

Grade 11 English Language Arts

ENGLISH Program

Course Code

0092	Comprehensive Focus
0093	Literary Focus
0094	Transactional Focus

Course Credit 1.0

Discipline Overview

The study of English language arts enables Kindergarten to Grade 12 learners to explore, understand, and appreciate language and its use in multi-dimensional ways—through critical thinking, communicating, creating, collaborating, and reflecting—to empower learners to live [Mino-pimatisiwin \(The Good Life\)](#) and to contribute to their communities as global, literate citizens.

All Kindergarten to Grade 12 teachers contribute to their students' literacy development, supporting learner growth and transformation over time. This includes supporting learners' growth as readers and writers across disciplines and contexts. Each learner develops literacy knowledge and skills through opportunities to listen, speak, read, write, view, and represent in a variety of cultural, linguistic, and community contexts. The language arts are interrelated and interdependent; growth in one area strengthens and supports development in others.

English language arts empowers Kindergarten to Grade 12 learners to engage with multiple modes of communication—known as multiliteracies—across diverse contexts. In today's rapidly evolving landscape of texts, English language arts equips learners with the skills to navigate and interpret multimodal texts that blend print, digital, oral, and visual elements, including Indigenous oral traditions, stories, and knowledge shared across generations.

Through these text experiences, Kindergarten to Grade 12 learners question, investigate, create, communicate, and reflect in order to make sense of the world around them, drawing on varied perspectives, relationships, and lived experiences.

Across Kindergarten to Grade 12, English language arts curricular learning outcomes provide the foundation for developing global competencies. Through engagement with a range of texts, ideas, and experiences, learners apply and deepen these competencies to communicate, collaborate, think critically, and act purposefully, while developing a sense of self and identity, strengthening connections to communities, and expanding their understanding of the world as active and responsible participants.

English language arts serves as the gateway to self-knowing, being, and doing, engaging learners' imaginations, inspiring lifelong learning, and promoting appreciation for the diversity of human experiences conveyed through language, literature, and story.



In Manitoba, the Kindergarten to Grade 12 English language arts curriculum rests on the following four interconnected strands:

Building Literacy: This strand develops the foundational role of language that supports overall literacy development. Listening and speaking lay the groundwork for reading and writing as learners investigate how language works, including its sounds, patterns, and structures, and discover the power of words to construct and express meaning. Reading and writing develop together as learners engage with traditional and contemporary texts to construct meaning across contexts. As learners progress, oral language continues to anchor comprehension, reasoning, and collaboration; at the same time, expanding vocabulary and word knowledge enable the creation and interpretation of increasingly complex texts. Across the grades, learners deepen their engagement with language by exploring and experimenting with its features, refining communication skills, and using language and literacy as powerful tools for learning and self-expression.

Comprehend and Respond: This strand develops the learner's capacity to comprehend, interpret, and engage with and respond to a wide range of texts. Learners draw on prior knowledge and experiences as they acquire new information, construct meaning, and think critically about ideas and perspectives. They question, analyze, and evaluate texts by considering purpose, audience, and context. Responding involves expressing understanding, making connections, and communicating insights through discussion, writing, and other forms of representation. Across the grades, learners develop and refine ways of comprehending, interpreting, and thinking critically about texts through engagement with a range of texts and experiences. They deepen their learning, broaden perspectives, and shape how they engage with ideas and viewpoints from social, cultural, and historical contexts.

Compose and Create: This strand develops the learner's capacity to express and communicate ideas through purposeful and creative text creation. Learners generate ideas, plan, and draft texts in print, digital, and multimodal forms, engaging in a full composing process that also includes revising, editing, and publishing. Through revision, they refine language, structure, and style to communicate meaning with clarity, precision, and creativity for different purposes and audiences. Across the grades, learners demonstrate increasing growth as text creators, crafting texts to share stories, express identity, and contribute meaningfully to their communities.

Share and Reflect: This strand develops the learner's capacity to share ideas effectively and to deepen learning through reflection. Learners engage in collaborative dialogue and presentations to clarify thinking, build new understandings, and express ideas clearly and purposefully across a range of audiences and contexts. Reflection supports learner agency, as they assess progress, set goals, and use feedback to improve. Across the grades, communication serves as a tool for inquiry, problem solving, and collective learning, supporting the ongoing transformation of understanding through shared thinking, reflection, and relational approaches to knowledge building.



