

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Kindergarten

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Kindergarten, learners' oral vocabularies are expanding rapidly, and they are experimenting with new words, phrases and language patterns they acquire from poems, chants and books they hear or read. Learners develop an awareness of rhyme and of words that start with the same sound. They use and understand more words than they can read or write. They use language to clarify their ideas, ask questions and participate in discussions with others. Learners at this age can recount or retell a story or personal experience logically to others.

Kindergarten learners use words, pictures, and their own experiences to understand a variety of multimodal texts such as art, books, websites, oral stories and land-based education. They develop early concepts about print such as one-to-one word matching, directionality (e.g., print is read from left to right), and begin to build a reading vocabulary of familiar words. They learn to express personal connections to what they have seen and heard.

Kindergarten learners plan and create multimodal texts using talk/ pictures and share their ideas with others in different ways such as drawing, writing, telling stories, singing, drama and role-playing. They are learning how to develop an idea by recording their experiences in text. They experiment with capturing their own vocabulary words by writing familiar words and attempting to record the sounds of letters within new words they want to use and write.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.

- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.K.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.K.A1.1 Listen to the ideas and opinions of others and respond by making relevant comments/repeating the speaker's message to demonstrate listening skills.

ELA.K.A1.2 Use non-verbal cues (e.g., body position to speaker, focus on speaker without interrupting, appropriate facial expressions and gestures) to demonstrate listening to others during partner, small or large group activities.

Interacting

ELA.K.A1.3 Experiment with language to initiate and maintain a conversation, with a variety of partners.

ELA.K.A1.4 Ask basic questions (e.g., "what?", "where?" and "who?"); wonder about new information.

Speaking (Expressive)

ELA.K.A1.5 Use phrases and simple sentences to express ideas and feelings.

ELA.K.A1.6 Contribute to discussions, recognizing they have a voice (e.g., conveying a sense of, "I have something to say.")

GENERAL LEARNING OUTCOME**ELA.K.A2 Language as the Foundation for Reading and Writing**

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

ELA.K.A2.1 Recognize rhyme, and clap syllables in own and others' name; identify the first sound in a word (e.g. /b/- in ball); blend sounds in a CVC word (e.g. /s/i/t/); segment individual sounds in simple words (e.g. a-t)

Alphabetic Knowledge

ELA.K.A2.2 Identify individual alphabet letters by name (upper and lowercase letters) and notice the similarities/differences between the shape of letters.

Phonics

ELA.K.A2.3 Recognize and use knowledge of letters and sounds to decode/encode (spell) words with phonetically regular patterns (e.g., up, at, it).

Word Study (Morphology)

ELA.K.A2.4 Understand with support how small, meaningful parts of a word (morphemes) change word meaning (e.g., prefix: un-, suffix: -s, -ing).

Vocabulary

ELA.K.A2.5 Understand and use a range of vocabulary when communicating in different contexts (e.g., picture symbols on communication board).

Reading Fluency

ELA.K.A2.7 Participate in choral reading with accuracy and expression to support comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.K.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.K.B1.1 Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and diverse experiences to understand new topics.

ELA.K.B1.2 Ask simple questions about familiar topics to explore in a group inquiry.

Engage with a variety of texts (read, view, listen)

ELA.K.B1.3 Choose from a variety of multimodal texts based on interests and curiosities about the world to build background knowledge, with guidance.

Review Information

ELA.K.B1.4 Use gathered information as a basis for sharing, with guidance.

GENERAL LEARNING OUTCOME

ELA.K.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.K.B2.1 Recognize with guidance the various forms/genres and structures of text (e.g., poetry, poem-rhyming couplets).

ELA.K.B2.2 Use print symbols/images, photographs, and illustrations to construct meaning of text.

Make Predictions

ELA.K.B2.3 Use prior knowledge to make predictions about a new text.

Make Connections

ELA.K.B2.4 Make personal connections to texts by sharing feelings and thoughts drawn from own experiences to construct meaning.

Monitor Understanding - Check and Adjust

ELA.K.B2.5 Ask questions to clarify understanding.

Monitor Understanding – Summarize

ELA.K.B2.6 Retell a story (fiction); summarize key information (nonfiction).

Consolidate New Knowledge

ELA.K.B2.7 Acquire and experiment with new vocabulary words that are topic and subject specific.

GENERAL LEARNING OUTCOME**ELA.K.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.K.B3.1 Recognize when they see themselves represented in texts.

Recognize Facts, Bias and Viewpoints

ELA.K.B3.2 Recognize what information and/or ideas might be true and false in texts, with guidance.

ELA.K.B3.3 Begin to understand that others have their own thoughts and experiences (viewpoints) that are different from their own.

Respond to Text

ELA.K.B3.4 Express a personal response by sharing an opinion about text.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.K.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.K.C1.1 Express ideas based on personal experiences of a topic.

Research Sources

ELA.K.C1.2 Explore information from different sources, including modelled and mentor text (e.g., books, experts, videos) with guidance.

Create Plan

ELA.K.C1.3 Use strategies such as dramatization, peer discussion, play with materials (e.g., blocks, clay, natural materials), drawings and brainstorming with others to plan for text creation, with teacher guidance.

Choose Form

ELA.K.C1.4 Begin to develop an awareness of different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences, with support.

Create Draft/Prototype

ELA.K.C1.5 Create simple multimodal text (e.g., oral storytelling, drawings with labels, role play); begin to experiment with digital apps/tools (e.g., images) to draft ideas effectively and creatively with support

GENERAL LEARNING OUTCOME**ELA.K.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.K.C2.1 Place pictures, images and words in a simple sequence to match the text form chosen.

Sentence Structure

ELA.K.C2.2 Use 5–6-word sentences to express ideas in shared language activities; record words, phrases and simple sentences with support.

Word Choice

ELA.K.C2.3 Use new words to enhance meaning for the audience in drawings (e.g., labels), text creation and other forms of expression.

Voice/Style

ELA.K.C2.4 Demonstrate personal voice in texts, using words and expressive drawings (e.g., facial expressions, colour or details in picture) to engage with an audience about a topic.

Revision

ELA.K.C2.5 Understand that text creators can change their ideas in response to feedback.

GENERAL LEARNING OUTCOME**ELA.K.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.K.C3.1 Form letters/words with accurate formation and placement to ensure legibility; experiment with technology to learn location of letters.

Spelling

ELA.K.C3.2 Use knowledge of sound-symbol relationships, and environmental print to spell familiar words.

Punctuation and Capitalization

ELA.K.C3.3 Use a capital letter when writing names, the pronoun “I” and at the beginning of a sentence with guidance.

ELA.K.C3.4 Explore punctuation (e.g., periods, exclamation marks) with guidance.

Publish Final Text

ELA.K.C3.5 Produce final text and develop understanding of simple techniques such as combining visual (e.g., drawings, images) and verbal elements (e.g., oral narration/audio) with guidance to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME**ELA.K.D1 Share Ideas and Information**

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.K.D1.1 Experiment with different communication styles for an audience (e.g., Elder, friend, teacher, parent) with guidance.

ELA.K.D1.2 Experiment with artifacts to enhance message; use dramatizations and visual aids/digital tools to share ideas with guidance.

ELA.K.D1.3 Present information in a simple sequence of ideas to an audience.

GENERAL LEARNING OUTCOME

ELA.K.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.K.D2.1 Engage in basic self-reflection (e.g., notice when they don't understand something).

ELA.K.D2.2 Use visual aids such as smiley face (emoji), scale, stickers, thumbs up, etc. to indicate how well they understand a concept.

Receive and Reflect on Feedback

ELA.K.D2.3 Listen to specific feedback; reflect and respond to simple questions about learning (e.g., *What went well? What are you learning about?*).

Set Goals and Monitor Progress

ELA.K.D2.4 Develop simple learning goals with guidance.

ELA.K.D2.5 Recognize own progress and indicate by saying, "I did it!" or "I can do this now" and use visual aids (e.g., charts, stickers) to track progress (e.g., home reading) with guidance.

Course Name

English Language Arts

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1

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0001

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Course Overview

In Grade 1, learners apply listening, interacting and speaking skills to receive, exchange and develop ideas for a variety of purposes and audiences. They are developing an understanding of the system of language and how language works as readers, creators, writers and thinkers. They are acquiring confidence in their own language skills as they communicate their ideas, responses, opinions and questions to others.

Grade 1 learners activate, acquire and continually build their background knowledge by exploring diverse topics and multimodal forms of information. They use a range of information sources along with their prior knowledge to make sense of the text. With guidance, learners experiment with different strategies before, during and after reading, to think more deeply or critically about the ideas in the text. They begin to monitor their own reading, self-correcting or rereading to maintain and construct meaning.

Grade 1 learners design and compose simple text based on personal experiences or information gathered on different topics. They use the structures of spoken language (grammar), choose words and phrases to personalize their work and sequence their text creations for an audience.

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When critical thinking as a competency is applied in English language arts, learners:

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- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
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- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
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- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

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- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.

- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
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- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.1.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.1.A1.1 Listen to the ideas and opinions of others and respond by sharing relevant experiences to demonstrate interest in the speaker's message.

ELA.1.A1.2 Use non-verbal cues (e.g., body position to speaker, focus on speaker without interrupting, appropriate facial expressions and gestures) to demonstrate listening to others during partner, small or large group activities.

Interacting

ELA.1.A1.3 Experiment with language to initiate and maintain conversations with topic changes, with a variety of partners.

ELA.1.A1.4 Ask questions to clarify understanding and respond to questions by matching information to questions asked.

Speaking (Expressive)

ELA.1.A1.5 Use complete sentences with attention to word choice and grammar to communicate thoughts and ideas.

ELA.1.A1.6 Contribute to discussions, recognizing they have a voice (e.g., conveying a sense of, "I have something to say that is important to me and the discussion.").

GENERAL LEARNING OUTCOME

ELA.1.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

ELA.1.A2.1 Identify sounds in beginning, middle and end of words; blend and segment sound in longer words (e.g., /c/l/a/p/); substitute sounds to make new words (e.g., fish, dish); break apart multisyllable words and segment/blend each sound (phoneme) in each syllable.

Alphabetic Knowledge

ELA.1.A2.2 Identify individual alphabet letters by name (upper and lowercase letters) regardless of order; match upper to lowercase.

Phonics

ELA.1.A2.3 Use knowledge of letters and sounds to recognize and decode/encode (spell) words in isolation and in various texts (e.g., bring, drop, pest) with phonetically regular and irregular patterns.

Word Study (Morphology)

ELA.1.A2.4 Understand with support how to use small, meaningful parts of a word (morphemes) in reading and writing to determine word meaning and spelling accuracy (e.g., prefix: re-, pre-, suffix: -ed, -ing).

Vocabulary

ELA.1.A2.5 Understand and use a range of vocabulary when reading and writing simple texts.

Reading Fluency

ELA.1.A2.6 Identify and apply letter sounds accurately and automatically to decode; read known words accurately to increase fluency; notice and use punctuation to demonstrate phrasing, pausing and intonation to support comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.1.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.1.B1.1 Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and diverse experiences to understand new topics.

ELA.1.B1.2 Ask questions based on personal curiosities to explore a topic in a group inquiry.

Engage with a Variety of Texts (Read, View, Listen)

ELA.1.B1.3 Identify and choose multimodal texts based on interests, curiosities and learning new information to build background knowledge.

Review Information

ELA.1.B1.4 Recognize, and use gathered information as a basis for sharing.

GENERAL LEARNING OUTCOME**ELA.1.B2 Construct Meaning**

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.1.B2.1 Recognize with guidance different forms/genres and structures of oral, literary and informational text (e.g., autobiography, “All about Me”- oral storytelling-linear from birth to present day).

ELA.1.B2.2 Use images, photographs and other text features (e.g., headings, bold print, charts) from multimodal forms of fiction and nonfiction to construct meaning.

Make Predictions

ELA.1.B2.3 Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next while engaging in text.

Make Connections

ELA.1.B2.4 Make connections to texts by drawing on personal experiences and knowledge of topics to construct meaning.

Monitor Understanding - Check and Adjust

ELA.1.B2.5 Use strategies (e.g., visualizing, rereading/ relistening and asking questions) to check understanding.

Monitor Understanding – Summarize

ELA.1.B2.6 Recall information and talk about what is learned to demonstrate understanding.

Consolidate New Knowledge

ELA.1.B2.7 Acquire, understand and use new vocabulary words that are topic and subject specific to demonstrate or communicate new understanding.

GENERAL LEARNING OUTCOME**ELA.1.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.1.B3.1 Recognize when they see themselves and others represented in texts and when they do not, with guidance.

Recognize Facts, Bias and Viewpoints

ELA.1.B3.2 Recognize what information and/or ideas might be true and false in texts, with guidance.

ELA.1.B3.3 Recognize others can have different viewpoints based on the same experience (e.g., roller coaster ride).

Respond to Text

ELA.1.B3.4 Express a personal response by sharing an opinion about text and give reasons.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.1.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.1.C1.1 Contribute ideas to a topic based on personal experience and background knowledge.

Research Sources

ELA.1.C1.2 Discuss new information gathered from a relevant source including modelled and mentor text (e.g., texts, experts, audio, online sources) and personal experiences.

Create Plan

- ELA.1.C1.3** Use strategies (e.g., dramatization, peer discussion, drawings and brainstorming) with others to plan for text creation, with teacher guidance.

Choose Form

- ELA.1.C1.4** Begin to develop an awareness of different types of writing (including narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.

Create Draft/Prototype

- ELA.1.C1.5** Create simple multimodal text (e.g., oral storytelling, audio recordings); use writing/drawing tools or apps to arrange words and pictures/images to draft ideas effectively and creatively with support.

GENERAL LEARNING OUTCOME

ELA.1.C2 Enhance the Clarity and Artistry of Multimodal Texts

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

- ELA.1.C2.1** Recognize and experiment with organizational patterns (e.g. lists, beginning, middle, end, etc.); group related ideas and details together (pictures/images/ words) in a logical sequence to match the text form chosen.

Sentence Structure

- ELA.1.C2.2** Produce simple, complete sentences; reread written text to include simple connecting word (e.g., and, so, because).

Word Choice

- ELA.1.C2.3** Use new words to enhance meaning for the audience in drawings (e.g., labels), text creation and other forms of expression.

Voice/Style

- ELA.1.C2.4** Demonstrate personal voice in texts, using words, print elements (e.g., bold words, repetition, punctuation) and expressive drawings to communicate thoughts, feelings and opinions about a topic with others.

Revision

- ELA.1.C2.5** Understand that text creators can change their ideas in response to feedback to improve clarity.

GENERAL LEARNING OUTCOME**ELA.1.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.1.C3.1 Form letters/words with accurate formation, size, placement and spacing to ensure legibility; experiment with technology to learn letters.

Spelling

ELA.1.C3.2 Use knowledge of letter sounds, word parts (morphemes), and sound/word wall to spell familiar and unfamiliar words.

Punctuation and Capitalization

ELA.1.C3.3 Use a capital letter when writing names, the pronoun “I”, familiar proper nouns and at the beginning of sentences with guidance.

ELA.1.C3.4 Know and use some punctuation conventions (e.g., periods, exclamation marks, question marks) to communicate meaning clearly for others.

Publish Final Text

ELA.1.C3.5 Produce final text and develop awareness of the effect of different modes of communication; integrate more than one mode (e.g., text, images, sound or video) with guidance to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME**ELA.1.D1 Share Ideas and Information**

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

- ELA.1.D1.1** Begin to adjust communication style (formal or informal) for an audience (e.g., Elder, friend, teacher, parent) with guidance.
- ELA.1.D1.2** Use artifacts to enhance message; use dramatizations and visual aids/digital tools to share ideas.
- ELA.1.D1.3** Present information in a sequence including a main idea with some supporting details to an audience.

GENERAL LEARNING OUTCOME**ELA.1.D2 Assess and Set Goals**

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

- ELA.1.D2.1** Engage in basic self-reflection as a listener, speaker, reader, writer, viewer, through discussions of effective strategies.
- ELA.1.D2.2** Begin to use stickers, charts or checklists to self-assess own learning.

Receive and Reflect on Feedback

- ELA.1.D2.3** Listen to specific and immediate feedback; reflect and respond to simple questions about learning (e.g., *What went well? What are you learning?*).

Set Goals and Monitor Progress

- ELA.1.D2.4** Develop learning goals with guidance.
- ELA.1.D2.5** Recognize and monitor progress with guidance to achieve learning goal; use visual aids as a form of reinforcement to encourage continued effort.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 2

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 2, learners continue to develop their listening, interacting and speaking skills to share, expand, and reflect on ideas for a range of purposes and audiences. They deepen their understanding of how language works, applying growing knowledge of grammar, vocabulary, and word structure as readers, writers, and thinkers.

Grade 2 learners actively build background knowledge by exploring a wider variety of topics and multimodal sources of information, including books, visuals, oral stories and digital media. They use strategies to make meaning from texts and consolidate new understandings, while beginning to identify a different viewpoint, author's voice, and simple forms of bias.

