

10–12 Foundational Literacy Learning

Supplemental Resource

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10-12 Foundational Literacy Learning September 2020

Where do I begin in literacy teaching and learning?

It will be essential to determine where students are in their literacy development to inform responsive instructional plans for teachers, EAL teachers, and school literacy teams. In addition to responsive and explicit instruction, literacy development is dependent on consistent engagement in listening, speaking, reading and viewing, and writing and other ways of representing.

Given the nature of the 2019/20 school year, more than ever, teachers will need to assure students that they are part of a classroom community where teachers are responsive to individual needs. In acknowledging the disruption of the end of the 2019/2020 school year, emphasis/time will need to be placed on:

- building relationships with and among students within a culturally responsive learning environment
- re-establishing students' connection to a classroom community by creating routine and daily workshop practices
- using initial observations of student literacy to inform planning
- making strategic choices of foundational outcomes in order to transition into grade level work
- engaging students in listening, speaking, reading and viewing, writing and other ways of representing experiences daily
- recognizing that students may not have been reading and writing regularly, nor have they had focused explicit literacy instruction
- exploring multiple ways to share their learning through digital and traditional methods
- providing literacy learning experiences to—
 - develop effective listening and speaking skills to fit their message, situation and audience and purpose
 - use listening and speaking to think, communicate and reflect on reading and writing
 - build reading stamina and increase fluency
 - build comprehension skills through access to increasingly complex text
 - build vocabulary knowledge and usage
 - write for a range of purposes and audiences
 - build writing stamina through choice writing and process pieces
 - develop voice and effective author's craft through writing processes
- providing regular feedback

The chart below contains outcomes by grade that represent foundational skills and understandings. Classroom teachers, in partnership with English as an Additional Language (EAL) teachers, and school literacy teams, will use professional judgment to select outcomes appropriate for their specific students for the beginning of the 2020/2021 year (early September/mid-October).

Foundational Literacy Learning Grades 10, 11, and 12

Grade 9 Listening and Speaking	Grade 10 Listening and Speaking	Grade 11 Listening and Speaking	Grade 12 Listening and Speaking
GCO 1: Students will be expected to speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.			
1.3 thoughtfully answer questions asked by others in order to clarify or give more information	1.3 thoughtfully answer questions asked by others to clarify or give more information	1.1 follow up on and extend others' ideas in order to reflect on their own interpretation of experiences 1.2 ask perceptive/probing questions) to explore ideas and gain information	1.1 examine others' ideas and synthesize what is helpful to clarify and expand their own understanding 1.2 ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
GCO 2: Students will be expected to communicate information and ideas effectively and clearly and respond personally and critically.			
2.1 contribute to small-group and whole class discussions using a variety of strategies for effective talk 2.2 use appropriate vocabulary, sentence structure, speed of talking, and tone for different audiences and purposes	2.1 participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech 2.2 recognize that communication involves an exchange of ideas and an awareness of the connections, and to adapt the message, language, and delivery to the context	2.2 effectively adapt language and delivery for a variety of audiences and situations in order to achieve their goals or intents	2.2 adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are chatter
GCO 3: Students will be expected to interact with sensitivity and respect considering the situation, audience and purpose.			
3.1 demonstrate active listening (eye contact, rephrasing, clarifying, extending, refining, summarizing) 3.2 show respect and sensitivity toward others and their differences when giving personal opinions 3.3 recognize that our values, attitudes, biases, beliefs, and prejudices are reflected in our spoken language	3.1 demonstrate active listening and respect for the needs, rights, and feelings of others—analyse the positions of others 3.2 demonstrate an awareness of the power of talk by articulating how it influences and manipulates, and reveals ideas, values, and attitudes	3.1 demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations 3.2 discuss and experiment with some language features in formal, defined structures that enable speakers to influence and persuade audiences	3.1 consistently demonstrate active listening and concern for the needs, rights, and feelings of others 3.2 demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes
Grade 9 Reading and Viewing	Grade 10 Reading and Viewing	Grade 11 Reading and Viewing	Grade 12 Reading and Viewing
GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual and audio texts.			
4.1 select texts that meet needs and interests 4.2 read a variety of texts including fiction and literature, non-fiction, and media texts from different provinces and countries	4.1 read a wide variety of print texts 4.2 view a wide variety of media and visual texts 4.3 seek meaning in reading, using a variety of strategies	4.1 read a wide variety of print texts recognizing relevance to their lives and community 4.4 demonstrate an understanding of and apply the strategies required to gain	4.1 select texts to support their learning needs and range of special interests 4.4 use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts

