

CORONAVIRUS
(Covid-19)

ELEMENTARY

Ideas for planning teaching and support to be offered to students

ENGLISH LANGUAGE ARTS

IDEAS FOR PLANNING TEACHING AND SUPPORT TO BE OFFERED TO STUDENTS

- 1 Consult the program of study and the progression of learning in order to identify the learning that should be completed by the end of the current school year.
- 2 Determine where each of your students is in terms of what they have already learned in order to offer them support to meet their specific needs.
- 3 Target any content that is marked with a ☆ in the progression of learning.
- 4 Then, target the learning content marked with an ➔.

Your objective should be to ensure that, at the end of the current school year, your students:

- have had an opportunity to learn a variety of things that touch on all the learning content
- have had opportunities to develop each of the competencies targeted by the program of study

Remember that:

- you have the **AUTHORITY** and **PROFESSIONAL SKILLS** required to:
 - determine your students' needs
 - select the means to set up appropriate strategies to meet their needs in the current context
- you are in the **BEST POSITION** to determine the content, apart from the learning already acquired, that you wish to consolidate, cover in greater depth or teach your students
- **DIFFERENTIATION** is an effective way to meet the specific needs of the students and the group.

The English Language Arts Programs team in the youth sector at the Ministère are available to answer your questions.

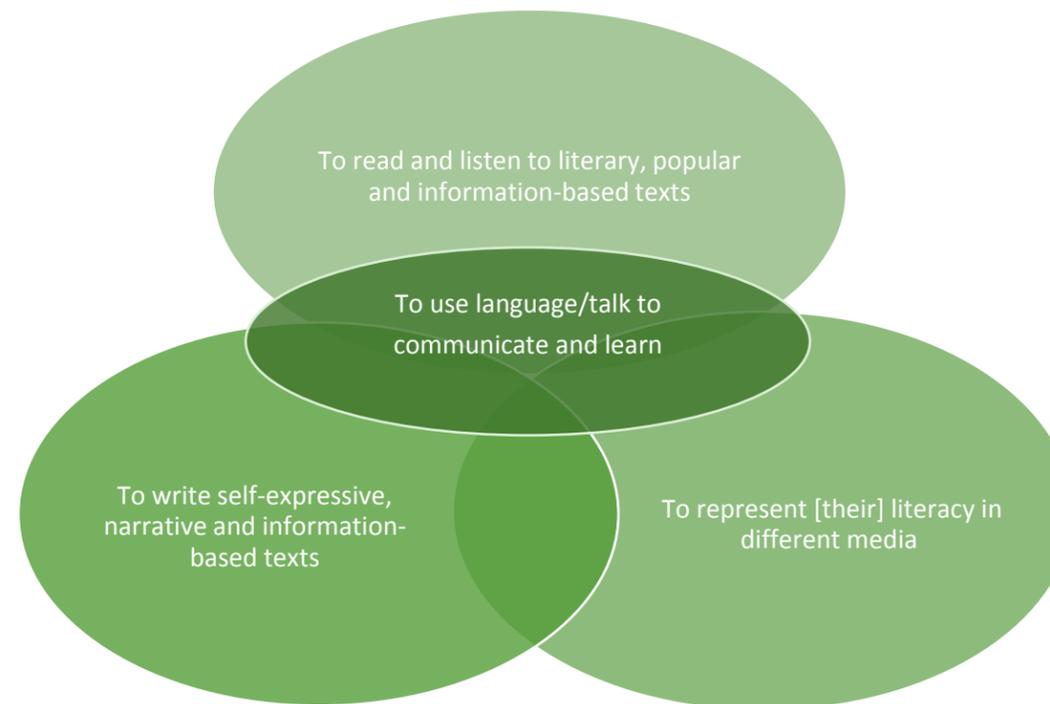
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The program

The Elementary English Language Arts (**EELA**) program is first and foremost a **LITERACY** program, the focus of which is to provide students with opportunities to develop their language competencies.

Goals of a literacy program:

- To provide opportunities for students to experience the power of language as a way of making sense of their experiences
- To develop language competencies in diverse situations
- To develop fluent readers and communicators



What to target

Students:

- interact with a variety of texts
- use strategies to construct meaning, develop their own world view, and follow a process for response
- integrate their knowledge of texts into their writing and follow a production process to communicate and construct meaning
- work in collaborative groups and use language (talk) to learn, think, and to communicate information, experiences and point of view
- construct profiles of themselves as readers and writers and self-evaluate their development in the four ELA competencies.



Consult the programs of study and the progressions of learning:
www.education.gouv.qc.ca/en/teachers/quebec-education-program

Essential Knowledges

The following processes, strategies, skills and understandings are the essential knowledges that are fundamental to the development of literacy. Literacy is demonstrated when the student uses her/his understanding of written, spoken and visual texts in contexts that are personally relevant and that influence her/his personal development, social relationships and/or community. Literacy is the extension of the student’s knowledge of basic language and of texts to situations or contexts where her/his understanding is used for personally and socially significant reasons.