As text creators, Grade 2 learners ask questions, conduct simple research, and explore topics of personal and academic interest. They are learning to plan, draft, revise and edit with support to publish or present their text with support to engage their intended audience. Their work reflects a growing awareness of how design, word choice, and structure support effective communication for different audiences.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.

- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.

- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.

- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.2.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.2.A1.1 Listen to and build on the ideas and opinions of others by expressing and expanding own ideas.

ELA.2.A1.2 Use non-verbal cues (e.g., body position to the speaker, focus on speaker and appropriate facial expressions) to demonstrate listening to others during partner, small or large group activities.

Interacting

ELA.2.A1.3 Experiment with language to initiate and maintain extended conversations/discussions with others and ask for clarification when unsure of what was heard.

ELA.2.A1.4 Ask specific questions to expand personal knowledge and respond to questions to clarify/extend understandings.

Speaking (Expressive)

ELA.2.A1.5 Use complex sentences with attention to new vocabulary and grammar to expand and communicate thoughts and ideas.

ELA.2.A1.6 Contribute their voice in different contexts (e.g., conveying a sense of, “I have something to say that matters to the topic, question or issue.”).

GENERAL LEARNING OUTCOME

ELA.2.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

ELA.2.A2.1 Consolidate knowledge of phonemes; identify and manipulate medial vowel sounds; blend and segment sounds in more complex words (e.g., /s/t/r/o/ng/); add, delete or substitute sounds to create new words (e.g., change pin to chin); demonstrate knowledge of syllables in increasing complex words.

Alphabetic Knowledge

ELA.2.A2.2 Use upper and lowercase letters appropriately in writing words, using appropriate formation, size, orientation, placement and spacing.

Phonics

ELA.2.A2.3 Consolidate knowledge of letters and sounds to recognize, decode/encode (spell) mono- and multi-syllabic words in isolation and in various texts with increasing accuracy and automaticity (e.g., standing, pumpkin).

Word Study (Morphology)

ELA.2.A2.4 Understand and use small, meaningful parts of a word (morphemes) in reading and writing to determine word meaning and spelling accuracy (e.g., prefix: pre-, dis-, suffix: -less, -est, -ful).

Vocabulary

ELA.2.A2.5 Understand and use a range of vocabulary, including some academic specific language in reading and writing across subject areas.

Reading Fluency

ELA.2.A2.6 Recognize high frequency words quickly and accurately; notice and use punctuation to demonstrate appropriate phrasing, pausing, intonation, and rate to support comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.2.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.2.B1.1 Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and diverse experiences to understand new topics.

ELA.2.B1.2 Formulate basic questions about personal interests to guide group investigations.

Engage with a variety of texts (read, view, listen)

ELA.2.B1.3 Select a variety of multimodal texts based on interests, curiosities, and learning new information to build background knowledge.

Review Information

ELA.2.B1.4 Examine gathered information to decide what information to share or omit.

GENERAL LEARNING OUTCOME

ELA.2.B2. Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.2.B2.1 Recognize ideas or information can be represented using different forms/genres and structures of oral, literary and informational text (e.g., autobiography, “All about Me” - oral storytelling-linear from birth to present day).

ELA.2.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.

Make Predictions

ELA.2.B2.3 Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next and confirm predictions while engaging in text.

Make Connections

ELA.2.B2.4 Make connections to texts by drawing on personal experiences, knowledge of topics and the world to construct meaning.

Monitor Understanding - Check and Adjust

ELA.2.B2.5 Use strategies (e.g., visualizing, rereading/relistening, reading on, and asking questions) to confirm understanding.

Monitor Understanding – Summarize

ELA.2.B2.6 Recall information from texts and select important information to demonstrate new understanding.

Consolidate New Knowledge

ELA.2.B2.7 Acquire, understand, and use topic and subject specific vocabulary to communicate new understandings.

GENERAL LEARNING OUTCOME**ELA.2.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.2.B3.1 Recognize when they see themselves and others represented in texts and when they do not.

Recognize Facts, Bias and Viewpoints

ELA.2.B3.2 Recognize and decide whether ideas, sources, and/or characters should or should not be trusted, with guidance.

ELA.2.B3.3 Recognize others can have different viewpoints based on the same experience (e.g., roller coaster ride).

Respond to Text

ELA.2.B3.4 Express a personal response by sharing an opinion about text and give reasons; use text evidence with guidance.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.2.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.2.C1.1 Generate and contribute ideas to a topic based on personal experience, background knowledge and prior learning.

Research Sources

ELA.2.C1.2 Discuss new information gathered from more than one relevant source, including modelled and mentor text (e.g., texts, experts, audio, online sources) and personal experiences.

Create Plan

ELA.2.C1.3 Use strategies (e.g., brainstorming, listing, asking questions, word webbing, story boards, drawings) to plan for text creation.

Choose Form

ELA.2.C1.4 Experiment with different types of writing (including narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.

Create Draft/Prototype

ELA.2.C1.5 Create short multimodal texts (e.g., oral storytelling, posters and charts, written stories or an informational report, videos); use digital tools to draft ideas effectively and creatively with support.

GENERAL LEARNING OUTCOME**ELA.2.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.2.C2.1 Recognize and experiment with organizational patterns (e.g., lists, beginning, middle, end); group related ideas and details together (pictures/images/ words) in a logical sequence to match the text form chosen.

Sentence Structure

ELA.2.C2.2 Produce simple and compound sentences; use connecting words (e.g., and, so, because); experiment with sentences that start in different ways.

Word Choice

ELA.2.C2.3 Use specific word choice (e.g., precise nouns, adjectives, and verbs) in text creation to enhance meaning for the audience.

Voice/Style

ELA.2.C2.4 Demonstrate personal voice in texts, using descriptive words, print elements (e.g., bold words, repetition, punctuation) and expressive drawings to communicate thoughts, feelings and opinions about a topic with others.

Revision

ELA.2.C2.5 Notice when writing does not make sense and understand that writers can reorganize their ideas by adding or removing text in response to feedback to improve clarity.

GENERAL LEARNING OUTCOME**ELA.2.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.2.C3.1 Form letters/words with accurate formation, size, placement and spacing to ensure legibility; use word processing to create text and images.

Spelling

ELA.2.C3.2 Use knowledge of letter sounds, word parts (morphemes), and sound/word wall to spell familiar and unfamiliar words; use digital spell check.

Punctuation and Capitalization

ELA.2.C3.3 Use a capital letter when writing names, the pronoun “I”, familiar proper nouns and at the beginning of sentences.

ELA.2.C3.4 Know and use some punctuation conventions (e.g., periods, exclamation marks, question marks, apostrophes) to communicate meaning clearly for others.

Publish Final Text

ELA.2.C3.5 Develop final text and understand the purpose and effect of different modes of communication with guidance; integrate more than one mode: text, images, sound or video to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME**ELA.2.D1 Share Ideas and Information**

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.2.D1.1 Adjust communication style (formal or informal) to share ideas for different audiences (e.g., Elder, friend, teacher, parent).

ELA.2.D1.2 Choose artifacts to enhance message; use visual aids/digital tools to share ideas.

ELA.2.D1.3 Present ideas and information in an organized, logical sequence to an audience.

GENERAL LEARNING OUTCOME

ELA.2.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.2.D2.1 Develop self-monitoring skills and adjust their approach; begin to think aloud wondering, "How can I figure this out? What do I already know?"

ELA.2.D2.2 Use tools such as a simple rubric or checklist, journal, or traffic light system (e.g., green - "I understand", yellow - "I'm getting there", red - "I need help") to self-assess own understanding/ learning.

Receive and Reflect on Feedback

ELA.2.D2.3 Listen to timely and specific feedback on how to improve a skill or task; reflect on learning and think about next steps, with guidance.

Set Goals and Monitor Progress

ELA.2.D2.4 Set specific learning goals related to listening, speaking, reading, writing, viewing or representing with guidance.

ELA.2.D2.5 Monitor and track progress, with guidance and reflect on accomplishments of new learning.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 3

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 3, learners build on their foundational language skills by using listening, interacting and speaking to contribute to focused discussions, provoke their own and others' thinking and to collaborate with peers.

Learners in Grade 3 apply their growing understanding of how language works—through grammar, vocabulary, and word structure—to read more complex texts and communicate ideas clearly. They actively explore a broadening range of topics through multimodal sources, including nonfiction texts, digital content, and visual media, allowing them to expand their background knowledge across subject areas. They begin to analyze texts more deeply, identifying author's purpose, voice, and differing perspectives, while also recognizing bias and the influence of language choices.

As researchers and text creators, Grade 3 learners formulate questions, gather and organize information from multiple sources, and use this knowledge to inform their writing and presentations. They compose multimodal texts for a variety of purposes and audiences, with greater attention to clarity, cohesion of message and the effectiveness of design to ensure their ideas are fully formed. With increasing independence, they revise and refine their text for publishing or presenting to ensure it is engaging for an audience.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.

- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.

- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.

- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.3.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.3.A1.1 Listen to and reflect on the ideas and opinions of others by highlighting key ideas heard.

ELA.3.A1.2 Use non-verbal cues and social conventions (turn taking - when to speak, when to listen) to demonstrate listening to others in multiple contexts.

Interacting

ELA.3.A1.3 Engage in dialogue with others (partners, small/large group) to express and understand ideas.

ELA.3.A1.4 Ask thoughtful questions to begin to think critically about content and respond to questions by providing evidence to support thinking.

Speaking (Expressive)

ELA.3.A1.5 Use complex sentences with various transition words, rich vocabulary and grammar to expand and communicate thoughts and ideas.

ELA.3.A1.6 Contribute their voice to discuss thoughts, feelings, ideas, opinions and express preferences.

GENERAL LEARNING OUTCOME

ELA.3.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

ELA.3.A2.1 Apply knowledge of sound awareness to identify, notice, segment, blend and manipulate sounds (phonemes) in words; use alphabet knowledge flexibly/fluently in the context of decoding and spelling written words.

Alphabetic Knowledge

ELA.3.A2.2 Apply and consolidate knowledge of letters, including various fonts, with accuracy and fluency.

Phonics

ELA.3.A2.3 Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.

Word Study (Morphology)

ELA.3.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and increase accurate spelling.

Vocabulary

ELA.3.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).

Reading Fluency

ELA.3.A2.6 Recognize a variety of words including high frequency words, varying in spelling regularity, quickly and accurately; notice and use punctuation in a variety of text forms to read with appropriate rate, pace, intonation, phrasing, pausing and word stress (prosody).

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.3.B1 Acquire New Information**

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.3.B1.1 Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and personal diverse experiences to understand new topics and forms of text.

ELA.3.B1.2 Develop focused questions based on observations to drive group investigations

Engage with a variety of texts (read, view, listen)

ELA.3.B1.3 Select a variety of multimodal texts for different uses, including gaining new perspectives or learning new information to build background knowledge.

Review Information

ELA.3.B1.4 Review information gathered, and text selected and decide what to share or omit (e.g., facts, ideas).

GENERAL LEARNING OUTCOME

ELA.3.B2. Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.3.B2.1 Identify how the form/genre and structure of texts can help organize the expression of ideas or information to help with understanding (e.g., poetry: haiku (3 lines - 5, 7, 5 syllables)).

ELA.3.B2.2 Use images, photographs, and other text features (e.g., charts, diagrams, labels) from multimodal forms of fiction and nonfiction to construct meaning.

Make Predictions

ELA.3.B2.3 Use prior knowledge to make predictions about a new text; continue to make predictions about what might happen next and confirm predictions while engaging in text.

Make Connections

ELA.3.B2.4 Make connections to texts by drawing on personal experiences, a variety of multimodal texts and the world to construct meaning.

Monitor Understanding - Check and Adjust

ELA.3.B2.5 Use strategies (e.g., visualizing, rereading, reading on, asking questions, and inferencing (drawing conclusions based on text evidence /sources) to confirm understanding.

Monitor Understanding – Summarize

ELA.3.B2.6 Recall and share important information from texts in logical order using own words.

Consolidate New Knowledge

ELA.3.B2.7 Acquire, understand, categorize and use new topic and subject specific vocabulary to communicate new understanding.

GENERAL LEARNING OUTCOME

ELA.3.B3 Think Critically about Multimodal Text and Respond

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.3.B3.1 Recognize and share how ideas about diversity and inclusion are presented in texts.

Recognize Facts, Bias and Viewpoints

ELA.3.B3.2 Recognize and decide whether ideas, sources, and/or characters should or should not be trusted; begin to identify examples of stereotyping, bias or prejudice with guidance.

ELA.3.B3.3 Recognize content presented in both fiction and nonfiction can highlight different viewpoints.

Respond to Text

ELA.3.B3.4 Express a personal response and share an opinion about text; explain why and give reasons using text evidence; begin to respond to stereotyping, bias, or prejudice with guidance.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.3.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

- ELA.3.C1.1** Generate and select a topic with ideas integrated from personal experience, background knowledge and prior learning appropriate for a particular audience and purpose.

Research Sources

- ELA.3.C1.2** Discuss new information gathered from a variety of relevant sources, including modelled text, various text styles and mentors (e.g., experts, audio, digital online sources).

Create Plan

- ELA.3.C1.3** Use strategies (e.g., brainstorming, listing, asking questions, word webbing, drawings, thinking maps, research planners) to plan for text creation.

Choose Form

- ELA.3.C1.4** Experiment with different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.

Create Draft/Prototype

- ELA.3.C1.5** Create multimodal texts (e.g., oral storytelling, written stories, posters, songs, research reports/projects, photo essays, interactive notebooks, slide show with narration); use digital tools and organizers with increasing independence; plan layouts; select relevant visuals and use appropriate elements (e.g., font, colour, imagery) to draft ideas effectively and creatively.

GENERAL LEARNING OUTCOME

ELA.3.C2 Enhance the Clarity and Artistry of Multimodal Texts

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

- ELA.3.C2.1** Experiment with organizational patterns (e.g., description, compare and contrast, problem-solution); introduce topic and provide a sense of closure to match the text form chosen.

Sentence Structure

- ELA.3.C2.2** Produce, expand and rearrange complete simple and compound sentences; use connecting words (e.g., and, but, so); vary the way sentences start.

Word Choice

- ELA.3.C2.3** Use more specific word choice (more precise nouns, adjectives, and verbs) in text creation to enhance meaning for the audience.

Voice/Style

- ELA.3.C2.4** Demonstrate personal voice in texts, using descriptive words, varied sentence patterns and images/illustrations to communicate thoughts, feelings and opinions about a topic with others.

Revision

- ELA.3.C2.5** Notice when writing does not make sense and make simple revisions; seek feedback to reorganize ideas, add, or remove text, and change words to improve content and clarity.

GENERAL LEARNING OUTCOME

ELA.3.C3 Edit and Publish

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

- ELA.3.C3.1** Form letters/words with accurate formation, size, placement and spacing using margins to ensure legibility; use fluent word processing skills, choose font style, font size and color to enhance text for an audience.

Spelling

- ELA.3.C3.2** Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.

Punctuation and Capitalization

- ELA.3.C3.3** Use capital letters consistently and accurately for proper nouns, titles, and dialogue.
- ELA.3.C3.4** Know and use punctuation conventions (e.g., periods, exclamation marks, question marks, apostrophes, quotation marks) to communicate meaning clearly for others.

Publish Final Text

- ELA.3.C3.5** Develop final text and understand the purpose and effect of different modes of communication; integrate more than one mode (e.g., text, images, sound, video) to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.3.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

- ELA.3.D1.1** Adjust intonation, tone, volume, expression and communication style to share ideas.
- ELA.3.D1.2** Choose artifacts to enhance message; use visual aids/digital tools to share ideas.
- ELA.3.D1.3** Present ideas and information with supporting details in an organized, logical sequence to an audience.

GENERAL LEARNING OUTCOME

ELA.3.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

- ELA.3.D2.1** Develop self-monitoring skills; begin to think aloud wondering, "What strategies are working?" to reflect on the strategies to strengthen.
- ELA.3.D2.2** Develop criteria with teacher support for assessing learning; use tools such as journals, mind maps, lists, rubrics, digital tools (e.g. podcasts) to self-assess own understanding/learning.

Receive and Reflect on Feedback

ELA.3.D2.3 Receive descriptive feedback from others to understand what they did well and what they need to work on and decide on changes; reflect on learning processes/strategies (e.g., using criteria) and think about next steps.

Set Goals and Monitor Progress

ELA.3.D2.4 Set specific learning goals related to listening, speaking, reading, writing, viewing or representing.

ELA.3.D2.5 Monitor and track progress; reflect on accomplishments of new learning.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 4

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 4, learners further strengthen their ability to use language purposefully as they engage in more complex listening, interacting, speaking, reading, and writing tasks. They participate in structured discussions, using evidence to support their ideas, clarify their thinking, and respond thoughtfully to others. Their understanding of how language works deepens, with greater emphasis on grammar, syntax, word choice, and the use of different types of sentences to expand and communicate thoughts and ideas.

Learners in grade 4 read a wide variety of increasingly complex literary, multimodal and informational texts, analyzing them for theme, structure, visuals (images, graphics, charts, etc.), point of view, and bias. They develop a more critical awareness of how voice, different perspectives, and language shape meaning and influence readers.