Course Overview

In Grade 11, learners analyze and deepen their use of language with increasing independence and insight across all areas of English language arts. They engage in academic and literary discussions, debates, and critical analysis by drawing on rhetorical strategies, critical reasoning, and purposeful communication to clarify ideas and consider different perspectives. Learners refine their understandings of how language shapes perspectives and influences social, cultural, and civic action by examining how elements, such as voice and tone, influence communication within and across contexts.

Grade 11 learners engage with and explore a broad range of literary and transactional texts spanning time periods, genres, cultures, and world views. They analyze how themes, author's purpose, and perspectives are developed through text elements such as structure, symbolism, tone, and context, and how these elements shape meaning and influence audiences. Learners examine relationships between texts and contemporary issues, considering how texts reflect and shape ideas, perspectives, and societal values. Through close reading and comparative analysis, learners examine ideas across texts and contexts, connect texts to real-world issues, and consider ethical, philosophical, and cultural questions with growing insight and depth.

As text creators, learners compose texts across academic, creative, and real-world genres and text types, making deliberate choices in structure, language, form, and mode to communicate with coherence, depth, and effectiveness for specific purposes and audiences. They integrate language conventions, vocabulary, and stylistic choices to communicate with clarity and voice, developing well-reasoned arguments supported by relevant and credible evidence. Through a reflective creation process, learners plan, draft, revise, and refine their work to strengthen coherence by making increasingly purposeful choices in response to audience and context.

In Grade 11 Comprehensive Focus, learners engage with texts and topics in a balanced approach with equal attention to literary and transactional forms. This includes texts that use language and other modes to represent ideas, experiences, emotions, and images, alongside texts that explain information and viewpoints. Learners deepen their understanding of various texts and forms by engaging with and examining how ideas and information are represented across a range of texts. As text creators, learners compose texts in literary and transactional forms for varied purposes and audiences. In Grade 11 Comprehensive Focus, learners experience and produce a variety of texts, with approximately 50 percent literary and 50 percent transactional 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 and other modes to represent ideas, experiences, emotions, or images. Learners expand their understanding of literary texts by engaging with a range of texts, drawing on additional sources and perspectives to examine how ideas, perspectives, and narratives are developed and conveyed. As text creators, learners compose texts in literary and transactional forms for a range of purposes and audiences. In Grade 11 Literary Focus, learners experience and produce a variety of texts, with approximately 70 percent literary and 30 percent transactional in purpose.

In Grade 11 Transactional Focus, learners engage with texts and topics, with an emphasis on forms with transactional purposes. This includes texts that use language and other modes to convey ideas, information, and viewpoints for a range of purposes and audiences, including prompting action. Learners expand their understanding of transactional texts and forms by

engaging with a range of texts, drawing on related literary texts flexibly and purposefully to deepen their examination of how perspective, voice, and representation shape the presentation of ideas, information, and viewpoints. As creators, learners compose texts in transactional and literary forms for a range of purposes and audiences. In Grade 11 Transactional Focus, learners experience and produce a variety of texts, with approximately 70 percent transactional and 30 percent literary in purpose.

By the end of Grade 11, learners apply analytical, expressive, and critical thinking skills with independence and flexibility across all areas of English language arts. They are prepared to engage with more complex language and literacy demands as they continue their learning in English language arts.

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 judgments, and reflecting on the consequences and implications of those judgments.

When the English language arts curriculum is used to foster critical thinking as a competency, 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 in terms of 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 about 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 the English language arts curriculum is used to foster creativity as a competency, 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 to fill information gaps
- select from and use language and literacy strategies, resources, and sources to explore real-world challenges and to generate ideas to solve problems
- generate 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 of 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 with others and working toward a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When the English language arts curriculum is used to foster citizenship as a competency, learners

- develop, understand, and reflect on their own perspectives on complex issues
- recognize discrimination, principles of equity, and human rights in texts and in their world
- explore the interconnectedness of self, others, and the natural world through texts
- welcome and discuss diverse viewpoints, experiences, and world views to make sense of issues related to others and the natural world
- reflect on how texts represent and promote beliefs, values, and the ability to empathize with perspectives that are similar to or different from their own
- engage with others in safe, respectful, and inclusive ways with attention to the complexities of digital citizenship, intellectual property, and fair dealing

- evaluate factors and propose solutions that support advocacy for themselves, others, and the natural world for the betterment of their community
- engage in dialogue to find equitable solutions to social issues that support diversity, inclusivity, and human rights
- investigate complex issues to make informed 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 and well-being.