4.4 use text features to construct meaning and understand the text	4.4 use fix-up strategies to clear up confusing parts of a text and adjust reading and viewing rate according to purpose	information from complex print texts and multimedia texts	4.5 articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks
GCO 6: Students will be expected to respond personally to a range of texts.			
6.1 go beyond initial response to give more thoughtful interpretations by questioning, connecting, evaluating, and extending 6.2 support personal response to the issues, themes, and situations in texts and give personal examples and evidence from text with increasing sophistication	6.1 articulate personal responses to text by expressing and supporting a point of view citing appropriate evidence 6.2 respond to texts by questioning, connecting, evaluating, and extending	6.1 recognize and articulate information from texts that trigger personal responses 6.2 make connections between the ideas and information presented in texts and their own experiences 6.5 justify points of view on various print and media texts	6.1.1 make informed personal responses to increasingly challenging print and media texts and reflect on their responses 6.2 articulate and justify points of view about texts and text elements—interpret ambiguities in complex and sophisticated texts
GCO 7: Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.			
7.1 evaluate print and media texts for bias 7.2 evaluate the relevance and reliability of the content presented 7.3 recognize increasingly complex tools authors use in their writing to achieve their purpose (organization of information, word choice, use of time, imagery)	7.1 examine the different aspects of texts that contribute to meaning and effect 7.2 make inferences, draw conclusions, and support responses to content, form, and structure 7.3 explore the relationships of language, topic, genre, purpose, context, and audience	7.6 respond critically to complex print and media texts 7.8 reflect on their responses to print and media texts, considering their own and others' social and cultural contexts	7.1 critically evaluate the information they access
Grade 9 Writing and Other Ways of Representing	Grade 10 Writing and Other Ways of Representing	Grade 11 Writing and Other Ways of Representing	Grade 12 Writing and Other Ways of Representing
GCO 8: Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning and to use their imagination.			
8.1 use a range of strategies as a language learner 8.2 write for a variety of reasons	8.1 use writing and other ways of representing to – extend ideas and experiences – reflect on their feelings, values, and attitudes – describe and evaluate their learning processes and strategies 8.2 use note-making, illustrations, and other ways of representing to reconstruct knowledge	8.1 use writing and other ways of representing to - explore, interpret, and reflect on their experiences with a range of texts and issues—monitor the language and learning processes and strategies they use—record and assess their achievements as language users and learners—express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes	8.1 use writing and other ways of representing to explore, extend, and reflect on—their experiences with and insights into challenging texts and issues—the writing processes and strategies they use—their achievements as language users and learners—the basis for their feelings, values, and attitudes 8.2 use note-making strategies to reconstruct increasingly complex knowledge—explore the use of photographs, diagrams, storyboards, etc., in documenting experiences 8.3 make effective choices of language and

		<p>8.2 use note-making strategies to document experience and reconstruct knowledge by—paraphrasing—summarizing—using note cards, note-taking sheets, research grids—video or audio techniques</p> <p>8.3 make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing</p>	<p>techniques to enhance the impact of imaginative writing and other ways of representing</p>
<p>GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</p>			
<p>9.1 continue to use a variety of forms as well as other art forms such as visual arts, music, and drama</p> <p>9.2 consider and craft writing (content, word choice, style, tone, form, structure, organization) to suit the audience and purpose</p>	<p>9.1 demonstrate skills in constructing texts for various audiences and purposes</p> <p>9.2 create an organizing structure appropriate to the purpose, audience, and context of texts—use appropriate form, style, and content for specific audiences and purposes—use appropriate strategies to engage the reader/viewer</p>	<p>9.1 construct increasingly complex texts using a range of forms to serve their purposes</p> <p>9.2 create a clear and coherent structure in various forms of writing and media production—make informed choices of form, style, and content to address the demands of different audiences and purposes—use effective strategies to engage the reader/viewer</p>	<p>9.1 produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions</p> <p>9.2 demonstrate an understanding of the ways text construction can create, enhance, or control meaning—make critical choices of form, style, and content to address increasingly complex demands</p>
<p>GCO 10: Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.</p>			
<p>10.1 choose and apply the appropriate prewriting, drafting, revising, editing, proofreading, and presentation strategies when creating texts</p> <p>10.4 demonstrate a commitment to crafting writing and other representations</p>	<p>10.1 demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose</p> <p>10.4 demonstrate commitment to crafting pieces of writing and other representations</p>	<p>10.1 apply a variety of writing and representation strategies to construct increasingly complex texts</p> <p>10.3 make informed choices about the use of computer and media technology to serve their communication purposes</p> <p>10.4 demonstrate a commitment to crafting a range of writing and other representations</p>	<p>10.1 apply their knowledge of what strategies are effective for them as creators of various writing and other representing</p> <p>10.3 use technology effectively to serve their communication purposes—design texts that they find aesthetically pleasing and useful</p> <p>10.4 demonstrate a commitment to the skillful crafting of a range of writing and other representations</p>