As researchers, Grade 4 learners generate meaningful questions, gather and evaluate information from diverse sources, and organize it to build understanding. As text creators, they apply this learning when creating texts of various forms and genres that are clearly structured, cohesive, and adapted to suit purpose and audience. With increased independence and intention, learners plan, draft, revise, edit and present their work, demonstrating an evolving command of language and a growing ability to communicate effectively across formats.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.

- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

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Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.

- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.

- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiples uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.4.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.4.A1.1 Listen to and reflect on the ideas and opinions of others by highlighting key ideas and details heard.

ELA.4.A1.2 Use non-verbal cues and social conventions (turn taking - when to speak, when to listen) to demonstrate listening to others in multiple contexts.

Interacting

ELA.4.A1.3 Engage in dialogue with others (partners, small/large group) to exchange ideas, opinions and information.

ELA.4.A1.4 Ask complex open-ended questions (e.g, “why?”, “how?”) to promote critical thinking and respond to questions by providing evidence and reasoning.

Speaking (Expressive)

ELA.4.A1.5 Use complex sentences with various transition words, rich vocabulary and grammar to expand and communicate thoughts and ideas.

ELA.4.A1.6 Contribute their voice to discuss thoughts, feelings, ideas and opinions; express personal thoughts and emotions

GENERAL LEARNING OUTCOME

ELA.4.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

ELA.4.A2.3 Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.

Word Study (Morphology)

ELA.4.A2.4 Examine words and word parts (morphemes) in reading and writing to determine word meaning and accurate spelling.

Vocabulary

ELA.4.A2.5 Acquire and use new vocabulary related to learning experiences topic and subject specific (e.g., life cycles, communities).

Reading Fluency

ELA.4.A2.6 Apply fluency knowledge - use punctuation in a variety of text forms; demonstrate automaticity in reading more complex words and phrases to support comprehension; apply knowledge of sentence structure to maintain comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.4.B1 Acquire New Information**

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.4.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.

ELA.4.B1.2 Create detailed questions that connect personal experiences with broader topics for collaborative inquiry.

Engage with a Variety of Texts (Read, View, Listen)

ELA.4.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.

Review Information

ELA.4.B1.4 Review information gathered, and text selected and decide what to share or omit (e.g., facts, perspectives, opinions).

GENERAL LEARNING OUTCOME

ELA.4.B2. Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.4.B2.1 Identify how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can help organize the expression of ideas or information to help with understanding.

ELA.4.B2.2 Identify and use some text features from multimodal forms of fiction and nonfiction and describe how they add to the meaning.

Make and Confirm Predictions

ELA.4.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions; adjust understanding.

Make Connections

ELA.4.B2.4 Make connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.

Monitor Understanding - Check and Adjust

ELA.4.B2.5 Use strategies (e.g., rereading, adjusting reading rate, questioning, inferencing) to monitor and confirm understanding.

Monitor Understanding – Summarize

ELA.4.B2.6 Recall and share important information from texts in logical order using own words.

Consolidate New Knowledge

ELA.4.B2.7 Acquire, understand, categorize and use precise, descriptive vocabulary to communicate new understanding.

GENERAL LEARNING OUTCOME**ELA.4.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.4.B3.1 Recognize and explain how diversity and inclusion are presented in texts; use simple text evidence (e.g., quotes, actions, illustrations) to support observations.

Recognize Facts, Bias and Viewpoints

ELA.4.B3.2 Recognize whether ideas, messages, sources, and/or characters should or should not be trusted; identify examples of stereotyping, bias or prejudice with guidance.

ELA.4.B3.3 Identify how different perspectives presented in text might influence an audience; use text evidence and personal experiences to explain.

Respond to Text

ELA.4.B3.4 Express a personal response by sharing and supporting an opinion based on specific, relevant evidence from content; recognize and respond to stereotyping, bias, and/or prejudice with guidance.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.4.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.4.C1.1 Generate ideas and select a topic with ideas integrated from personal experiences, background knowledge and prior learning appropriate for a particular audience and purpose.

Research Sources

ELA.4.C1.2 Discuss new information gathered from a variety of relevant sources, including modelled text, various text styles and mentors (e.g., experts, audio, digital online sources).

Create Plan

ELA.4.C1.3 Use strategies (e.g., brainstorming, jot notes, asking questions, mind mapping, sketching ideas, research planners, discussion with others) to plan for text creation.

Choose Form

ELA.4.C1.4 Recognize different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.

Create Draft/Prototype

ELA.4.C1.5 Create multimodal texts (e.g., oral storytelling, written stories, posters, songs, research reports/projects, photo essays, interactive notebooks, slide show with narration); use digital tools and organizers with increasing independence; plan layouts; select relevant visuals and use appropriate elements (e.g., font, color, imagery) to draft ideas effectively and creatively.

GENERAL LEARNING OUTCOME

ELA.4.C2 Enhance the Clarity and Artistry of Multimodal Texts

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.4.C2.1 Experiment with organizational patterns (e.g., description, compare and contrast, problem-solution); introduce topic and provide a sense of closure to match the text form chosen.

Sentence Structure

ELA.4.C2.2 Reread and include a variety of sentences; use more advanced transitions to connect ideas (e.g., because, if, while, and although); use verb tense correctly; vary the way sentences start.

Word Choice

ELA.4.C2.3 Use words, images, or graphics to fit context and purpose; adjust word choice to show how ideas progress, relate or change; add sensory details.

Voice/Style

ELA.4.C2.4 Expand personal voice in text, using varied and descriptive language and a tone (e.g., formal, informal, serious, humorous) appropriate to purpose and context to communicate thoughts, feelings and opinions about a topic with others.

Revision

- ELA.4.C2.5** Notice when writing does not make sense and make revisions; seek feedback to reorganize ideas, add, or remove text, and change words to improve content and clarity.

GENERAL LEARNING OUTCOME

ELA.4.C3 Edit and Publish

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

- ELA.4.C3.1** Write fluently with accurate formation, size, placement and spacing using margins to ensure legibility; use fluent word processing skills, choose font style, size and colour to enhance text for an audience.

Spelling

- ELA.4.C3.2** Demonstrate knowledge of word meanings, spelling patterns (vowel combinations), word parts (morphemes, prefixes, suffixes) and digital spell check to spell multisyllabic words.

Punctuation and Capitalization

- ELA.4.C3.3** Use capital letters consistently and accurately for proper nouns, titles and dialogue.
- ELA.4.C3.4** Know and use basic punctuation skillfully and correctly (e.g., periods, commas, question marks, exclamation marks, apostrophes, quotation marks) to communicate meaning clearly for others.

Publish Final Text

- ELA.4.C3.5** Create final text that integrates various modes (e.g., text, images, sound, video) to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.4.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

- ELA.4.D1.1** Adjust intonation, tone, volume, expression and communication style to share ideas.
- ELA.4.D1.2** Integrate artifacts visual aids/digital tools to enhance communication with an audience.
- ELA.4.D1.3** Present ideas and information with supporting details, including an introduction and conclusion, in an organized, logical format to an audience.

GENERAL LEARNING OUTCOME

ELA.4.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

- ELA.4.D2.1** Apply self-monitoring skills and ask questions (e.g., "What strategies have I learned?", "What is important to know?") to recognize some effective strategies to use.
- ELA.4.D2.2** Develop criteria with teacher support for assessing learning; use tools such as journals, mind maps, lists, portfolios, digital tools (e.g., podcasts) to self-assess own understanding/learning.

Receive and Reflect on Feedback

- ELA.4.D2.3** Receive descriptive feedback from others focusing on specific areas for improvement and explore processes/strategies to improve work in listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

- ELA.4.D2.4** Focus on specific learning goals to improve listening, speaking, reading, writing, viewing or representing.
- ELA.4.D2.5** Monitor and track progress; reflect on accomplishments of new learning.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 5

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 5, learners demonstrate increasing independence and sophistication in their use of language across listening, interacting, speaking, reading, and writing. They engage in thoughtful discussions and collaborative conversations, using precise language and evidence to support ideas, challenge viewpoints, and build on others' contributions. Their understanding of how language functions continues to expand, with focused attention on grammar, a variety of sentence types, word origins, and literary devices to enhance communication and expression.

Learners read a wide range of texts—including literary, informational, and multimedia—with a critical lens, analyzing how structure, language, perspective, and bias influence meaning. They explore and evaluate diverse voices and viewpoints, developing a deeper understanding of how texts reflect and shape identity, culture, and social context. As researchers, Grade 5 learners pursue lines of inquiry with greater depth, selecting and synthesizing information from multiple credible sources to inform their thinking.

As text creators, Grade 5 learners create detailed, purposeful texts that demonstrate clarity, coherence, and a strong sense of audience and intent. Through the creation process, learners plan, draft, revise, edit, and refine their ideas. They create a range of multimodal texts using a variety of techniques and tools. They share ideas using a multimedia presentation that is well-crafted and engaging, applying their growing mastery of language to communicate effectively and thoughtfully across formats and disciplines.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
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- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
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[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.5.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

- ELA.5.A1.1** Listen critically to and reflect on the ideas and opinions of others by summarizing key ideas and details heard.
- ELA.5.A1.2** Use non-verbal cues and social conventions (when to speak, when to listen) to listen critically to the ideas and perspectives of others in multiple contexts.

Interacting

- ELA.5.A1.3** Engage in collaborative dialogue with others (partners, small/large group) to exchange ideas and consider the ideas and opinions of others.
- ELA.5.A1.4** Ask complex open-ended questions (e.g., “why?”, “how?”) behind information to promote critical thinking and respond to questions that require more exploration and reasoning.

Speaking (Expressive)

- ELA.5.A1.5** Use complex sentences with grade appropriate vocabulary, increasing details, transition words and grammar to expand and communicate thoughts and ideas.
- ELA.5.A1.6** Contribute their voice to discuss thoughts, feelings, ideas, opinions; describe others' perspectives or messages.

GENERAL LEARNING OUTCOME**ELA.5.A2 Language as the Foundation for Reading and Writing**

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

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Phonics

ELA.5.A2.3 Apply and consolidate knowledge of word reading and spelling skills to decode/encode (spell) more complex multisyllabic words in isolation and in various texts with increasing accuracy and automaticity.

Word Study (Morphology)

ELA.5.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.

Vocabulary

ELA.5.A2.5 Acquire and use descriptive (e.g., synonyms/antonyms), academic (definitions, explanations), and topic specific vocabulary related to learning experiences.

ELA.5.A2.6 Apply and consolidate fluency knowledge and adjust reading rate (how fast/slow something is read depending on purpose/text) to maintain comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.5.B1 Acquire New Information**

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.5.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources and personal diverse experiences to understand new text.

ELA.5.B1.2 Generate complex questions that require critical thinking and multiple sources of information for group exploration.

Engage with a Variety of Texts (Read, View, Listen)

ELA.5.B1.3 Select and engage with a variety of multimodal texts from diverse creators for a variety of purposes to build background knowledge.

Review Information

ELA.5.B1.4 Review information gathered and recognize gaps; locate and gather additional information.

GENERAL LEARNING OUTCOME

ELA.5.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.5.B2.1 Describe how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can support the organization and communication of ideas or information.

ELA.5.B2.1 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.

Make Predictions

ELA.5.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.

Make Connections

ELA.5.B2.4 Describe connections to texts through personal experiences, the ideas developed in and between multimodal texts, and the world to enhance meaning.

Monitor Understanding - Check and Adjust

ELA.5.B2.5 Use strategies (e.g., rereading, adjusting reading rate, questioning, inferencing) to monitor and confirm understanding.

Monitor Understanding – Summarize

ELA.5.B2.6 Summarize key ideas and specific details in logical order.

Consolidate New Knowledge

ELA.5.B2.7 Acquire and use subject specific, descriptive vocabulary to communicate new understanding.

GENERAL LEARNING OUTCOME

ELA.5.B3 Think Critically about Multimodal Text and Respond

Learners will recognize, analyze, and respond critically to inequities, bias and viewpoints in texts and ideas.

Analyze Text

ELA.5.B3.1 Recognize and explain how diversity and inclusion are presented in texts; use simple text evidence (e.g., quotes, actions, illustrations) to support observations.

ELA.5.B3.2 Identify examples of stereotyping, bias, or prejudice using text evidence (e.g., word choice, tone); recognize relevant and dependable sources of information with support.

Recognize Facts, Bias and Viewpoints

ELA.5.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.

Respond to Text

ELA.5.B3.4 Express a personal response by sharing and supporting an opinion based on specific, relevant evidence from content; recognize and respond to stereotyping, bias, and/or prejudice.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.5.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.5.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.

Research Sources

ELA.5.C1.2 Gather and assess information from multiple sources including modelled text, various text styles and mentors (e.g., experts, audio, digital online sources) to focus or expand ideas.

Create Plan

ELA.5.C1.3 Use strategies (e.g., brainstorming, jot notes, asking questions, mind mapping, sketching ideas, research planners, integration of techniques used by different sources including discussion with others) to plan for text creation.

Choose Form

ELA.5.C1.4 Choose different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.

Create Draft/Prototype

ELA.5.C1.5 Create detailed multimodal texts (e.g., oral storytelling, written stories, posters, letters, research reports/projects, video reports, digital stories with narration, multimedia presentations, poetry); use digital tools and thinking maps to draft ideas effectively and creatively.

GENERAL LEARNING OUTCOME**ELA.5.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.5.C2.1 Use organization patterns (e.g., cause and effect, chronological sequence) and include introduction/body/conclusion; use paragraphs to group ideas and supporting details to match the text form chosen.

Sentence Structure

ELA.5.C2.2 Reread and include simple, compound and complex sentences; use more advanced transitions to connect ideas, phrases and sentences; align subject-verb and noun-pronoun agreement.

Word Choice

ELA.5.C2.3 Use a variety of verbs, specific nouns and/or adjectives to create a clear, strong, impactful message.

Voice/Style

ELA.5.C2.4 Expand personal voice in text, using varied and descriptive language and a tone (e.g., formal, informal, serious, humorous) appropriate to purpose and context to communicate thoughts, feelings and opinions about a topic with others.

Revision

- ELA.5.C2.5** Use checklists, criteria and teacher/peer feedback to revise; reread for logic and order of ideas to see if any ideas seem out of place or unrelated; move ideas around or remove unnecessary ones as needed; ensure coherence, focus and clarity.

GENERAL LEARNING OUTCOME**ELA.5.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

- ELA.5.C3.1** Write fluently and legibly with appropriate spacing; use fluent word processing skills, choose font style, size and colour to enhance text for an audience.

Spelling

- ELA.5.C3.2** Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.

Punctuation and Capitalization

- ELA.5.C3.3** Use capital letters consistently and accurately for proper nouns and dialogue, abbreviations, and titles.
- ELA.5.C3.4** Know and use basic punctuation skillfully and correctly (e.g., periods, commas, question marks, exclamation marks, apostrophes, quotation marks, semi-colons) to communicate meaning clearly for others.

Publish Final Text

- ELA.5.C3.5** Create final text that integrates various modes (e.g., text, images, visuals, sound, video) to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.5.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

- ELA.5.D1.1** Choose when and where to adjust intonation, tone, volume, expression and communication style to extend ideas.
- ELA.5.D1.2** Integrate artifacts, visual aids/digital tools to enhance communication with an audience.
- ELA.5.D1.3** Present ideas and information in a logical format with the purpose to entertain, persuade or inform an audience.

GENERAL LEARNING OUTCOME

ELA.5.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

- ELA.5.D2.1** Apply self-monitoring and ask questions (e.g., "What type of strategies will I use in reading, listening and viewing?"; "What strategies are important to know when speaking, writing and representing?").
- ELA.5.D2.2** Develop and use class generated criteria to assess learning; use tools (e.g., journals, mind maps, lists, digital tools (e.g., podcasts), portfolios) to self-assess own understanding/learning.

Receive and Reflect on Feedback

- ELA.5.D2.3** Receive descriptive feedback from others, to guide improvements and refine skills; reflect on processes/strategies (e.g., using criteria) and identify strengths in listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

- ELA.5.D2.4** Focus on specific learning goals to improve listening, speaking, reading, writing, viewing and representing and plan steps to achieve goal(s).
- ELA.5.D2.5** Monitor and track progress by collecting evidence of learning with guidance; reflect on accomplishments of new learning.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 6

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.

Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 6, learners extend their command of language as they engage in increasingly complex and purposeful communication across listening, interacting, speaking, reading, and writing. They participate actively in academic discussions, using evidence, reasoning, and respectful dialogue to explore ideas, challenge assumptions, and collaborate with peers. Their understanding of language deepens through the study of advanced grammar, varied sentence types/structures and forms, the nuanced use of vocabulary and literary devices.

Grade 6 learners read a diverse range of texts—including contemporary and classic literature, nonfiction, and digital media—analyzing how authors use language, structure, and perspective to shape meaning and influence audiences. They critically examine issues of voice, bias, and representation, considering how texts reflect and respond to cultural, historical, and social contexts. As independent thinkers and researchers, Grade 6 learners generate focused inquiry questions, evaluate sources for credibility and relevance, and synthesize information to draw informed conclusions.