When the English language arts curriculum is used to foster connection to self as a competency, 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 their 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 the English language arts curriculum is used to foster collaboration as a competency, 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 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 the English language arts curriculum is used to foster communication as a competency, 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 affect 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 have an impact on 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 curriculum planning, and that learners use to deepen understanding, make connections, and transfer their learning across a broad spectrum of language and literacy experiences.

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 and 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 is essential for all to live [Mino-pimatisiwin \(The Good Life\)](#). The 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.

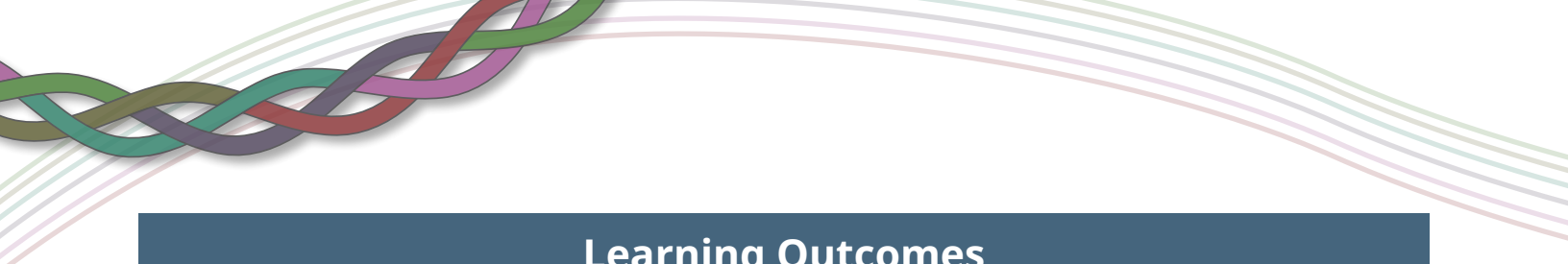
- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

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: Building Literacy

General Learning Outcome: Oral Language Communication

ELA.11.A1 Learners engage in oral language communication as a recursive process of listening, speaking, and interacting to construct meaning, exchange ideas and perspectives, and expand their understanding of themselves, others, and the world.

Listen and Comprehend

- ELA.11.A1.1** Listen attentively to information, ideas, and experiences expressed to understand content and interpret point of view; respond to the contributions of others by asking questions to clarify, verify or challenge ideas and conclusions; connect new learning to deepen comprehension.
- ELA.11.A1.2** Analyze how speakers use language choices, voice, perspective, organization, rhetorical strategies, and verbal/non-verbal communication to engage audiences, establish purpose, and shape meaning.

Speak and Interact

- ELA.11.A1.3** Adapt the rules and structures of language flexibly (e.g., syntax, verb tense, word choice, grammar) when speaking to deliver coherent messages according to different purposes, contexts, and audiences (informal, formal).
- ELA.11.A1.4** Express and refine ideas through dialogue (partners, groups); recognize and integrate multiple viewpoints and perspectives; respond thoughtfully and respectfully to the contributions of others to co-construct meaning, deepen understanding, and strengthen collaborative thinking.

General Learning Outcome: Language as the Foundation for Reading and Writing

ELA.11.A2 Learners build and apply foundational language knowledge and skills, including letter knowledge, sound awareness, word structures, vocabulary knowledge, and language conventions, to engage as active readers, writers, and communicators.

Phonological Awareness

- ELA.11.A2.1** Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.



Alphabetic Knowledge

ELA.11.A2.2 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.

Phonics: Letter-Sound Relationships

ELA.11.A2.3 Foundational literacy knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, phonological awareness, alphabetic knowledge, and phonics are not typically addressed as separate outcomes; rather, these foundational understandings are applied and integrated within reading, spelling, vocabulary development, and communication across contexts and disciplines.

