

7–9 Foundational Literacy Learning

Supplemental Resource

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7-9 Foundational Literacy Learning: Starting the Year

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 and school literacy teams. The table below outlines foundational literacy elements in listening and speaking, reading and viewing, and writing and representing related to curricular outcomes as starting points for the beginning of the year.

In addition to responsive and explicit instruction, literacy development is dependent on consistent engagement in reading, writing, speaking, and listening.

Through daily opportunities to engage in literacy, learners will:

- listen, talk, read, and write everyday
- explore their interests and build on their experiences through reading and writing
- build vocabulary knowledge and usage
- engage in literacy learning at their stage of development and develop personal literacy goals
- engage in reading/viewing with a variety of texts as sources of interest, enjoyment, and information
- build reading stamina (time sustained and volume)
- build increasing fluency through daily focused reading
- build comprehension through responding to text using a variety of comprehension strategies
- build writing stamina (time sustained and volume) (e.g., freewrite, quickwrite)
- develop voice through writing
- engage in choice drawing and writing
- write for a range of purposes and audiences including content areas

7-9 Foundational Literacy Learning

7 - 9 English Language Arts Outcomes:

- Learners will speak and listen to communicate information and ideas effectively and clearly, and to respond personally and critically.
- Learners will be expected to select, read and view with understanding a range of literature, information, media and visual texts.
- Learners will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning.
- Learners 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.

September	Listening and Speaking	Reading and Viewing	Writing and Representing
Grade 7	<ul style="list-style-type: none"> ● engage in daily listening and speaking learning experiences ● recognizes that there is a range of strategies that contribute to effective talk ● recognize that different situations (interviews, speeches, debates, conversations) require different speaking conventions (choice of vocabulary, sentence structure, rate of speech, and tone) appropriate to the situation ● recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice ● understand how language is used to influence and manipulate ● follow instructions and respond to directions 	<ul style="list-style-type: none"> ● engage in choice reading daily ● select, independently, texts appropriate to their range of interests and learning needs ● know how to identify texts that present no more than a minimal challenge for their reading ability ● apply multiple comprehension strategies (e.g., predict, infer, make connections, question) within a wide range of forms ● read widely and experience a variety of children’s literature with an emphasis on genres and authors ● make connections to academic language from other areas of study to the text ● use background, new knowledge, and the way texts are structured to understand information and ask 	<ul style="list-style-type: none"> ● engage in daily authentic writing in genres of choice ● writes routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audience ● stays focused on a topic to produce a well-organized piece of writing that is fully explains the points (e.g. facts, arguments) ● use a variety of text as resources for words, phrases and ideas in their writing ● recognizes and discusses bias ● as a writer, takes risks, demonstrates independent initiative, includes a variety of genre ● ensures to evaluate sources for validity and point of view

		<p>questions</p> <ul style="list-style-type: none">● use a wider range of pictorial, topographical and organizational features of written texts to obtain, verify, and reinforce their understanding of information● combine information from a variety of sources (personal, world, literary knowledge) to think differently about a topic or a text● reflect on and discuss their own processes and strategies in reading and viewing● set reading/viewing goals● identify with evidence from the text prejudice, bias, and stereotyping	<ul style="list-style-type: none">● develops a clear main idea around which a piece of writing will be planned.● talks about oneself as a writer including what one is working on and participates in conversations that foster a writing community● establishes goals as a writer including seeking feedback
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Grade 8

- engage in daily listening and speaking learning experiences
- present information and ideas in an organized manner
- adjust voice, volume, rate, and diction to suit the audience and setting
- know a growing number of strategies speakers use to persuade or manipulate opinion
- identify places in spoken texts where speakers attempt to persuade or sway opinion
- listen for key words in instructions and questions
- complete a task as directed orally
- ask for clarification of directions as necessary

- engage in choice reading daily
- adjust and maintain accuracy, fluency and comprehension over increasingly complex text
- know how to identify texts that present no more than a minimal challenge for their reading ability
- apply multiple comprehension strategies (e.g., predict, infer, make connections, question) within a wide range of forms
- make connections to academic language from other areas of study to the text
- use background, new knowledge, and the way texts are structured to understand information and ask questions
- flexibly use features of text to enhance meaning
- combine information from a variety of sources (personal, world, literary knowledge) to think differently about a topic or a text
- read a range of novels, short stories, poems, plays, and various non-fiction and information texts
- view a range of both fiction and non-fiction ,non-print texts, such as video dramas, documentaries, and other information texts
- know which reading strategies work best for them while reading a variety of texts
- set reading/viewing goals
- identify with evidence from the text prejudice, bias, and stereotyping

- engage in daily authentic writing in genres of choice
- writes routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audience
- use with support, strategies to think, plan, and/or problem-solve
- use various free-writing, brainstorming, sketching, and outlining strategies when necessary
- stays focused on a topic to produce a well-organized piece of writing that fully explains the points (e.g. facts, arguments)
- use a range of spelling strategies and patterns
- know and use a variety of sentence patterns
- decide which comments and suggestions would improve the clarity, precision and effectiveness of their work
- express their own learning strengths, needs, and create goals
- engage in conversations about their work with teachers and peers
- act upon some of the suggestions and comments made about their drafts

<p>Grade 9</p>	<ul style="list-style-type: none"> ● engage in daily listening and speaking learning experiences ● present information and ideas in an organized manner ● use more formal rates of speech, word choice, tone and diction during discussions and presentations ● adjust voice, volume, rate, and diction to suit the audience and setting ● understand that the speaker’s background and the context of the speaking situation may bias, or influence the spoken text created ● identify speakers’ purpose and show examples of how that purpose influenced construction of the spoken text ● know a number of strategies speakers may use to persuade or manipulate opinion ● organize and articulate a series of instructions in a logical order ● listen for key words in instructions and directions ● complete a task as directed orally ● ask for clarification of directions as necessary 	<ul style="list-style-type: none"> ● engage in choice reading daily ● know how to identify texts that present no more than a minimal challenge for their reading ability ● apply multiple comprehension strategies (e.g., predict, infer, make connections, question) within a wide range of forms ● know previewing strategies such as skim and scan to identify texts that may be of interest or useful to their learning ● read a range of novels, short stories, poems, plays, and various non-fiction and information texts ● view a range of both fiction and non-fiction non-print texts, such as video dramas, documentaries, and other information texts ● describe and explain how to apply a variety of strategies to make sense of texts ● set learning goals to improve their ability to make sense of texts ● set reading/viewing goals ● identify with evidence from the text prejudice, bias, and stereotyping 	<ul style="list-style-type: none"> ● engage in daily authentic writing in genres of choice ● writes routinely over extended timeframes and shorter timeframes from a range of discipline-specific tasks, purposes, and audience ● increase their repertoire of strategies to think, plan, and/or problem-solve “on paper” and be familiar with their use ● use various freewriting, brainstorming, sketching, and outlining strategies when necessary ● know and use a growing range of note-making strategies to hold and organize information ● know and use a wide range of spelling strategies and patterns ● know and appropriately use increasingly complex and less common words in their writing ● know and correctly use a variety of sentence patterns ● express their own learning strengths and needs, and create goals ● engage in conversations about their work with teachers and peers ● act upon some of the suggestions and comments made about their drafts
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