As text creators, Grade 6 learners craft well-structured, multi-paragraph texts that serve a variety of purposes, including narrative, explanatory, argumentative, and reflective pieces. They create a range of multimodal texts using a variety of techniques and tools. Grade 6 learners refine their ability to organize ideas logically to support claims with clear evidence and use tone and style appropriate to audience and task. Throughout the creation process, learners revise and edit with intention, demonstrating an emerging mastery of voice, precision, and control. They share ideas using a multimedia presentation. By the end of Grade 6, learners think critically, communicate effectively, and apply language thoughtfully across curricular areas and across real-world contexts.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.

- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.

- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.6.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.6.A1.1 Listen critically to the ideas, opinions and perspectives of others by summarizing ideas and stating own view.

ELA.6.A1.2 Use non-verbal cues and social conventions (when to speak, when to listen) to critically listen to the ideas and perspectives of others in multiple contexts.

Interacting

ELA.6.A1.3 Engage in collaborative dialogue with others (partners, small/large group) to exchange ideas and consider the ideas and opinions of others.

ELA.6.A1.4 Ask complex open-ended questions (e.g., “why?”; “how?”) behind information to promote critical thinking and respond to questions, understanding some questions have multiple answers or perspectives.

Speaking (Expressive)

ELA.6.A1.5 Use complex sentences with grade appropriate vocabulary, increasing details, transition words and grammar to expand and communicate thoughts and ideas.

ELA.6.A1.6 Contribute their voice to discuss thoughts, feelings, ideas, opinions; describe others' perspectives or messages.

GENERAL LEARNING OUTCOME**ELA.6.A2 Language as the Foundation for Reading and Writing**

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved at this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved at this grade.

Phonics

Consolidation, application and mastery is typically achieved at this grade.

Word Study (Morphology)

ELA.6.A2.4 Analyze and apply knowledge of word parts and word patterns (morphology) to determine word meaning and accurate spelling.

Vocabulary

ELA.6.A2.5 Acquire and use descriptive (e.g., synonyms, antonyms), academic (e.g., definitions, explanations), and topic vocabulary related to learning experiences; identify the associations of words with similar definitions (e.g., happiness, joy, contentment, elation, glee) to clarify meaning of words.

Reading Fluency

ELA.6.A2.6 Apply and consolidate fluency knowledge and adjust reading rate (how fast/slow something is read depending on purpose/text) to maintain comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.6.B1 Acquire New Information**

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.6.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.

ELA.6.B1.2 Design comprehensive questions that integrate various perspectives and disciplines to lead in-depth group inquiries.

Engage with a Variety of Texts (Read, View, Listen)

ELA.6.B1.3 Engage with a variety of multimodal texts from diverse creators for a variety of purposes and explain why the text selections are appropriate to build background knowledge.

Review Information

ELA.6.B1.4 Review information gathered and recognize gaps; locate and gather additional information.

GENERAL LEARNING OUTCOME

ELA.6.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.6.B2.1 Describe how the form/genre and structure of texts, including cultural text forms (e.g., myths, 7 Teachings), can support the organization and communication of ideas or information.

ELA.6.B2.2 Use a variety of text features from multimodal forms of fiction and nonfiction for additional information to clarify and enhance comprehension.

Make Predictions

ELA.6.B2.3 Make predictions using background knowledge and text information; pose questions to confirm predictions before, during and after reading.

Make Connections

ELA.6.B2.4 Describe the connections to texts through personal experience, the ideas developed in and between multimodal texts, and the world enhance meaning.

Monitor Understanding - Check and Adjust

ELA.6.B2.5 Use strategies (e.g., rereading, adjusting reading rate, questioning, inferencing) to monitor and confirm understanding.

Monitor Understanding – Summarize

ELA.6.B2.6 Summarize key ideas and specific details in logical order using own words; draw simple conclusion.

Consolidate New Knowledge

ELA.6.B2.7 Acquire and use subject specific vocabulary to share new ideas; identify how own and others' perspectives affect understanding of text; connect new knowledge to other subjects; reflect on understandings.

GENERAL LEARNING OUTCOME

ELA.6.B3 Think Critically about Multimodal Text and Respond

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.6.B3.1 Recognize and explain how diversity, inclusion and equity are presented in texts; use simple text evidence (e.g. quotes, actions, or illustrations) to support observations.

Recognize Facts, Bias and Viewpoints

ELA.6.B3.2 Identify examples of stereotyping, bias or prejudice using text evidence (e.g., word choice, tone); recognize relevant and dependable sources of information with support.

ELA.6.B3.3 Identify how the point of view chosen by the text creator (e.g., first person, third person, a particular stance on an issue) can influence certain messages, opinions, or themes and shape understanding.

Respond to Text

ELA.6.B3.4 Express a personal response to instances of bias or prejudice in all forms of text, based on specific, relevant evidence from content and experiences; recognize how these elements affect their understanding.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.6.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

- ELA.6.C1.1** Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.

Research Sources

- ELA.6.C1.2** Gather and assess information from multiple sources including modelled text, various text styles and mentors (e.g., experts, audio, digital online sources) to focus or expand ideas.

Create Plan

- ELA.6.C1.3** Use strategies and planning tools (e.g., notetaking, graphic organizers, brainstorming, jot notes, asking questions, mind mapping, sketching ideas, research planners) and the integration of techniques used by different sources including discussion with others to plan text creation.

Choose Form

- ELA.6.C1.4** Choose different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences.

Create Draft/Prototype

- ELA.6.C1.5** Create detailed multimodal texts (e.g., oral storytelling, written stories, posters, letters, research reports/projects, video reports, digital stories with narration, multimedia presentations, poetry); use digital tools and thinking maps to draft ideas effectively and creatively.

GENERAL LEARNING OUTCOME

ELA.6.C2 Enhance the Clarity and Artistry of Multimodal Texts

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

- ELA.6.C2.1** Use organization patterns (e.g., cause and effect, chronological sequence) and include introduction/body/conclusion; use paragraphs to group ideas, and supporting details to match the text form chosen.

Sentence Structure

- ELA.6.C2.2** Reread and include simple, compound and complex sentences; use more advanced transitions to connect ideas, phrases and sentences; align subject-verb and noun-pronoun agreement.

Word Choice

ELA.6.C2.3 Use vivid verbs, specific nouns and/or adjectives to create a clear, strong, impactful message.

Voice/Style

ELA.6.C2.4 Expand personal voice in text, using varied and descriptive language and a tone (e.g., formal, informal, serious, humorous) appropriate to purpose and context to communicate thoughts, feelings and opinions about a topic with others.

Revision

ELA.6.C2.5 Use checklists, criteria and teacher/peer feedback to revise; reread for logic and order of ideas to see if any ideas seem out of place or unrelated; move ideas around or remove unnecessary ones as needed; ensure coherence, focus and clarity.

GENERAL LEARNING OUTCOME

ELA.6.C3 Edit and Publish

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.6.C3.1 Write fluently and legibly with appropriate spacing; apply word processing skills with fluency, automaticity and proficiency to enhance text for an audience.

Spelling

ELA.6.C3.2 Apply knowledge of spelling using a variety of strategies and spelling patterns; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.

Punctuation and Capitalization

ELA.6.C3.3 Use capital letters consistently and accurately for proper nouns and dialogue, abbreviations, and titles.

ELA.6.C3.4 Know and use basic punctuation skillfully and correctly (e.g., periods, commas, question marks, exclamation marks, apostrophes, quotation marks, semi-colons) to communicate meaning clearly for others.

Publish Final Text

ELA.6.C3.5 Create final text that integrates various modes (e.g., text, images, visuals, sound, video) to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.6.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.6.D1.1 Choose when and where to adjust intonation, tone, volume, expression and communication style to extend ideas.

ELA.6.D1.2 Integrate artifacts and visual aids/digital tools to enhance communication with an audience.

ELA.6.D1.3 Present ideas and information in a logical format with the purpose to entertain, persuade or inform an audience.

GENERAL LEARNING OUTCOME

ELA.6.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.6.D2.1 Identify and understand effective strategies used as a listener, speaker, reader, writer, viewer, and representer; begin to be more self-aware in thinking about how they learn (early metacognition).

ELA.6.D2.2 Develop and use class generated criteria to assess learning; use tools (e.g., journals, mind maps, lists, digital tools (e.g. podcasts), portfolios) to self-assess own understanding/learning.

Receive and Reflect on Feedback

ELA.6.D2.3 Receive descriptive feedback from others, prompting critical thinking about own strengths and areas for growth; reflect on which processes/ strategies are most effective for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

ELA.6.D2.4 Set specific learning goals to improve listening, speaking, reading, writing, viewing and representing and plan steps to achieve goal(s).

ELA.6.D2.5 Monitor and track progress by collecting evidence of learning; reflect on accomplishments of new learning.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 7

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 7, learners build upon their foundational literacy skills by engaging in more sophisticated, analytical, and intentional use of language across all areas of English Language Arts. They take greater ownership of their thinking and communication, contributing thoughtfully to academic discussions, debates, and collaborative learning. Learners use evidence and rhetorical strategies to support their viewpoints, ask probing questions, and challenge ideas in respectful, informed ways. Their understanding of how language conveys power, influence, and perspective grows as they study increasingly complex sentence structures word origins, figurative language, and rhetorical devices in all forms of text.

Grade 7 learners explore a wide range of literary and informational texts that include diverse voices, historical and cultural perspectives, and social issues. They have developed a repertoire of comprehension strategies to use flexibly. They use their growing academic and content-specific vocabulary to understand a variety of text. They analyze how authors craft meaning through different genres, language choices, bias, and voice. Learners begin to make more nuanced connections between texts and the world around them, deepening their critical literacy skills. As researchers and text creators, they pursue extended inquiries, gathering and assessing information from a variety of credible sources and synthesize their findings to build arguments, inform, or tell compelling stories.

As text creators, Grade 7 learners reflect a maturing ability to plan, organize, and refine ideas with clarity and intention. They compose across genres—narrative, argumentative, analytical, and reflective—while using tone, voice, and structure purposefully to suit their audience and purpose. Learners revise their work with a critical eye, focusing on cohesion, clarity, precision, and depth. They publish their text by selecting different digital designs and production tools and present texts using various media. By the end of Grade 7, learners are equipped to use language with increased confidence, complexity, and control, preparing them for the rigorous thinking and communication demands of the middle years.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.

- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being.

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiples uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.7.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

- ELA.7.A1.1** Listen critically and reflect on the contributions of others; build on ideas heard and paraphrase key points to extend own understanding; develop own opinion.
- ELA.7.A1.2** Understand and use supportive non-verbal cues (e.g., wait time) and inclusive social conventions by respecting communication differences when listening to the contributions of others in multiple contexts.

Interacting

- ELA.7.A1.3** Recognize the role of language in shaping inclusive or exclusive environments; adjust interactions with support to foster inclusivity across contexts.
- ELA.7.A1.4** Ask multifaceted questions and seek/provide clarification when exploring and critiquing ideas, concepts, problems, solutions.

Speaking (Expressive)

- ELA.7.A1.5** Use the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary to communicate thoughts/ ideas for different contexts, purposes, and audiences.

- ELA.7.A1.6** Use appropriate language and tone in simple, familiar situations (e.g., speeches); recognize when adjustments may be needed based on audience or purpose with support.

GENERAL LEARNING OUTCOME

ELA.7.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

Consolidation, application and mastery is typically achieved by this grade .

Word Study (Morphology)

- ELA.7.A2.4** Analyze and apply knowledge of word parts and patterns (morphology) to determine word meaning and accurate spelling (e.g., Greek/Latin affixes and roots – precede, recede, secede).

Vocabulary

- ELA.7.A2.5** Acquire and use an expanded vocabulary related to different contexts, including figures of speech (e.g., personification); use word relationships/associations (e.g., friendship, companionship, camaraderie, kinship, ally) to enhance word meaning.

Reading Fluency

- ELA.7.A2.6** Apply a range of fluency skills and strategies (e.g., improved accuracy, expression, appropriate rate) to comprehend a variety of text.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.7.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.7.B1.1 Identify and discuss prior knowledge including knowledge gained from various sources, subject areas and personal diverse experiences to understand new text.

ELA.7.B1.2 Create relevant questions and focus investigations on research information and sources to build a deeper understanding of the topic in an individual or group inquiry.

Engage with a Variety of Texts (Read, View, Listen)

ELA.7.B1.3 Engage with a variety of multimodal text from diverse creators (e.g., watching a documentary to provide visual context or reading an article) to build background knowledge and to deepen understanding of the same topic.

Review Information

ELA.7.B1.4 Review information gathered and recognize gaps; locate and gather additional information; provide a summary of the text/information collected distinct from personal opinions/judgments; cite evidence from multiple texts/sources to support analysis, as well as inferences.

GENERAL LEARNING OUTCOME

ELA.7.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.7.B2.1 Describe various text cues (e.g., genres, features, patterns); explain how they are used to present and support the message/information for the intended audience.

ELA.7.B2.2 Use textual cues in a range of multimodal texts to construct meaning and interpret texts.

Make Predictions

ELA.7.B2.3 Make predictions using background knowledge and text information; pose questions to confirm/change predictions before, during and after reading.

Make Connections

ELA.7.B2.4 Explain connections between personal experiences, a range of multimodal texts and knowledge of world (history, events, issues, etc.) to enhance understanding of texts .

Monitor Understanding - Check and Adjust

ELA.7.B2.5 Select strategies such as rereading, asking clarifying questions, inferencing, and conferring with others to monitor and confirm understanding .

Monitor Understanding – Summarize

ELA.7.B2.6 Summarize main ideas and key details reflecting the core meaning of multimodal text and draw well-supported conclusions.

Consolidate New Knowledge

ELA.7.B2.7 Recall and express new ideas using discipline specific vocabulary; identify and consider how own/others' experiences shape interpretations of text; apply new knowledge across subjects using different strategies; reflect on new understandings.

GENERAL LEARNING OUTCOME**ELA.7.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.7.B3.1 Recognize and explain broader social issues (e.g., race, gender, class, ability) within text, based on author's purpose; use text evidence to analyze tone, language, or structure (e.g., *What does this text say about fairness in society? How does the author show this?*).

Recognize Facts, Bias and Viewpoints

ELA.7.B3.2 Identify facts, opinions, and simple bias in texts; distinguish the difference between factual statements and opinions; recognize bias at a basic level (e.g., when an author presents information in a way that seems one-sided or overly opinionated/emotional); locate evidence such as facts, examples, or details that support findings.

ELA.7.B3.3 Identify text creator’s point of view (e.g., first, second or third person); recognize that not all viewpoints are equally valid or equally supported by evidence; investigate and judge the quality of viewpoints through credible sources, facts and research.

Respond to Text

ELA.7.B3.4 Express a personal response (e.g., confusion, agreement) to obvious stereotypes, discriminatory language, unfair representations or one-sided views identified in various texts; use evidence from the text to support response.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.7.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.7.C1.1 Generate ideas and select a topic, using ideas from experiences and/or other sources to create a focused piece for a particular audience and purpose.

Research Sources

ELA.7.C1.2 Gather and assess information from multiple sources including modelled text, various authors’ craft and style and mentors (e.g., experts, audio, digital online sources) to focus or expand ideas.

Create Plan

ELA.7.C1.3 Use strategies and planning tools (e.g., notetaking, graphic organizers, brainstorming, jot notes, asking questions, mind mapping, sketching ideas, research planners) specific to genre and purpose (e.g., informational, opinion, structured outlines) to plan for text creation.

Choose Form

ELA.7.C1.4 Choose common text form (e.g., narratives, reports, persuasive letters, news articles, journals); understand the conventions of each form for different purposes and audiences (e.g., “I know what a report is and when to use it.”).

Create Draft/Prototype

ELA.7.C1.5 Experiment with multimodal forms (e.g., posters, presentations, infographics, digital stories); use digital tools to explore layout, images and audio, including thinking maps to draft ideas effectively and creatively (e.g., create a slide deck for a book review using text, images and audio).

GENERAL LEARNING OUTCOME**ELA.7.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.7.C2.1 Identify and use appropriate organizational patterns (e.g., cause and effect, chronological sequence); group ideas logically and coherently for genre and text form chosen.

Sentence Structure

ELA.7.C2.2 Reread and include more compound and complex sentences; experiment and use a variety of sentence types (declarative, interrogative, imperative, exclamatory); use more advanced transitions words/phrases (e.g., similarly, in addition) to connect ideas and sentences; align subject-verb and noun-pronoun agreement (e.g., the Winnipeg Jets/they); ensure sentence clarity and grammatical correctness to communicate meaning for others .

Word Choice

ELA.7.C2.3 Use descriptive and discipline specific words considering purpose, genre and audience to express and enhance meaning.

Voice/Style

ELA.7.C2.4 Demonstrate a personal voice expressing ideas, opinions and feelings in text; use language, sentence style and tone appropriate to purpose, form, genre and audience.