REQUIRED TEXTS

The reading competency draws on three types of text: literary, popular and information-based. Literary texts are understood to be children’s literature with an equal representation of male and female authors and characters, and of diverse cultural groups. These may include narratives (myths, legends, mysteries, TV shows, movies, etc.), poetry (lyric, narrative, limericks, etc.), plays, journals, diaries, and picture books. Popular texts are the texts of popular culture and of everyday life that are produced especially for children and may include: comics, ads, posters, letters, invitations, etc. Information-based texts are non-fiction texts and may include science; history; biographies; how-to texts; visual texts, such as maps, time lines; as well as newspapers, magazines and other media texts. In addition, the student reads her/his own writing, which includes literary, popular and information-based texts. It is understood that decoding the above texts is only one part of the process of reading, making it essential that the student partake of the rich cultural heritage found in literary, popular and information-based texts. Furthermore, in differentiated classrooms, all students, including those with decoding problems, have the right to experience the richness of the ideas in texts.

Legend: * ① Cycle One ② Cycle Two ③ Cycle Three

* This legend also applies to the Evaluation Criteria for the other competencies and to the sections entitled Essential Knowledges and Suggestions for Using Information and Communications Technologies.

READING STRATEGIES

The student uses the following repertoire of strategies to construct meaning from texts:

• The four cuing systems, which include:

- Prior knowledge and personal experience of the content of a text (semantic) ① ② ③
- Knowledge of the ways books work (pragmatic), e.g. most fairy tales begin with, “Once upon a time...” ① ② ③
- Use of pictures and other graphic representations to interpret texts (pragmatic). See also Competency 3, re: reading texts that have images and illustrations ① ② ③
- Knowledge of common language patterns (syntax). See also Competency 2, Writing System ① ② ③
- Knowledge of the relationships between sounds and written symbols (graphophonics) ① ② ③

• Self-correcting strategies, which include:

- A trial-and-error approach ① ② ③
- Questions and talk with others to clarify and enrich interpretations. See also Competency 4 ① ② ③
- Predictions, confirmations and inferences, when prompted by the teacher ① ② ③
- Perseverance when meaning-making breaks down by:
 - Adjusting pace ① ② ③
 - Reading on ① ② ③
 - Omitting words ① ② ③
 - Rereading ① ② ③
 - Making substitutions consistent with pattern of meaning-making ① ② ③
 - Making connections, e.g. to prior knowledge or to other texts ② ③
 - Discussions with teacher of the strategies s/he uses when meaning-making breaks down ① ② ③

READING STRATEGIES (cont.)**• Strategies for locating information and/or ideas in texts, which include:**

- A trial-and-error approach 1 2 3
- Use of different reading strategies according to the text type, e.g. literary, popular or information-based texts may need to be read differently 1 2 3
- Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts 2 3
- Making of connections, with guidance, between the structures and features of familiar text types and their meanings 2 3
- Use of the following to locate specific information and/or ideas (See also Competency 2, Profile of self as writer and Competency 4, Using talk for learning and thinking):
 - Pictures and other graphic representations in texts 1 2 3
 - Headings, chapter divisions 2 3
 - Table of contents 2 3
 - Index 3
 - Beginning to identify, with guidance, the stages of researching a topic, which include:
 - developing research questions 3
 - narrowing a topic 3
 - selecting and recording information from 3
 - reading/listening/viewing 3
 - categorizing information 3
- Initial development of a personal method for researching a topic, with guidance 3

RESPONSE PROCESS AND READING

The student follows a response process by:

• Reading, listening to and viewing a range of self-selected and personally relevant texts that include:

- Use of personal, social and cultural background and experiences to interpret texts 1 2 3
- Searching the Internet to locate texts that entertain, promote, and inform. See also Competency 3 2 3

• Developing a personal response process in the context of a community of readers through:

- Discussion of responses with others individually, in small groups and in the whole class. See also Competency 4 1 2 3
- Acknowledgment and support for different interpretations from peers of one text 1 2 3
- Discussion of favourite parts, ideas, and/or information in texts
- Recount of the story and, with guidance, outline of information in a text 1 2 3
- Development of opinions on literary or popular texts 1 2 3
- Sharing of new or interesting information gained from a text 1 2 3
- Sharing of responses with others to clarify meaning and enrich interpretation 2 3
- Participation in literature circles to discuss own and others' responses to texts 2 3
- Comparing own responses with those of others at a beginner's level 3
- Discussing own response process at a beginner's level 3

RESPONSE PROCESS AND READING (cont.)

