning of texts through their text components (e.g. titles, illustrations, setting, graphs). As they progress through secondary, the students begin to investigate texts through their internal text features (i.e. topic/information, language, text components) and external features (i.e. audience, purpose).

What is a text?

In the Kativik School Board ESL program, a text is defined as any form of communication. This means that a text can be written, visual, or spoken. In other words, a text can be a piece of literature, a magazine article, a newspaper clipping, a photo with a caption, a song, a CBC radio report, a TV show, a commercial, etc. Any appropriate form of the English language can serve as a text.

Description	Secondary Cycle 1			Secondary Cycle 2		
	1.0	1.1	1.2	2.1	2.2	2.3
Text types						
• Explores a variety of popular, literary, and information-based texts	➡	➡	➡	➡	➡	➡
• Identifies text types and text forms when preparing to listen to, read, and view a variety of texts	➡	➡	➡	➡	★	
Text components, language register and audience						
• Uses text components, language register, and audience to construct meaning when listening to, reading, and viewing a variety of texts	➡	➡	➡	➡	★	

Description	1.0	1.1	1.2	2.1	2.2	2.3
• Compares texts based on their text components, language register, and audience	→	→	→	→	★	
• Applies knowledge of text components, language register, and audience to write and produce a variety of texts	→	→	→	→	★	
Text features (e.g. photographs, captions, table of contents, index, italics, etc.)						
• Uses text features to construct meaning when listening to, reading, and viewing a variety of texts	→	→	→	★		
• Compares texts based on their text features	→	→	→	→	★	
• Applies knowledge of text features to write and produce a variety of texts	→	→	→	→	★	
Reflecting on Knowledge of Texts						
• Uses various means to reflect on knowledge of texts (e.g. self-evaluation grids, class discussions, peer feedback)	→	→	→	→	→	→

Response Process (Secondary)

At the secondary level, students broaden their knowledge of the response process which they were initiated to at the primary level. They do this in order to understand both the literal meaning and underlying meaning of texts. As they progress through the secondary levels, they use the response process with confidence and increasing autonomy to construct deeper, more nuanced understanding of texts.

Description	Secondary Cycle 1			Secondary Cycle 2		
	1.0	1.1	1.2	2.1	2.2	2.3
Before listening, reading, and viewing						
• Uses strategies, guiding question, prompts, and knowledge of text components to prepare to respond to texts	➡	➡	★			
• Uses knowledge of text features to prepare to respond to texts	➡	➡	➡	➡	★	
While listening, reading, and viewing						
• Identifies important details of texts	➡	★				
• Determines overall message of texts	➡	➡	★			
After listening, reading, and viewing						
• Answers guiding questions individually and expands on prompts that deal with the literal meaning of texts	➡	★				
• Answers guiding questions individually and expands on prompts that deal with the underlying meaning of texts	➡	➡	➡	★		

Description	1.0	1.1	1.2	2.1	2.2	2.3
• Shares understanding of texts with others to verify, adjust, and deepen understanding	→	→	★			
Establishing a personal connection with the text phase						
• Answers guiding questions individually and expands on prompts to make personal connections with texts	→	→	★			
• Shares personal connections to texts with others to deepen understanding	→	→	★			
Generalizing beyond the text phase						
• Answers guiding questions individually and expands on prompts that deal with issues from texts at a broader level	→	→	→	→	★	
• Shares generalizations inspired by issues from texts with others to broaden world-view	→	→	→	→	★	
Reflecting on use of response process						
• Uses various means to reflect on use of the response process (e.g. self-evaluation grids, class discussions, peer feedback)	→	→	→	→	★	

Writing Process (Secondary)

At the secondary level, students will further develop their use of the writing process. They will use it to write a variety of personalized, well-structured texts. Students will deconstruct models of written texts by comparing similarities and differences and recognizing patterns in the internal text features and external text features. They will become more confident writers and will be able to write more elaborate and effective texts that deal with increasingly complex issues and abstract ideas. As the students use the writing process, they will be able to meet the requirements of the task with increasing autonomy.

Description	Secondary Cycle 1			Secondary Cycle 2		
	1.0	1.1	1.2	2.1	2.2	2.3
Before engaging in the writing process						
• Identifies text components in models of written texts	➡	➡	★			
• Deconstructs models of written texts	■		➡	➡	➡	★
Preparing to write phase						
• Brainstorms topic and ideas with others	➡	➡	★			
• Researches topic	➡	➡	★			
• Considers purpose and audience	➡	➡	➡	➡	★	
• Selects appropriate language (e.g. vocabulary, verb tenses, language register)	➡	➡	★			
• Constructs an outline of a text	➡	➡	★			

Description	1.0	1.1	1.2	2.1	2.2	2.3
Writing the draft phase						
• Writes down ideas, opinions, thoughts and feelings while referring to outline	→	→	★			
• Adjusts outline	→	→	→	→	★	
Revising phase						
• Shares draft with others for feedback on content (e.g. organization, clarity, coherence)	→	→	→	★		
• Adds, substitutes, removes and rearranges ideas, words and sentences to improve draft	→	→	→	→	★	
Editing phase						
• Corrects errors found in draft	→	→	★			
• Produces a final draft	→	→	★			
Publishing phase						
• Shares polished copy with intended audience	→	→	★			
Reflecting on use of writing process						
• Uses various means to reflect on use of the writing process and final version of written text (e.g. self-evaluation grids, class discussions, peer feedback)	→	→	→	★		

Text Types

Note: *The following text types should be taught using the writing process during secondary. They will be incorporated in the Essential Knowledge section of the ESL program. Please note that this list is not exclusive. These text types must be taught, however, the interests and language levels of students may allow for other genres to be introduced.*

Grade	Text Type
1.0	• Journal • Information report • Narrative • Business letter
1.1	• Journal • Information report • Narrative • Business letter
1.2	• Journal • Information report • Narrative • Business letter • Poetry
2.1	• Journal • The 5-paragraph essay • Opinion essay • Poetry
2.2	• Journal • The 5-paragraph essay

	• Opinion essay • Compare-Contrast • poetry
2.3	• Journal • <mark>The 5 paragraph essay</mark> • Opinion essay • Poetry • Compare-Contrast