Revision

ELA.7.C2.5 Reread for logic and order of ideas, position of details, flow, and transitions; reread to revise sentence fragments, run-ons, and verb tense; fix awkward/incorrect grammar; revise for more precise word choice; use checklists, criteria and teacher/peer feedback to revise; reread for style and voice to match purpose and audience.

GENERAL LEARNING OUTCOME**ELA.7.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.7.C3.1 Write fluently and legibly using appropriate spacing and text alignment, considering various forms; apply keyboarding skills with increasing speed and accuracy; apply basic formatting skills (e.g., font size, bold/italics, line spacing, margins) to ensure text clarity for reader.

Spelling

ELA.7.C3.2 Apply knowledge of a range of strategies; recognize rules including the use of derivatives [relationship between a word and its base] (e.g., help – helper-helpful-unhelpful-helpless), bases (e.g., happy-happiness), and affixes; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.

Punctuation and Capitalization

ELA.7.C3.3 Use capital letters consistently and accurately for common proper nouns (e.g. names of people, places, days, months); in dialogue (e.g., "They said, 'Let's go.'"); most major words in titles of books, movies; abbreviations (e.g., Dr., Mrs.) and sentence starts.

ELA.7.C3.4 Use basic punctuation skillfully and correctly in lists and complex sentences; use a variety of punctuation (e.g., apostrophes for contractions and possessives, quotation marks for dialogue) to communicate meaning clearly for others.

Publish Final Text

ELA.7.C3.5 Create final copy of a multimodal project/copy (e.g., posters, simple slideshows, digital stories); select relevant visuals or sounds to accompany text for a specific purpose and audience (e.g., Google slide presentation with bullet points, relevant images, and a short audio clip summarizing a novel).

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.7.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.7.D1.1 Recognize how tone, volume and expression affect meaning and adjust delivery according to audience and purpose (e.g., to persuade, inform, entertain) to effectively communicate ideas.

ELA.7.D1.2 Select artifacts and visual/audio aids that directly support meaning for an audience; demonstrate understanding of the impact of layout and design choices.

ELA.7.D1.3 Organize and present ideas effectively in a format including an introduction/body/conclusion; use language (e.g., word choice) and creative expression to capture the audience's attention.

GENERAL LEARNING OUTCOME

ELA.7.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.7.D2.1 Understand and describe effective strategies used as a listener, speaker, reader, writer, viewer and representer by asking self questions, "What part of this assignment was easiest for me?"

ELA.7.D2.2 Contribute to the development of class criteria; use tools such as learning journals, digital portfolios. to self-assess own understanding/learning.

Receive and Reflect on Feedback

ELA.7.D2.3 Receive descriptive feedback from others; reflect on how to use the feedback to strengthen strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

ELA.7.D2.4 Reflect on and set specific learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).

ELA.7.D2.5 Monitor progress by collecting evidence of learning; track growth towards goal achievement.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 8

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 8, learners demonstrate a deeper command of language as they engage in critical thinking, effective communication, and independent inquiry across all strands of English Language Arts. They participate in complex discussions and academic dialogues, using well-reasoned arguments, persuasive techniques, and precise language to express and defend their ideas. With a stronger understanding of how language influences thought and action, learners analyze the power of rhetoric, bias, and voice in both written and spoken texts. They explore how word choice, tone, and structural decisions shape meaning, impact readers, and reflect purpose and perspective.

Grade 8 learners engage with a wide variety of challenging texts—both literary and informational—that present global, historical, and contemporary issues. They have a repertoire of comprehension strategies that they can use flexibly. They analyze themes, author's intent, social commentary, and the ways texts position audiences. Learners make increasingly sophisticated connections across texts and disciplines, demonstrating a nuanced awareness of culture, identity, and point of view. As researchers, learners conduct sustained inquiries, evaluate the reliability and bias of sources, and integrate evidence to build strong, well-supported conclusions.

As text creators, Grade 8 learners craft polished pieces across a range of forms and genres, including analytical essays, arguments, narratives, and creative compositions. They use advanced structures, refined vocabulary, and intentional style to suit their purpose and audience. They plan draft, revise, and edit with precision, ensuring that their text is coherent, well-developed, and compelling. They analyze elements of style and include images, graphics, and multimedia to create, present and clearly communicate text to others. By the end of Grade 8, learners are prepared to engage with more complex texts and tasks, and communicate with clarity, confidence, and critical awareness as they transition into the senior years.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.

- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.

- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

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Language and literacy learning is complex, continuous, and recursive.

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Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

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- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.8.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.8.A1.1 Listen critically to understand and analyze oral information and ideas for diverse opinions; build on ideas heard to clarify own opinion.

ELA.8.A1.2 Understand and use supportive non-verbal cues (e.g., wait time) and inclusive social conventions by respecting communication differences when listening to the contributions of others in multiple contexts.

Interacting

ELA.8.A1.3 Recognize the role of language in shaping inclusive or exclusive environments; adjust interactions with support to foster inclusivity across contexts.

ELA.8.A1.4 Ask multifaceted questions and seek/provide clarification when exploring and critiquing ideas, concepts, problems, solutions.

Speaking (Expressive)

ELA.8.A1.5 Use the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary to build and deliver messages that are coherent, clear and appropriate for contexts, purposes, and audiences.

ELA.8.A1.6 Use language appropriate to the purpose and audience in familiar situations (e.g., presentations); begin to monitor and revise tone, word choice, and clarity with support.

GENERAL LEARNING OUTCOME

ELA.8.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

Consolidation, application and mastery is typically achieved by this grade.

Word Study (Morphology)

ELA.8.A2.4 Analyze and apply word structure knowledge (morphology) to determine word meaning and accurate spelling (e.g., Greek/Latin affixes and roots – precede, recede, secede).

Vocabulary

ELA.8.A2.5 Acquire, clarify and use a variety of vocabulary in different contexts, including figures of speech (e.g., personification); use word relationships/associations (e.g., compassion, generosity, empathy, consideration) to enhance word meaning.

Reading Fluency

ELA.8.A2.6 Apply a range of fluency skills and strategies (e.g., accuracy, expression (prosody), appropriate rate) to comprehend text.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.8.B1 Acquire New Information**

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.8.B1.1 Identify and explain prior knowledge and recognize patterns across topics/content areas from various sources; assess the relevance and value of prior knowledge in supporting new understanding.

- ELA.8.B1.2** Create focused, open-ended questions to challenge misconceptions and explore multiple perspectives in reading, listening and viewing information in an individual or group inquiry.

Engage with a Variety of Texts (Read, View, Listen)

- ELA.8.B1.3** Engage with a variety of multimodal texts across genres, and interests through collaboration with others to build knowledge together and enhance understanding through peer interactions and discussions.

Review Information

- ELA.8.B1.4** Review information gathered and recognize gaps; locate and gather additional information; provide a summary of the text/information collected; cite evidence from multiple texts/sources that support analysis, as well as inferences.

GENERAL LEARNING OUTCOME

ELA.8.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

- ELA.8.B2.1** Describe various text cues (e.g., genres, features, patterns); explain how they are used to present and support the message/information for the intended audience.
- ELA.8.B2.2** Use textual cues in a range of multimodal texts to construct meaning and interpret texts.

Make Predictions

- ELA.8.B2.3** Make predictions using background knowledge and text information; pose questions to confirm/refute/change predictions before, during and after reading.

Make Connections

- ELA.8.B2.4** Explain connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to enhance understanding of texts.

Monitor Understanding - Check and Adjust

- ELA.8.B2.5** Select strategies such as rereading, asking clarifying questions, inferencing, conferring with others, paraphrasing, and consulting references to monitor and confirm understanding.

Monitor Understanding – Summarize

ELA.8.B2.6 Summarize main ideas with supporting details reflecting the core meaning of multimodal text; focus on paraphrasing and draw effective conclusions.

Consolidate New Knowledge

ELA.8.B2.7 Examine and communicate new ideas using discipline specific vocabulary; consider how multiple interpretations can exist based on varying perspectives (e.g., backgrounds, values) and how they impact/broaden understanding; apply new knowledge across subjects using different strategies; reflect on new understanding.

GENERAL LEARNING OUTCOME**ELA.8.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.8.B3.1 Recognize and explain broader social issues (e.g., race, gender, class, ability) within text, based on author's purpose; use text evidence to analyze tone, language, or structure (e.g., *What does this text say about fairness in society? How does the author show this?*).

Recognize Facts, Bias and Viewpoints

ELA.8.B3.2 Interpret facts, opinions in various texts and recognize subtle bias (e.g., when an author emphasizes certain facts through language/word choice while downplaying others to sway the reader's opinion); locate relevant evidence such as facts, examples, or details to support findings.

ELA.8.B3.3 Identify text creator's point of view (e.g., first, second or third person) and understand there may be different views on the same topic; compare multiple viewpoints in a single text/across texts; investigate and judge the quality of viewpoints through credible sources, facts and research.

Respond to Text

ELA.8.B3.4 Explain a personal reaction (e.g., confusion, agreement) to obvious stereotypes, discriminatory language, or unfair representations or one-sided views identified in various texts; use evidence from the text to support response.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.8.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.8.C1.1 Generate ideas by drawing connections between experiences and broader themes; select and narrow a topic understanding how genre, audience and purpose influence style, tone, and content.

Research Sources

ELA.8.C1.2 Select and review information from multiple sources (e.g., different authors, experts, audio, digital online sources); compare sources to assess reliability, look for bias and examine different points of view.

Create Plan

ELA.8.C1.3 Use strategies and planning tools specific to genre and purpose (e.g., brainstorming, jot notes, asking questions, mind mapping, sketching ideas, research planners); collect and record information; outline steps-research, design, create text/prototype, share and reflect on plan.

Choose Form

ELA.8.C1.4 Choose common text form (e.g., narratives, reports, persuasive letters, news articles, journals); understand the conventions of each form for different purposes and audiences (e.g., “I know what a report is and when to use it.”).

Create Draft/Prototype

ELA.8.C1.5 Experiment with multimodal forms (e.g., posters, presentations, infographics, digital stories); use digital tools to explore layout, images and audio, including thinking maps to draft ideas effectively and creatively (e.g., create a slide deck for a book review using text, images and audio).

GENERAL LEARNING OUTCOME**ELA.8.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.8.C2.1 Identify and use appropriate organizational patterns (e.g., cause and effect, chronological sequence); group ideas logically and coherently for genre and text form chosen.

Sentence Structure

ELA.8.C2.2 Reread and use more complex sentences; experiment and use a variety of sentence types; use vocabulary to enhance sentence nuance and flow; use more advanced transitions to connect ideas, phrases and sentences; align subject-verb and noun-pronoun agreement (e.g., the Wpg Jets/they); ensure sentence clarity and apply grammatical correctness to communicate meaning for others.

Word Choice

ELA.8.C2.3 Use accurate, meaningful, discipline specific words for identified purpose, genre, form and audience to express and enhance meaning.

Voice/Style

ELA.8.C2.4 Demonstrate voice for different purposes in text (e.g., story vs. essay); experiment with different language (e.g., sarcasm, humour), style and tone appropriate to purpose, form, genre and audience.

Revision

ELA.8.C2.5 Review text clarity and revise for clear word choice, sentence structure and grammar; use appropriate tone in common writing forms (e.g., essays, stories, reports) for a particular purpose and audience; notice and adjust mismatches in formality or tone (e.g., too casual for a formal letter); apply rubrics/criteria and peer feedback to review for details and focus; reflect on revisions made to improve text clarity.

GENERAL LEARNING OUTCOME**ELA.8.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.8.C3.1 Write legibly and neatly; digital documentation and presentation is a greater focus; integrate word processing skills into the text creation process; use formatting tools intentionally (e.g., use of headers, bullets, paragraph alignment) to support meaning, improve readability and ensure text clarity for reader.

Spelling

ELA.8.C3.2 Apply and use knowledge of a range of spelling strategies and rules; understand derivatives [relationship between a word and its base] (e.g., help – helper- helpful-unhelpful-helpless), bases (e.g., happy – happiness) and affixes [word parts added to a base to change its meaning or function] (e.g., happiness-unhappiness) to confirm conventional spelling; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.

Punctuation and Capitalization

ELA.8.C3.3 Apply capitalization rules more consistently and with greater attention to context; differentiate between common and proper nouns; use capitalization in complex dialogue, quoted speech, specific historical events, institutions, and brand names, in subtitles and secondary titles (e.g., *The Hobbit: There and Back Again*).

ELA.8.C3.4 Apply punctuation correctly (e.g., apostrophes for both singular and plural possessives, quotation marks for nested dialogue, commas after introductory phrases and to set off clauses, colons/semi-colons); use punctuation for effect and clarity to communicate meaning clearly for others.

Publish Final Text

ELA.8.C3.5 Create final copy using a variety of modes to enhance meaning (e.g., infographics, short video projects); choose appropriate design elements for a specific purpose and audience (e.g., infographic combining text, charts, and icons to present data from a science project),

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.8.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

- ELA.8.D1.1** Use tone, volume and expression and adjust according to audience and purpose (e.g., to persuade, inform, entertain) to effectively communicate ideas.
- ELA.8.D1.2** Use multimedia artifacts strategically to support message/communication for a specific audience, genre, and platform.
- ELA.8.D1.3** Organize ideas more clearly using transitions and basic rhetorical structures (e.g., point-evidence-explanation); begin to summarize main ideas discussed and conclusions drawn to communicate message to audience.

GENERAL LEARNING OUTCOME

ELA.8.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

- ELA.8.D2.1** Reflect and compare with increasing independence, effective strategies used as a listener, speaker, reader, writer, viewer and representer by asking self questions, "How does my work compare to others?"
- ELA.8.D2.2** Contribute to the development of class criteria; use tools (e.g., exit tickets / reflection slips, self-quizzes, digital portfolios) to assess own understanding / learning.

Receive and Reflect on Feedback

- ELA.8.D2.3** Receive descriptive feedback from others; reflect on how to use the feedback to strengthen strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

- ELA.8.D2.4** Reflect on and set specific learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).
- ELA.8.D2.5** Monitor progress by collecting evidence of learning; track growth towards goal achievement.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 9

Course Code

0001

Course Credit

1.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 9, learners further refine their mastery of language as they engage in sophisticated analysis, thoughtful communication, and independent research across all areas of English Language Arts. They actively participate in rigorous academic discussions and debates, using logical reasoning, persuasive techniques, and precise language to articulate and defend complex ideas. Learners deepen their understanding of rhetoric, bias, and voice, critically examining how language choices, tone, and structure, influence communication.

Grade 9 learners explore a broad and challenging array of literary and informational works that address global, cultural, historical, and contemporary issues. They analyze texts for themes, authorial intent, social commentary, and the ways narratives position readers. Learners make interdisciplinary connections and develop a sophisticated awareness of identity, perspective, and cultural contexts. As independent researchers, they formulate nuanced questions, evaluate source credibility, synthesize diverse information, and construct well-supported arguments or narratives.

As text creators, Grade 9 learners produce clear, cohesive, and compelling texts across various genres—including analytical essays, persuasive writing, creative works, and research reports. They demonstrate skillful use of advanced grammar, vocabulary, and stylistic elements tailored to their audience and purpose. Through a deliberate and iterative creative process, learners plan, draft, revise, and edit with attention to detail, coherence, and impact. They use visuals and multimedia to present their text to a variety of audiences. By the end of Grade 9, learners are equipped to tackle complex texts and assignments with confidence, clarity, and critical insight as they continue their education.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.

- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
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Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.9.A1 Oral Language Communication

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Listening (Receptive)

ELA.9.A1.1 Listen critically to understand, analyze and identify different perspectives / themes from oral information and ideas; build on ideas heard to confirm own opinion.

ELA.9.A1.2 Understand and adapt use of supportive non-verbal cues and inclusive social conventions when listening to and receiving the contributions of others; listen attentively, appreciating multiple perspectives from diverse audiences.

Interacting

ELA.9.A1.3 Analyze language use and adjust interactions to foster inclusivity across contexts; ensure all voices, perspectives are received, respected and valued across contexts, backgrounds and cultures.

ELA.9.A1.4 Ask multifaceted questions and seek/provide clarification and explanation to further explore and critique ideas, concepts, problems, solutions; clarify, verify or challenge ideas and conclusions.

Speaking (Expressive)

ELA.9.A1.5 Use the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary to build and deliver messages that

are coherent, clear and appropriate according to formal/informal contexts, purposes and audiences; self monitor language for effective communication.

- ELA.9.A1.6** Use language appropriate to different situations, audiences, and purposes (e.g., interviews); recognize how speaking techniques change according to different situations (e.g., questioning, persuasive talk); demonstrate self-monitoring of language and tone, etc., and adjust accordingly.

GENERAL LEARNING OUTCOME

ELA.9.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

Consolidation, application and mastery is typically achieved by this grade.

Word Study (Morphology)

- ELA.9.A2.4** Analyze and apply word structure knowledge of (morphology) quickly and accurately to understand and spell unfamiliar, topic/content specific and technical words (e.g., respond, response, responsible, responsibility).

Vocabulary

- ELA.9.A2.5** Acquire, clarify and use a variety of vocabulary in different contexts, including figures of speech (e.g., similes); identify the subtle difference/associations in the meaning of words with similar definitions (e.g., honesty, truthfulness, sincerity, integrity); use different sources to find word pronunciations and/or clarify precise meanings/parts of speech.