• Moving beyond the initial response through:

- Responses to texts in a variety of ways that include talking, writing, the Arts, media. See also Competencies 2, 3 and 4 **1 2 3**
- Early attempts to explain own views of a text **2 3**
- Support for own views with references to the text in small and large group discussions **2 3**
- Discussions of structures and features of text and their impact on the reader **2 3**
- Discussion of the structures and features of a text and their influence on the meaning of a text **2 3**
- Returning to a text to confirm interpretations and understandings in discussions with peers **3**
- Adjustment of own interpretations in the light of the responses of others at a beginner's level **3**

VIEW OF THE WORLD THROUGH READING

The student understands that texts are social and cultural products by:

• Seeing a text as a construction through:

- Suggestion of alternative endings or actions in a literary or popular text **1 2 3**
- Plausibility of events, characters, opinions and/or information in a text in relation to own values and experiences **1 2 3**
- Comparison of texts that are familiar by recognizing:
 - the same theme or idea developed in different ways in two literary or popular texts **1 2 3**
 - that non-fiction texts on the same topic contain different information **1 2 3**

- cross-curricular connections between texts, e.g. treatment of a theme in a literary and in a history text. See also Competency 3 for work with familiar media texts **2 3**
- identification of some of the ways in which information is presented in popular and information-based texts. See also Competency 3 in media for texts that inform, entertain and promote **3**

• Understanding the influence of familiar structures and features on the meaning of a text through:

- Identification of some structures and features of familiar text types, e.g. characters in a fairy tale are often animals **1 2 3**
- Location of similar structures and features in other texts of the same type, e.g. a list and a list poem. See also Competency 3 **2 3**
- Knowledge of familiar text types transferred to own writing by using known structures and features. See also Competency 2 for writing as a system and integration of reading into writing. See also Competency 3 for connection to media texts **2 3**

• Beginning to identify the view of the world presented in a text through:

- Teacher and peer discussions of the ways in which different groups of people are depicted in texts **1 2 3**
- Own questions about the view of the world represented in the text, with guidance from the teacher **2 3**
- Making of inferences, when prompted, about the view of the world presented by the text **2 3**
- Discussions, with guidance, of whose voices are heard and whose are missing in a text. See Competency 4 for talk and learning **3**
- Comparison, with guidance, of own values with some of the social, cultural and historical values in a literary text in teacher and peer discussions **3**

PROFILE OF SELF AS READER

The student develops her/his own profile as a reader in the context of a community of readers in the classroom by:

• Selecting own texts to read, listen to and view in order to:

- Satisfy own curiosity, imagination and purposes 1 2 3
- Develop own interests and passions through reading 2 3
- Use own writing as texts. See also Competency 2 for reading/writing connections and Competency 3 for reading/production connections 1 2 3
- Expand repertoire of favourite texts to include Young Adult Fiction 2 3
- Begin to extend reading repertoire beyond favourites, when encouraged by peers and teacher 2 3

• Describing and explaining own tastes and preferences in reading through:

- Conversations with the teacher and peers about how personal selections of favourite books are made 1 2 3
- Comparisons of previous preferences with current favourites 2 3
- Recognition of self as a member of a reading audience, e.g. who else might like this book? See also Competency 3 for target audience in the media 2 3
- Discovery of value in texts outside own repertoire of personal favourites 3
- Development of own criteria for evaluating likes and dislikes at a beginner's level 3

• Describing and explaining how and why s/he reads through:

- Identification in teacher/peer discussions of some of the strategies s/he uses when meaning-making breaks down 1 2 3
- Reading of own and others' writing as a reader at a beginner's level. See also Competency 2 2 3

- Discussion of personal use of reading as a means of exploring and developing thinking, ideas, imagination and feelings. See also Competency 4 3

- Conversations with the teacher about some features of own response process 3

SELF EVALUATION

The student learns to reflect on her/his growth in reading through:

• Teacher/student and peer conferences with a limited and explicit focus that include:

- Discussion of own strengths and changes over time in specific situations that arise on a day-to-day basis 1 2 3
- Identification, with guidance, of own long-term reading needs, interests and goals 1 2 3
- Comparison of current reading strategies and text preferences with prior strategies and preferences 2 3
- Answering of reflective questions about her/his growth in reading processes and current text preferences 2 3

• An integrated ELA portfolio that includes:

- Representations of her/his insights over a period of time and in a variety of ways, e.g. through talk, art, role-play, writing captions to drawings 1 2 3
- Selections of personally meaningful representations of her/his reading for portfolio from an ongoing collection that may include list of favourite texts, samples, responses, goals and reflections 1 2 3
- An ongoing collection of representations of her/his reading with teacher support 2 3

SELF EVALUATION (cont.)

- The development, over time, of a repertoire of reflective strategies that include:

– Conversations with teachers and peers	1	2	3
– A record of changes in own reading tastes and approaches		2	3
– Use of own criteria to evaluate texts read, heard or viewed		2	3
– Identification of own purposes and uses of reading			3
– Posing and answering of questions about own reading			3
– Revision, with guidance, of own reflections to clarify them and to monitor reading development			3
– Selection of representations of reading for integrated ELA portfolio, for an increasing variety of reasons including pieces:			
- that s/he likes most	1	2	3
- that s/he learned most from		2	3
- for which s/he received the best response from others		2	3
- that reveal the most about him/herself as reader			3
– Development of own criteria in order to judge her/his strengths in reading and changes over time at a beginner's level (3) with guidance from the teacher:			
- setting of learning goals in reading	1	2	3
- monitoring of progress toward her/his goals with teacher	1	2	3
- distinguishing attainable goals from unattainable goals at a beginner's level		2	3
- distinguishing of short- and long-term goals		2	3

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