Reading Fluency

- ELA.9.A2.6** Apply a range of fluency skills and strategies (e.g., accuracy, expression (prosody), appropriate rate) to comprehend complex text.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.9.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.9.B1.1 Identify and explain prior knowledge and recognize patterns across topics/content areas from various sources; assess the relevance and value of prior knowledge in supporting new understanding.

ELA.9.B1.2 Create focused, open-ended questions to challenge misconceptions and explore multiple perspectives in reading, listening and viewing information in an individual or group inquiry.

Engage with a Variety of Texts (Read, View, Listen)

ELA.9.B1.3 Engage with a variety of multimodal texts across genres, interests and complexities through interactive components (e.g., quizzes, simulations, multimedia presentations) to reinforce background knowledge of concepts and encourage critical thinking of texts.

Review Information

ELA.9.B1.4 Analyze information from a variety of multimodal texts, considering the source, intended audience, inferred meaning and implicit bias; cite evidence from multiple texts/sources that support analysis, as well as inferences.

GENERAL LEARNING OUTCOME

ELA.9.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.9.B2.1 Analyze various text cues (e.g., genres, features, patterns) across a range of multimodal texts; explain how effectively they support the intended purpose for diverse audiences.

ELA.9.B2.2 Use textual cues and prominent organizational patterns of a range of multimodal texts to construct/confirm meaning and interpret texts.

Make Predictions

ELA.9.B2.3 Make predictions using background knowledge and text information; confirm / refute / modify predictions by using a range of text evidence before, during and after reading.

Make Connections

ELA.9.B2.4 Explain connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to enhance understanding of texts.

Monitor Understanding - Check and Adjust

ELA.9.B2.5 Select and integrate multiple strategies (e.g., rereading, asking clarifying questions, inferencing, conferring with others, paraphrasing, consulting references, annotating); apply strategies flexibly to monitor and confirm understanding.

Monitor Understanding – Summarize

ELA.9.B2.6 Summarize ideas/concepts/themes from more complex texts; condense larger sections of text/ideas by grouping related ideas together; distinguish between key ideas and less important information, maintaining integrity to author's message.

Consolidate New Knowledge

ELA.9.B2.7 Examine and communicate new ideas using discipline specific vocabulary; explain how both personal and external perspectives (e.g., historical, cultural, and societal) affect and shape interpretations of texts; apply new knowledge across subjects through a range of strategies; reflect on new insights and understandings.

GENERAL LEARNING OUTCOME

ELA.9.B3 Think Critically about Multimodal Text and Respond

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.9.B3.1 Analyze how texts reflect or challenge societal norms around diversity and equity; use direct and inferred evidence to support claims about representation

and bias (e.g., *How does the author use language or structure to highlight issues of equity? How does this compare to other texts?*).

Recognize Facts, Bias and Viewpoints

ELA.9.B3.2 Differentiate between facts, opinions, and bias in various texts; analyze how bias can be embedded in word choice, tone, imagery; evaluate how well evidence supports findings and whether the evidence presented is reliable and balanced.

ELA.9.B3.3 Examine text creator's purpose in selecting a particular point of view; investigate how point of view influences meaning, tone, bias, theme, etc.; compare multiple viewpoints within/across text(s); judge the quality of viewpoints by examining the credibility of sources, facts and research.

Respond to Text

ELA.9.B3.4 Compare personal reactions with others (different audiences) and societal perspectives; explain how prejudice and bias shape meaning and affect understanding of text, purpose or credibility; recognize bias can be subtle (e.g., omission, tone, selective evidence).

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.9.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.9.C1.1 Select topic based on ideas generated from experiences, current events, literature, and cross-curricular knowledge; focus topic based on purpose, format and audience.

Research Sources

ELA.9.C1.2 Select and review information from multiple sources (e.g., different authors, experts, audio, digital online sources); compare sources to assess reliability, look for bias and examine different points of view.

Create Plan

ELA.9.C1.3 Use strategies and planning tools specific to genre and purpose (e.g., mind maps, outlines, research organizers, interview notes); collect and record information; outline steps-research, design, create text/prototype, share and reflect on plan.

Choose Form

ELA.9.C1.4 Choose form more purposely, understand the conventions of the form (e.g., editorials, memoirs, feature articles, documentaries) for a specific message, audience and purpose (e.g., feature article exploring a current event for a school magazine or persuasive speech/presentation vs. written essay for impact).

Create Draft/Prototype

ELA.9.C1.5 Create more complex multimodal texts (e.g., videos, interactive timelines, digital essays); use varied thinking strategies/maps (e.g., flowchart, storyboards) to draft ideas effectively and creatively connecting purpose to format; choose appropriate digital tools based on purpose/audience (e.g., choose video vs email for certain audiences).

GENERAL LEARNING OUTCOME

ELA.9.C2 Enhance the Clarity and Artistry of Multimodal Texts

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.9.C2.1 Select and use appropriate organizational structures and transitions (e.g., problem/solution, flashbacks) to achieve a specific purpose for an audience and to communicate clearly.

Sentence Structure

ELA.9.C2.2 Reread and use more complex sentences; expand, combine or reduce sentences for meaning, interest and style; choose vocabulary purposely to enhance sentence nuance and flow; use more advanced transitions to connect ideas, phrases and sentences; apply grammatical correctness to communicate meaning for others.

Word Choice

ELA.9.C2.3 Use clear, effective, discipline specific words for different purposes, genres, forms and audiences to convey and enhance meaning.

Voice/Style

ELA.9.C2.4 Demonstrate greater control over voice for different purposes in text (e.g., informal/formal writing); express ideas with more clarity, confidence and emotion; adjust voice depending on form, genre and audience.

Revision

- ELA.9.C2.5** Apply understanding of how text organization and clarity of structure affect text meaning; identify the logical progression of ideas/ details; revise for word choice, and tone; revisit the use of transitional words/phrases; revise for sentence errors (e.g., fragments, run-ons, grammar); apply rubrics/criteria and peer feedback to review; reflect on revisions made to improve text clarity.

GENERAL LEARNING OUTCOME**ELA.9.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

- ELA.9.C3.1** Write legibly and neatly; digital documentation and presentation is a greater focus; integrate word processing skills into the text creation process; use formatting tools intentionally (e.g., use of headers, bullets, paragraph alignment) to support meaning, improve readability and ensure text clarity for reader.

Spelling

- ELA.9.C3.2** Analyze words and apply knowledge of a range of strategies and rules; understand derivatives [relationship between a word and its base] (e.g., help – helper-helpful-unhelpful-helpless), bases (e.g., happy – happiness) and affixes [word parts added to a base to change its meaning or function] (e.g., happiness-unhappiness) to confirm conventional spelling; use resources such as digital dictionaries/apps or spell check to confirm conventional spelling.

Punctuation and Capitalization

- ELA.9.C3.3** Apply capitalization rules more consistently and with greater attention to context; differentiate between common and proper nouns; use capitalization in complex dialogue, quoted speech, specific historical events, institutions, and brand names, in subtitles and secondary titles (e.g., *The Hobbit: There and Back Again*).
- ELA.9.C3.4** Apply punctuation correctly (e.g., apostrophes for both singular and plural possessives; quotation marks for nested dialogue, commas after introductory phrases and to set off clauses, colons and semi-colons); use punctuation for effect and clarity to communicate meaning clearly for others.

Publish Final Text

- ELA.9.C3.5** Create final copy of more complex multimodal texts (e.g., podcasts, blogs, short documentaries); effectively integrate multiple modes for a specific purpose and audience (e.g., persuasive podcast combining script, background music, and interviews to address a social issue).

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.9.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.9.D1.1 Use tone, volume, and expression based on audience and purpose (e.g., to persuade, inform, entertain); reflect on effectiveness of tone and adjust accordingly to effectively communicate ideas.

ELA.9.D1.2 Combine visuals and media to create polished, purposeful messages; align design choices to specific audiences, genres, and platforms.

ELA.9.D1.3 Support ideas with evidence or examples and acknowledges audience needs (e.g., reasons for opinions/point of view); move smoothly and logically from one point to another to keep audience engaged.

GENERAL LEARNING OUTCOME

ELA.9.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.9.D2.1 Reflect and compare with increasing independence, effective strategies used as a listener, speaker, reader, writer, viewer and representer by asking self questions, "How does my work compare to the assignment criteria?"

ELA.9.D2.2 Contribute to the development of class/course criteria; use tools (e.g., exit tickets/reflection slips, self-quizzes, portfolios) to assess own understanding / learning.

Receive and Reflect on Feedback

ELA.9.D2.3 Receive descriptive feedback from others; reflect on how to refine strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

ELA.9.D2.4 Reflect on and set specific learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).

ELA.9.D2.5 Monitor progress by collecting evidence of learning; track growth towards goal achievement.

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Grade 10

Course Code

0001

Course Credit

1.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 10, learners deepen their expertise in language as they engage in academic discussions and debates, employing sophisticated reasoning, and rhetorical strategies across all areas of English Language Arts. Learners use precise language to develop and defend nuanced arguments. They further explore and critically examine how rhetoric, bias, voice, and tone shape meaning and influence communication.

Grade 10 learners engage with diverse and challenging literary and informational texts that explore global, cultural, historical, and contemporary themes. They critically analyze authors' intent, thematic elements, social commentary, and the ways texts construct meaning and position readers. Learners make interdisciplinary connections and demonstrate an advanced understanding of identity, perspective, and cultural context. As independent researchers, they pose complex questions, critically evaluate sources for reliability and bias, synthesize information effectively, and present well-supported, coherent arguments or narratives.

As text creators, Grade 10 learners produce polished and purposeful texts across multiple genres, including analytical essays, persuasive compositions, creative writing, and research projects. They skillfully apply advanced grammar, precise vocabulary, and stylistic techniques tailored to their audience and purpose. Through a rigorous creative process, learners plan, draft, revise, and edit their work with attention to clarity, cohesion, and impact. Grade 10 learners understand how to use language, text structures, and media tools appropriately for their purpose and intentionally use tone, volume and expression to present ideas to an audience. By the end of Grade 10, learners are prepared to engage confidently and critically with complex language tasks as they continue their education.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.

- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.

- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.10.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.10.A1.1 Listen critically to understand, analyze and interpret point of view, values, and biases, stereotypes, or prejudices from oral information and ideas heard; reflect on the contributions of others to evaluate the effectiveness/credibility/ethics of ideas heard and apply to own understanding.

ELA.10.A1.2 Evaluate and adjust use of supportive non-verbal cues and inclusive social conventions when listening to and receiving the contributions of others; listen attentively, appreciating multiple perspectives from diverse audiences.

Interacting

ELA.10.A1.3 Analyze language use and adjust interactions to foster inclusivity across contexts; ensure all voices and perspectives are received, respected and valued across contexts, backgrounds and cultures.

ELA.10.A1.4 Ask multifaceted questions and seek/provide clarification and explanation to further explore and critique ideas, concepts, problems, solutions; clarify, verify or challenge ideas and conclusions.

Speaking (Expressive)

ELA.10.A1.5 Use the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary to build and deliver messages that

are coherent, clear and appropriate according to formal/informal contexts, purposes and audiences; self monitor language for effective communication.

- ELA.10.A1.6** Use precise language to enhance meaning and style for different situations, audiences, and purposes (e.g., language of persuasion in debates, reviews); demonstrate self-monitoring of language and tone, etc., and adjust accordingly.

GENERAL LEARNING OUTCOME

ELA.10.A2 Language as the Foundation for Reading and Writing

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

Consolidation, application and mastery is typically achieved by this grade.

Word Study (Morphology)

- ELA.10.A2.4** Analyze and evaluate morphological knowledge, including etymology (study of word origins) to analyze words for deeper understanding/application and accurate spelling of unfamiliar, topic/content specific and technical words (e.g., transform, transformation, transformational).

Vocabulary

- ELA.10.A2.5** Acquire, clarify and use a variety of vocabulary related to different contexts, including figures of speech (e.g., oxymoron, euphemism); identify the subtle differences/associations in the meaning of words with similar definitions (e.g., refined, respectively, polite, diplomatic); use different sources to locate word pronunciations to clarify precise meanings/parts of speech, including etymology or standard usage.

Reading Fluency

- ELA.10.A2.6** Apply a range of fluency skills and strategies (e.g., accuracy, expression (prosody), appropriate rate) to comprehend complex syntax and ideas.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.10.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.10.B1.1 Apply prior knowledge to develop understanding; engage in critical reflection to make an inference, prediction or hypothesis; assess the relevance and value of prior knowledge in supporting new understanding.

ELA.10.B1.2 Create essential questions to focus inquiry and clarify ideas/thinking while reading, listening and viewing information and research.

Engage with a Variety of Texts (Read, View, Listen)

ELA.10.B1.3 Engage with a variety of multimodal texts across genres, interests and complexities through real-world relevance (e.g., video case studies, visual storytelling) to support the application of abstract concepts as tangible and relatable to everyday life.

Review Information

ELA.10.B1.4 Analyze information from a variety of multimodal texts, considering the source, intended audience, inferred meaning and implicit bias; cite evidence from multiple texts/sources that support analysis, as well as inferences.

GENERAL LEARNING OUTCOME

ELA.10.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.10.B2.1 Analyze various text cues (e.g., genres, features, patterns) across a range of multimodal texts; explain how effectively they support the intended purpose for diverse audiences.

ELA.10.B2.2 Use textual cues and prominent organizational patterns of a range of multimodal texts to construct/confirm meaning and interpretation.

Make Predictions

ELA.10.B2.3 Make predictions using background knowledge and text content and cues; confirm/refute/modify predictions by using a range of text evidence before, during and after reading.

Make Connections

ELA.10.B2.4 Apply connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to develop a depth of understanding and interpretations of texts.

Monitor Understanding - Check and Adjust

ELA.10.B2.5 Select and justify multiple strategies (e.g., rereading, asking clarifying questions, inferencing, conferring with others, paraphrasing, consulting references and other sources of information, annotating); apply strategies flexibly to confirm and deepen understanding.

Monitor Understanding – Summarize

ELA.10.B2.6 Summarize ideas/concepts/themes from more complex texts; condense larger sections of text/ideas into concise summaries by eliminating unnecessary details and maintaining integrity to author's message.

Consolidate New Knowledge

ELA.10.B2.7 Synthesize and communicate new ideas using discipline-specific vocabulary; explore how different perspectives (e.g., personal, cultural, historical) affect and shape the interpretations of text; apply new knowledge in other disciplines through a range of strategies; reflect on new insights and understandings.

GENERAL LEARNING OUTCOME**ELA.10.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.10.B3.1 Analyze how texts reflect or challenge societal norms around diversity and equity; use direct and inferred evidence to support claims about representation and bias (e.g., *How does the author use language or structure to highlight issues of equity? How does this compare to other texts?*).

Recognize Facts, Bias and Viewpoints

ELA.10.B3.2 Differentiate between facts, opinions, and bias in various texts; analyze how bias can be embedded in word choice, tone, imagery, and text content (e.g., information included or excluded); evaluate how sources of evidence affect the credibility of text (e.g., valid research); determine whether the evidence presented is reliable, balanced and supports findings.

ELA.10.B3.3 Analyze text creator's purpose, background and motivation in selecting a particular point of view; investigate how point of view influences meaning, tone, bias and theme, etc.; compare multiple viewpoints within/across text(s); critique the quality of viewpoints by examining the credibility of sources, facts and research.

Respond to Text

ELA.10.B3.4 Compare personal reactions with others (different audiences) and societal perspectives; evaluate differences in interpretation; analyze and explain how prejudice and bias shape meaning and affect understanding of text purpose or credibility.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.10.C1 Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.10.C1.1 Select topic based on ideas generated from experiences, current events, literature, and cross-curricular knowledge; focus topic based on purpose, format and audience.

Research Sources

ELA.10.C1.2 Integrate and evaluate multiple sources (e.g., academic texts, expert opinions, digital media); assess conflicting viewpoints and bias; study mentor texts and various author styles; assess reliability across traditional text and digital sources (e.g., audio, video, scholarly databases) to focus/expand ideas.

Create Plan

ELA.10.C1.3 Use strategies and planning tools specific to genre and purpose (e.g., mind maps, outlines, research organizers, interview notes); collect and record information; outline steps-research, design, create text/prototype, share and reflect on plan.

Choose Form

ELA.10.C1.4 Choose form more purposely, understand the conventions of the form (e.g., editorials, memoirs, feature articles, documentaries) for a specific message, audience and purpose (e.g., feature article exploring a current event for a school magazine or persuasive speech/ presentation vs. written essay for impact).

Create Draft/Prototype

ELA.10.C1.5 Create more complex multimodal texts (e.g., videos, interactive timelines, digital essays); use varied thinking strategies/maps (e.g., flowchart, storyboards) to draft ideas effectively and creatively, connecting purpose to format; choose appropriate digital tools based on purpose/audience (e.g., choose video vs email for certain audiences).

GENERAL LEARNING OUTCOME**ELA.10.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.10.C2.1 Select and use appropriate organizational structures, techniques and transitions to achieve a specific purpose for an audience and to communicate clearly.

Sentence Structure

ELA.10.C2.2 Reread and use more varied sentence lengths and structures for emphasis and clarity; sentences connect smoothly within and between paragraphs; tone and voice are evident through sentence flow; apply grammatical correctness to communicate meaning for others.

Word Choice

ELA.10.C2.3 Use precise, effective, and discipline appropriate words to suit a specific purpose, audience, and form to convey/strengthen intended meaning.

Voice/Style

ELA.10.C2.4 Demonstrate greater flexibility to shift between formal, persuasive, reflective and narrative voice; use voice to influence, inform, and impact audience; adjust content, voice, and tone in text deliberately for different forms, genres and audiences.

Revision

ELA.10.C2.5 Refine coherence, voice, and logical progression of ideas/details; identify and correct issues of logic, repetition/redundances and/or ineffective transitions; review sentence mechanics and revise to include more variety for clarity,

emphasis or tone; reflect critically on feedback received; articulate reasons for changes made to text.

GENERAL LEARNING OUTCOME

ELA.10.C3 Edit and Publish

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.10.C3.1 Write fluently to ensure clarity and coherence of written information for self/audience; integrate word processing skills into the text creation process, including editing, formatting and publishing; use advanced formatting tools (e.g., styles, tables, layout design) to enhance communication and ensure clarity for reader.

Spelling

ELA.10.C3.2 Analyze words and apply knowledge of a range of strategies and rules; understand derivatives [relationship between a word and its base] (e.g., help – helper-helpful-unhelpful-helpless), bases (e.g., happy – happiness) and affixes [word parts added to a base to change its meaning or function] (e.g., happiness-unhappiness) to confirm conventional spelling; use resources (e.g., digital dictionaries/apps, spell check) to confirm conventional spelling.

Punctuation and Capitalization

ELA.10.C3.3 Capitalization is applied precisely across a range of writing genres (e.g., essays, formal letters, creative writing); proper adjectives (e.g., Victorian, Shakespearean); with legal, academic, and political titles; in digital or media contexts (e.g., headlines, blog titles, email etiquette).

ELA.10.C3.4 Understand and apply punctuation choices in compound-complex sentences (e.g., colons, semi-colons, and dashes; embedded or multi-layered quotations) to enhance tone, emphasis, and complex meaning; understand how punctuation contributes to clarity of message and to the credibility and polish of text.

Publish Final Text

ELA.10.C3.5 Create final copy of more complex multimodal texts (e.g., podcasts, blogs, short documentaries); effectively integrate multiple modes for a specific purpose and audience (e.g., persuasive podcast combining script, background music, and interviews to address a social issue).

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.10.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.10.D1.1 Experiment with tone, volume and expression and adjust delivery based on audience reaction; use tone/volume/expression for dramatic effects or emphasis to effectively communicate ideas.

ELA.10.D1.2 Utilize a variety of elements (visual and multimedia) to enhance effect and clarity of message/communication with an audience.

ELA.10.D1.3 Adapt structure for a multimedia or group presentation to clearly communicate message; maintain focus through presentation, conveying a clear perspective and explanation to keep audience engaged.

GENERAL LEARNING OUTCOME

ELA.10.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.10.D2.1 Analyze feedback and adjust learning strategies used as an effective listener, speaker, reader, writer, viewer and representer by asking, "How have I met the criteria? Which part of my work needs to improve?"

ELA.10.D2.2 Use course criteria to assess learning; use tools (e.g., exit tickets/reflection slips, self-quizzes, digital portfolios) to assess own understanding/learning.

Receive and Reflect on Feedback

ELA.10.D2.3 Receive descriptive feedback from others; reflect on how to refine strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

- ELA.10.D2.4** Reflect on and set specific short/long term learning goals to continue to develop as a listener, speaker, reader, writer, viewer, and representer; plan steps to achieve goal(s).
- ELA.10.D2.5** Monitor progress by collecting evidence of learning; track growth towards goal achievement.

DRAFT AUGUST 2025

Course Name

English Language Arts: Comprehensive Focus
English Language Arts: Literary Focus
English Language Arts: Transactional Focus

Grade Level

Grade 11

Course Code

0092
0093
0094

Course Credit

1.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of



experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.

Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 11, learners demonstrate a high level of independence, critical insight, and sophistication in their use of language across all areas of English Language Arts. They engage in advanced academic discussions, debates, and collaborative learning experiences, using refined rhetorical strategies, critical reasoning, and precise language to analyze complex ideas and challenge perspectives. Learners deepen their understanding of how language functions to influence, persuade, and convey power, and they examine how voice, bias, structure, and tone are used to position audiences across a wide range of texts.

Grade 11 learners engage with complex, layered literary and informational texts that span time periods, genres, cultures, and worldviews. They explore universal themes such as justice, identity, conflict, and human experience, analyzing how authors craft meaning through symbolism, structure, tone, and context. Learners make sophisticated interdisciplinary and cultural connections, drawing parallels between texts and current global issues while considering how texts reflect and shape societal values. As researchers, students they engage in sustained inquiry, refine research questions, and use academic sources to construct thoughtful, evidence-based arguments and presentations.

As text creators, Grade 11 learners produce advanced texts across academic, creative, and real-world genres. They create with clarity, purpose, and voice, integrating nuanced arguments, layered evidence, and complex structures that reflect a mature understanding of purpose and audience. Whether composing literary analysis, persuasive essays, reflective writing, or research-based compositions, learners revise and edit to ensure their ideas are clear, impactful, and precise. They utilize a variety of elements (visual and multimedia) for a multimedia or group presentation to clearly communicate a message. By the end of Grade 11, learners are equipped with the analytical, expressive, and critical thinking skills as they continue their education.

In Grade 11 Comprehensive Focus, learners engage with texts and topics in a balanced approach of equal attention to literary and informational forms. This includes texts that use

language to represent creative ideas, feelings, or images and language to explain information and viewpoints. With the variety of texts learners experience and produce within Comprehensive Focus, approximately 50 per cent are literary and 50 per cent informational in purpose.

In Grade 11 Literary Focus, learners engage with texts and topics, with an emphasis on forms with literary purposes. This includes texts that use language to represent creative ideas, experiences, feelings, or images. Learners expand their understanding of literary texts by exploring related informational texts that use language to analyze, convey, or explain information and viewpoints. As creators, learners produce multimodal texts in literary and informational text forms in support of academic purposes. With the variety of texts learners experience and produce within Literary Focus, approximately 70 per cent are literary and 30 per cent informational in purpose.

In Grade 11 Transactional Focus, learners engage with texts and topics, with an emphasis on texts with informational purposes. This includes texts that use language to analyze, convey, or explain information and viewpoints, or to prompt an action from the audience. Learners expand their understanding of informational texts and forms by exploring related literary texts that use language to convey creative expressions and interpretations as well. As creators, learners produce multimodal texts in informational and literary text forms in support of academic purposes. With the variety of texts learners experience and produce within Transactional Focus, approximately 70 per cent are informational and 30 per cent literary in purpose.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.

- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.

- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.

- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.11.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.11.A1.1 Listen critically to understand, analyze and interpret point of view, values, and biases, stereotypes, or prejudices from oral information and ideas heard; reflect on the contributions of others to evaluate the effectiveness/credibility/ethics of ideas heard and apply to own understanding.

ELA.11.A1.2 Evaluate and adjust use of supportive non-verbal cues and inclusive social conventions when listening to and receiving the contributions of others to ensure respectful and attentive listening, appreciating multiple perspectives from diverse audiences.

Interacting

ELA.11.A1.3 Evaluate language and comments from diverse perspectives to create and sustain inclusive dialogue; determine what additional information/research is needed to deepen the investigation or conversation; reflect on interactions to ensure all voices and perspectives are received, respected and valued across contexts.

ELA.11.A1.4 Ask multifaceted questions considering viewpoints and perspectives to extend breadth and depth of thought; clarify, verify or challenge ideas and conclusions using tactful language to disagree and solve problems.

Speaking (Expressive)

ELA.11.A1.5 Demonstrate mastery, flexibility and creativity when using the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary according to different contexts, purposes and audiences; apply the understanding and knowledge of how language functions to clearly articulate and communicate thoughts and ideas.

ELA.11.A1.6 Analyze language use (e.g., figurative language, rhetorical devices) to enrich meaning and style tailored to the demands of varying contexts, audiences and communicative goals; reflect on impact of expressive language choices and adjust.

GENERAL LEARNING OUTCOME**ELA.11.A2 Language as the Foundation for Reading and Writing**

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

Consolidation, application and mastery is typically achieved by this grade.

Word Study (Morphology)

ELA.11.A2.4 Analyze and evaluate morphological knowledge, including etymology (study of word origins) to analyze words for deeper understanding/application and accurate spelling of specialized, technical and disciplinary words (e.g., analyze, analysis, analytical; advocate, advocacy).

Vocabulary

ELA.11.A2.5 Apply extensive vocabulary, understanding how language functions in different contexts, including figures of speech (e.g., irony, metaphor); identify the subtle differences/associations in the meaning of words with similar definitions and use appropriately (e.g., courage, bravery, valour, grit, heroism, audacity); use different sources to locate word pronunciations and to clarify precise meanings/parts of speech, including its etymology or standard usage.

Reading Fluency

ELA.11.A2.6 Apply a range of fluency skills and strategies to comprehend and analyze complex text; demonstrate sophisticated pacing which allows for deep analysis, inference and critical reading of ideas, tone, mood and/or perspective.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.11.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.11.B1.1 Examine prior knowledge to develop interpretations of a variety of text; engage in critical reflection to make an inference, prediction or hypothesis; assess the relevance and value of prior knowledge in supporting new understanding.

ELA.11.B1.2 Create complex, analytical questions and engage in independent, interdisciplinary inquiry.

Engage with a Variety of Texts (Read, View, Listen)

ELA.11.B1.3 Engage with a variety of multimodal texts across genres, interests and complexities to analyze different forms of media and understand how different modes can shape background knowledge, perspective and media literacy skills.

Review Information

ELA.11.B1.4 Synthesize information from a variety of multimodal texts, considering the source, intended audience, inferred meaning and implicit bias; cite evidence from multiple texts/sources that strongly and thoroughly support analysis, as well as inferences.

GENERAL LEARNING OUTCOME

ELA.11.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.11.B2.1 Critique various text cues (e.g., genres, features, patterns) across a range of multimodal texts; evaluate their effectiveness in achieving different purposes and connecting with diverse audiences.

ELA.11.B2.2 Use and evaluate textual cues and prominent organizational patterns of a range of multimodal texts to construct/confirm meaning and interpretation.

Make Predictions

ELA.11.B2.3 Make predictions using background knowledge and text content and cues; confirm/refute/modify predictions by analyzing a range of text evidence; compare inferences and predictions with others to consider alternative interpretations of writer's message; examine/explain how making, modifying or confirming predictions supports text comprehension.

Make Connections

ELA.11.B2.4 Examine connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to develop a depth of understanding and interpretations of texts.

Monitor Understanding - Check and Adjust

ELA.11.B2.5 Initiate and apply the use of multiple strategies including other sources of information and references (verify reliability) to monitor and extend interpretations of text based on purpose, genre and text complexity (e.g., literary classics, philosophical arguments, technical documents, satire).

Monitor Understanding – Summarize

ELA.11.B2.6 Synthesize and summarize ideas/concepts/themes from individual or multiple texts; make connections between ideas and maintain integrity to author's message; avoid personal opinions or biases; use summaries to support analysis or arguments.

Consolidate New Knowledge

ELA.11.B2.7 Synthesize and communicate new ideas using discipline-specific language; examine how different perspectives (e.g., personal, social, historical) and contexts (e.g., cultural) shape the interpretation of text; apply new knowledge across disciplines using a variety of strategies; reflect to refine and deepen understandings.

GENERAL LEARNING OUTCOME**ELA.11.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.11.B3.1 Critically assess how diversity, inclusion and equity are portrayed/omitted in text; synthesize ideas across multiple texts and collect evidence to support claims about representation, inequities and bias (e.g., *To what extent does this text challenge dominant narratives about race, gender, or identity? What strategies does the author use to do so?*).

Recognize Facts, Bias and Viewpoints

ELA.11.B3.2 Critique facts, opinions, and bias in various texts; identify complex forms of bias (e.g., selective omission (where certain facts are left out to shape the text), confirmation bias (where only evidence supporting a particular perspective is included), framing (how facts are presented in a way that influences interpretation)); evaluate sources and assess the quality of evidence to determine whether it is credible and relevant.

ELA.11.B3.3 Investigate text creator's purpose, background and motivation in selecting a particular point of view; identify how competing viewpoints within/across text(s) interact and provoke critical thinking; examine the credibility of sources to form own opinions.

Respond to Text

ELA.11.B3.4 Analyze and synthesize personal, textual, and societal insights to critically reflect on bias/prejudice and its effect; examine how bias/prejudice influences the reader/consumer's worldview or reinforces dominant beliefs; assess how personal identify (e.g., race, gender, socioeconomic background) influences interpretation.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.11.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.11.C1.1 Select and clarify a topic based on the review of ideas generated from various experiences and contexts; focus topic based on purpose, perspective, format and context.

Research Sources

ELA.11.C1.2 Integrate and evaluate multiple sources (e.g., academic texts, expert opinions, digital media); assess conflicting viewpoints, bias; study mentor texts and various author styles; assess reliability across traditional text and digital sources (e.g., audio, video, scholarly databases) to focus/expand ideas.

Create Plan

ELA.11.C1.3 Use a range of strategies and multiple planning tools (e.g., mind maps, outlines, research organizers, interview notes) to plan a narrative, analytical, reflective, or multimodal text.

Choose Form

ELA.11.C1.4 Choose and/or adapt/blend forms for different messages, audiences and purposes; adapt/blend forms more flexibly and creatively to develop a more complex text (e.g., combine narrative with argument (research based), create a script/dialogue to explore opposing viewpoints on a topic).

Create Draft/Prototype

ELA.11.C1.5 Create more complex multimodal texts (e.g., short films, digital portfolio, social media posts, podcasts) by integrating modes (e.g., text, sound, video, interactivity); use varied thinking strategies/maps (e.g., flowchart, storyboards) to draft ideas effectively and creatively; use advance digital platforms to combine design, storytelling, narrative voice and research to create a credible message for an audience.

GENERAL LEARNING OUTCOME**ELA.11.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.11.C2.1 Evaluate and choose appropriate organizational structures to achieve a specific purpose for a particular audience; apply knowledge of the distinctive ways conventional and digital texts are organized (e.g., purpose, particular audience, delivery mode); demonstrate use of impactful techniques and transitions to ensure unity and coherence.

Sentence Structure

ELA.11.C2.2 Reread and use more varied sentence lengths and structures for emphasis, rhythm and clarity; sentences connect smoothly within and between paragraphs; tone and voice are evident through sentence flow; apply grammatical correctness to communicate meaning for others.

Word Choice

ELA.11.C2.3 Use precise, purposeful, and discipline specific words to suit a clear purpose, genre, and form; refine word choice to improve clarity, enhance meaning, and influence audience interpretation.

Voice/Style

ELA.11.C2.4 Construct voice that is clear, consistent, and appropriate for purpose and audience; use rhetorical strategies to enhance voice (e.g., hyperbole, metaphor); adjust voice and tone in text deliberately for different forms, genres and audiences.

Revision

ELA.11.C2.5 Refine coherence, voice, and logical progression of ideas/details; identify and correct issues of logic, repetition/redundances and/or ineffective transitions; review sentence mechanics and revise to include more variety for clarity, emphasis or tone; reflect critically on feedback received; articulate reasons for changes made to text.

GENERAL LEARNING OUTCOME**ELA.11.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.11.C3.1 Write fluently to ensure clarity and coherence of written information for self/audience; integrate word processing skills into the text creation process, including editing, formatting and publishing; use advanced formatting tools (e.g., styles, tables, layout design) to enhance communication and ensure clarity for reader.

Spelling

ELA.11.C3.2 Integrate a range of spelling patterns and rules, to accurately spell complex academic or unfamiliar words; apply knowledge of Latin/Greek roots and affixes to spell complex vocabulary; use etymology (study of word origins) to predict/explain spellings, analyze why different spellings are used in different regions or styles and recognize how alternative spellings (e.g., *olde*, *color/colour*, *theatre/theater*) can reflect tone, historical context, regional dialect, or character identity.

Punctuation and Capitalization

ELA.11.C3.3 Capitalization is applied precisely across a range of writing genres (essays, formal letters, creative writing); proper adjectives (e.g., Victorian, Shakespearean); with legal, academic, and political titles; in digital or media contexts (e.g., headlines, blog titles, email etiquette).

ELA.11.C3.4 Understand and apply punctuation choices in compound-complex sentences (e.g., colons, semi-colons, and dashes; embedded or multi-layered quotations) to

enhance tone, emphasis, and complex meaning; use punctuation flexibly across genres (formal/informal); understand how punctuation contributes to clarity of message and to the credibility and polish of text.

Publish Final Text

ELA.11.C3.5 Create final copy of a multimodal project, often with a critical lens (e.g., documentary-style videos, digital portfolios, multimedia essays); demonstrate mastery in selecting and integrating modes to enhance message (e.g., multimedia essay using embedded videos, hyperlinks, and visuals to argue a position on a contemporary issue, created for a public audience).

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.11.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.11.D1.1 Experiment with tone, volume and expression to enhance credibility, emotion or argument; adjust delivery for formal/informal contexts; use vocal elements to shape meaning and to effectively communicate ideas.

ELA.11.D1.2 Utilize a variety of elements (visual and multimedia) to enhance oral and written communication; evaluate sources and effectiveness of elements for an audience.

ELA.11.D1.3 Adapt structure and language for a multimedia or group presentation to clearly communicate message; organize points for rhetorical effect (e.g., emotional point first, strongest point last) and connects ideas to keep audience engaged.

GENERAL LEARNING OUTCOME

ELA.11.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.11.D2.1 Analyze, evaluate and review personal growth as a listener speaker reader, writer, viewer and representer and focus on how to approach new challenges through strategic decisions.

ELA.11.D2.2 Use course criteria to assess learning; use tools such as exit tickets/reflection slips, self-quizzes, digital portfolios, etc. to assess own understanding/learning.

Receive and Reflect on Feedback

ELA.11.D2.3 Receive descriptive feedback from others; reflect on how to refine strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

ELA.11.D2.4 Reflect on and set specific short/ long term learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).

ELA.11.D2.5 Monitor progress by collecting evidence of learning; track growth towards goal achievement.

DRAFT AUGUST 2025

Course Name

English Language Arts: Comprehensive Focus
English Language Arts: Literary Focus
English Language Arts: Transactional Focus

Grade Level

Grade 12

Course Code

0092
0093
0094

Course Credit

1.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of



experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.

Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 12, learners demonstrate a high level of independence and mastery in their use of language across all areas of English Language Arts. They engage confidently in complex academic dialogue, discussion, and debate, using advanced rhetorical strategies, critical reasoning, and refined communication skills to evaluate, challenge, and extend ideas. Students Learners_examine how language is used to shape power, identity, and perspective, analyzing the impact of tone, structure, voice, and bias across a wide spectrum of texts.

Grade 12 learners explore sophisticated literary and informational works that span historical periods, global cultures, and diverse genres. They critically evaluate authorial choices, cultural contexts, and thematic content, deepening their understanding of how literature and media reflect, reinforce, and disrupt societal norms and values. Through close reading and comparative analysis, learners synthesize ideas across disciplines, connect texts to real-world issues, and explore ethical, philosophical, and cultural questions with complexity and nuance.

As text creators, Grade 12 learners compose advanced texts for a variety of academic, creative, and professional purposes. They write with purpose, voice, and precision, crafting well-reasoned arguments, literary interpretations, original narratives, and inquiry-based research projects. They apply refined stylistic and structural techniques, demonstrating control over language and a strong sense of audience and context. Through a recursive creative process, they produce polished, impactful work that reflects thoughtful analysis, originality, and clarity. Learners adapt structure and language for a multimedia or group presentation, considering and engaging with audience beliefs, expectations, and biases. By the end of Grade 12, learners are confident communicators, critical thinkers and thoughtful creators, ready to contribute meaningfully to an information-rich and diverse world.

In Grade 12 Comprehensive Focus, learners explore and analyze a wide spectrum of texts and topics in a balanced approach of equal attention to literary and informational forms. This includes texts that use language to represent creative ideas and feelings, or images and language to explain information and viewpoints. As learners experience and compose a variety

of texts within Comprehensive Focus, approximately 50 per cent are literary and 50 per cent informational in purpose.

In Grade 12 Literary Focus, learners explore and analyze a wide spectrum of texts and topics, with an emphasis on forms with literary purposes. This includes texts that use language to represent creative ideas, experiences, feelings, or images. Learners deepen their understanding of literary texts by exploring related informational texts that use language to analyze, convey, or explain information and viewpoints. As creators, learners compose multimodal texts in literary and informational text forms in support of academic purposes. As learners experience and compose a variety of texts within Literary Focus, approximately 70 per cent are literary and 30 per cent informational in purpose.

In Grade 12 Transactional Focus, learners explore and analyze a wide spectrum of texts and topics, with an emphasis on texts with informational purposes. This includes texts that use language to analyze, convey, or explain information and viewpoints, or to prompt an action from the audience. Learners deepen their understanding of informational texts and forms by exploring related literary texts that use language to convey creative expressions and interpretations as well. As creators, learners compose multimodal texts in informational and literary text forms in support of academic purposes. As learners experience and compose a variety of texts within Transactional Focus, approximately 70 per cent are informational and 30 per cent literary in purpose.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points of view and interpretations to make sense of and respond to texts for purpose, audience and context.

- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.

- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.

- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.

- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiples uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.12.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.12.A1.1 Listen critically to understand, analyze and interpret point of view, values, and biases, stereotypes, or prejudices from oral information and ideas heard; reflect on the contributions of others to evaluate the effectiveness/credibility/ethics of ideas heard and apply to own understanding.

ELA.12.A1.2 Evaluate and adjust use of supportive non-verbal cues and inclusive social conventions when listening to and receiving the contributions of others to ensure respectful and attentive listening, appreciating multiple perspectives from diverse audiences.

Interacting

ELA.12.A1.3 Evaluate language and synthesize comments from diverse perspectives to create and sustain inclusive dialogue; determine what additional information/research is needed to deepen the investigation or conversation; reflect on personal interactions to ensure that diverse voices and perspectives are actively acknowledged, respected, and valued across varied social and communicative contexts.

ELA.12.A1.4 Ask multifaceted questions considering viewpoints and perspectives to extend breadth and depth of thought; clarify, verify or challenge ideas and conclusions using tactful language to disagree and solve problems.

Speaking (Expressive)

ELA.12.A1.5 Demonstrate mastery, flexibility and creativity when using the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary according to different contexts, purposes and audiences; apply the understanding and knowledge of how language functions to clearly articulate and communicate thoughts and ideas.

ELA.12.A1.6 Evaluate language use (e.g., figurative language, rhetorical devices) to enrich meaning and style tailored to the demands of varying contexts, audiences and

communicative goals; reflect on impact of expressive language choices and revise to enhance clarity, tone and effectiveness of the message.

GENERAL LEARNING OUTCOME**ELA.12.A2 Language as the Foundation for Reading and Writing**

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonemic Awareness

Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge

Consolidation, application and mastery is typically achieved by this grade.

Phonics

Consolidation, application and mastery is typically achieved by this grade.

Word Study (Morphology)

ELA.12.A2.4 Analyze and evaluate morphological knowledge, including etymology (study of word origins) to analyze words for deeper understanding/application and accurate spelling of specialized, technical and disciplinary words (e.g., perceive, perception, perceptive, perceptibility).

Vocabulary

ELA.12.A2.5 Apply extensive vocabulary, interpreting how language functions in different contexts, including figures of speech (e.g., paradox, hyperbole); identify the subtle differences/associations in the meaning of words with similar definitions and use appropriately (e.g., courage, bravery, valour, grit, heroism, audacity); use different sources to locate word pronunciations and to clarify precise meanings/parts of speech, including its etymology or standard usage.

Reading Fluency

ELA.12.A2.6 Apply a range of fluency skills and strategies to comprehend and analyze complex text; demonstrate sophisticated pacing which allows for deep analysis, inference and critical reading of ideas, tone, mood and/or perspective.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.12.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.12.B1.1 Analyze prior knowledge to develop interpretations and perspectives of a variety of texts; engage in critical reflection to make an inference, prediction or hypothesis; assess the relevance and value of prior knowledge in supporting new understanding.

ELA.12.B1.2 Create complex, analytical questions and engage in independent, interdisciplinary inquiry.

Engage with a Variety of Texts (Read, View, Listen)

ELA.12.B1.3 Engage with a variety of multimodal texts across genres, interests and complexities to reflect or synthesize/solidify what has been learned, connecting new information with prior knowledge.

Review Information

ELA.12.B1.4 Synthesize information from a variety of multimodal texts, considering the source, intended audience, inferred meaning and implicit bias; cite evidence from multiple texts/sources that strongly and thoroughly support analysis, as well as inferences.

GENERAL LEARNING OUTCOME

ELA.12.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.12.B2.1 Critique various text cues (e.g., genres, features, patterns) across a range of multimodal texts; evaluate their effectiveness in achieving different purposes and connecting with diverse audiences.

ELA.12.B2.2 Use and evaluate textual cues and prominent organizational patterns of a range of multimodal texts to construct/confirm meaning and interpretation.

Make Predictions

ELA.12.B2.3 Make predictions using background knowledge and text content and cues; confirm/refute/modify predictions by analyzing a range of text evidence; compare inferences and predictions with others to consider alternative interpretations of writer's message; examine/explain how making, modifying or confirming predictions supports text comprehension.

Make Connections

ELA.12.B2.4 Analyze and critically assess connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to develop a depth of understanding and interpretations of texts.

Monitor Understanding - Check and Adjust

ELA.12.B2.5 Apply the use of a broad repertoire of strategies including other sources of information and references (verify reliability) and rhetorical devices (e.g., paradox, juxtaposition, irony), to monitor and extend interpretations of text based on purpose, genre and text complexity (e.g., literary classics, philosophical arguments, technical documents, satire).

Monitor Understanding – Summarize

ELA.12.B2.6 Synthesize and summarize ideas/concepts/themes/viewpoints from individual or multiple texts; construct connections between ideas and maintain integrity to author's message; avoid personal opinions or biases; use summaries to support analysis or arguments.

Consolidate New Knowledge

ELA.12.B2.7 Synthesize and articulate new ideas using discipline specific vocabulary / language; examine how various perspectives (e.g., personal, social, historical) and contexts (e.g., cultural, historical, intellectual) influence the interpretation of text; integrate and apply new knowledge into interdisciplinary learning through various modes and strategies; reflect to refine and deepen understandings.

GENERAL LEARNING OUTCOME**ELA.12.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.12.B3.1 Critically assess how diversity, inclusion and equity are portrayed/omitted in text; synthesize ideas across multiple texts and collect evidence to support claims about representation, inequities and bias (e.g., *To what extent does this text challenge dominant narratives about race, gender, or identity? What strategies does the author use to do so?*).

Recognize Facts, Bias and Viewpoints

ELA.12.B3.2 Critique facts, opinions and bias in various texts; identify complex forms of bias (e.g., selective omission (where certain facts are left out to shape the text), confirmation bias (where only evidence supporting a particular perspective is included), framing (how facts are presented in a way that influences interpretation)); evaluate sources and assess the quality of evidence and determine whether it is credible and relevant.

ELA.12.B3.3 Investigate text creator's purpose, background and motivation in selecting a particular point of view; identify how competing viewpoints within/across text(s) interact and how social, cultural, or historical contents influence the presentation of facts and opinions and provoke critical thinking; examine the credibility of sources to form own opinions.

Respond to Text

ELA.12.B3.4 Analyze and synthesize personal, textual, and societal insights to critically reflect on bias/prejudice and its effect; examine how bias/prejudice influences the reader/consumer's worldview or reinforces dominant beliefs; assess how personal identify (e.g., race, gender, socioeconomic background) influences interpretation.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.12.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.12.C1.1 Select and clarify a topic based on the evaluation of ideas generated from various contexts; focus topic based on purpose, perspective, format and context.

Research Sources

ELA.12.C1.2 Integrate and evaluate multiple sources (e.g., academic texts, expert opinions, digital media); assess conflicting viewpoints, bias; study mentor texts and various author styles; assess reliability across traditional text and digital sources (e.g., audio, video, scholarly databases) to focus/expand ideas.

Create Plan

ELA.12.C1.3 Use a range of strategies and multiple planning tools (e.g., mind maps, outlines, research organizers, interview notes) to plan a narrative, analytical, reflective, or multimodal text.

Choose Form

ELA.12.C1.4 Choose and/or adapt/blend forms for different messages, audiences and purposes; adapt/blend forms more flexibly and creatively to develop a more complex text (e.g., combine narrative with argument (research based), create a script/dialogue to explore opposing viewpoints on a topic).

Create Draft/Prototype

ELA.12.C1.5 Create more complex multimodal texts (e.g., short films, digital portfolio, social media posts, podcasts) by integrating modes (e.g., text, sound, video, interactivity); use varied thinking strategies/maps (e.g., flowchart, storyboards) to draft ideas effectively and creatively; use advance digital platforms to combine design, storytelling, narrative voice and research to create a credible message for an audience.

GENERAL LEARNING OUTCOME**ELA.12.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.12.C2.1 Evaluate and choose appropriate organizational structures to achieve a specific purpose for a particular audience; apply knowledge of the distinctive ways conventional and digital texts are organized (e.g., purpose, particular audience, delivery mode); demonstrate use of impactful techniques and transitions to ensure unity and coherence.

Sentence Structure

ELA.12.C2.2 Reread and use more varied sentence lengths, patterns and structures for emphasis, rhythm and clarity; sentences connect smoothly within and between paragraphs; tone and voice are evident through sentence flow; apply grammatical correctness to communicate meaning for others.

Word Choice

ELA.12.C2.3 Use concise, purposeful, discipline specific words considering a focused purpose, genre, and form; refine word choice to enhance nuance, meaning, and influence audience interpretation.

Voice/Style

ELA.12.C2.4 Construct voice that is confident, mature and established for purpose and audience; use rhetorical strategies to enhance voice (e.g., hyperbole, metaphor); can shift voice fluidly across genres e.g., (narrative, analytical, argumentative, creative); adjust voice and tone in text deliberately for different forms and audiences.

Revision

ELA.12.C2.5 Refine writing for final publication/presentation; review how the message flows using word choice and purposeful transitions that match audience and purpose; revise to ensure a variety of sentences are used to affect style, tone, and voice; reread for grammatical correctness; reflect critically on feedback received; articulate reasons for changes made to text.

GENERAL LEARNING OUTCOME**ELA.12.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.12.C3.1 Write fluently and legibly/polished; quality of communication is prioritized; integrate word processing skills fluently and with proficiency to support thinking processes; demonstrate sophisticated document design and integration of multimedia/digital tools and skills (e.g., creating resumes, reports, digital presentations) for different purposes and audiences; use high-level decision-making about format, tone, and layout.

Spelling

ELA.12.C3.2 Integrate a range of spelling patterns and rules, to accurately spell complex academic or unfamiliar words; apply knowledge of Latin/Greek roots and affixes to spell complex vocabulary; use etymology (study of word origins) to predict/explain spellings, analyze why different spellings are used in different regions or styles and recognize how alternative spellings (e.g., *olde*, *color/colour*, *theatre/theater*) can reflect tone, historical context, regional dialect, or character identity.

Punctuation and Capitalization

ELA.12.C3.3 Apply capitalization precisely across a range of writing genres with attention to style guides, genre-specific conventions, academic writing, job titles (e.g., Dean of Students vs. the dean), formal citations (e.g., MLA, APA), resumes, business communications, and digital publications, etc.

ELA.12.C3.4 Understand and apply punctuation correctly (e.g., colons, semi-colons, em dash [a long dash used to indicate a pause, an interruption or to create emphasis], ellipses); use punctuation as a stylistic device to shape voice, rhythm, and tone; use punctuation flexibly across genres (formal/informal); understand how punctuation contributes to clarity of message and to the credibility and polish of text.

Publish Final Text

ELA.12.C3.5 Create final copy of a multimodal project, often with a critical lens (e.g., documentary-style videos, digital portfolios, multimedia essays); demonstrate mastery in selecting and integrating modes to enhance message (e.g. multimedia essay using embedded videos, hyperlinks, and visuals to argue a position on a contemporary issue, created for a public audience).

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.12.D1 Share Ideas and Information

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.12.D1.1 Integrate tone, volume and expression with ease; intentionally choose specific delivery style based on audience/context/message; refine delivery for effect and impact to clearly communicate ideas.

ELA.12.D1.2 Utilize a variety of elements (visual and multimedia) to enhance oral and written communication; evaluate sources and effectiveness of elements for an audience.

ELA.12.D1.3 Adapt structure and language for a multimedia or group presentation; anticipate and engage with audience beliefs, expectations, and biases; build smooth flow between points using rhetorical devices and stylistic finesse.

GENERAL LEARNING OUTCOME**ELA.12.D2 Assess and Set Goals**

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.12.D2.1 Analyze, evaluate and review personal growth as a listener speaker reader, writer, viewer and representer and focus on how to approach new challenges through strategic decisions.

ELA.12.D2.2 Use course criteria to assess learning; use tools (e.g., exit tickets/reflection slips, self-quizzes, digital portfolios) to assess own understanding/learning.

Receive and Reflect on Feedback

ELA.12.D2.3 Receive descriptive feedback from others; reflect on how to refine strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress

ELA.12.D2.4 Reflect on and set specific short-/ long-term learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).

ELA.12.D2.5 Monitor progress by collecting evidence of learning; track growth towards goal achievement.