Spelling Conventions

ELA.11.A2.4 Foundational spelling knowledge and skills developed in earlier grades continue to support learners as they engage with increasingly complex texts and specialized vocabulary. In Grades 9 to 12, spelling conventions are not typically addressed as separate outcomes; rather, learners apply and refine their understanding of spelling patterns, word structures, word origins, and language conventions through reading, writing, vocabulary development, and communication across contexts and disciplines.

Word Structures and Meaning (Morphology)

ELA.11.A2.5 Analyze and evaluate how morphological knowledge, including Greek and Latin roots, affixes, and word origins (etymology), contributes to vocabulary understanding and accurate spelling; apply this knowledge to deepen comprehension, strengthen analysis, and enhance communication in speaking and writing.

Vocabulary Knowledge

ELA.11.A2.6 Apply a broad vocabulary and knowledge of word relationships, meanings, and nuances to understand and interpret texts; align vocabulary choices to communicate precise ideas, and achieve specific purposes across contexts.

Language Conventions

ELA.11.A2.7 Analyze how language conventions (e.g., syntax, sentence structure, grammar, usage, mechanics) influence meaning, style, and clarity in texts; apply language conventions intentionally to communicate ideas coherently and effectively across a range of contexts.



Strand B: Comprehend and Respond

General Learning Outcome: Navigate Texts

ELA.11.B1 Learners draw on their knowledge, experiences, and awareness of text cues and conventions to establish purpose, anticipate meaning, and prepare for engagement with texts.

Activate Prior Knowledge

ELA.11.B1.1 Examine and explain how prior knowledge, experiences, and information from various sources contribute to interpretations and perspectives of texts.

Establish Purpose and Focus

ELA.11.B1.2 Examine and explain how setting a purpose influences text selection, interpretation, and response; generate and refine questions to focus attention, deepen understanding, and extend interpretation.

Use Text Cues and Conventions

ELA.11.B1.3 Assess and use text cues (e.g., structures, features, design elements, language patterns, visuals) and conventions across a range of texts; analyze how they contribute to meaning and influence interpretations across contexts.

General Learning Outcome: Construct Meaning

ELA.11.B2 Learners actively construct meaning when reading, viewing, and listening to texts by applying a range of comprehension strategies. They make connections, infer meaning, and monitor understanding to build knowledge and deepen understanding across a variety of contexts and text forms.

Predict and Infer

ELA.11.B2.1 Make, revise, and confirm predictions and inferences using prior knowledge, text content, text cues, and other sources of information; compare interpretations with others to consider alternative perspectives and refine understanding.

Make Connections

ELA.11.B2.2 Examine and explain connections among personal experiences, texts, and knowledge of the world to deepen understandings, broaden perspectives, and refine interpretations.



Monitor Understanding

- ELA.11.B2.3** Monitor understanding to identify gaps, uncertainties, or inconsistencies in meaning; select and apply a range of strategies (e.g., questioning, summarizing) to clarify meaning, verify interpretations, and extend understanding.
- ELA.11.B2.4** Apply and adjust fluency skills and strategies, including pace, rate, and expression (prosody), according to text demands, purpose, and context to support comprehension and analysis of complex texts.

Summarize Meaning

- ELA.11.B2.5** Summarize key ideas, concepts, and themes from within and across texts while maintaining the integrity of the author's message; use summaries to clarify meaning, support interpretation, and inform analysis.

General Learning Outcome: Think Critically about Texts

- ELA.11.B3** Learners analyze ideas, information, viewpoints, and perspectives within and across texts to build understanding. Learners use evidence from texts to develop, support, and evaluate interpretations.

Analyze Ideas and Information

- ELA.11.B3.1** Critique ideas, themes, facts, opinions, and perspectives within and across texts; evaluate how evidence supports interpretations and contributes to the understanding of people, experiences, and issues.

Critique Purpose, Viewpoint, and Perspective

- ELA.11.B3.2** Analyze how a text creator's social, cultural, and historical contexts, as well as their purpose, experiences, and use of text elements, influence the representation of people, ideas, and issues; examine how texts include, exclude, or emphasize viewpoints and perspectives.

General Learning Outcome: Consolidate Understanding

- ELA.11.B4** Learners reflect on, extend, and integrate new learning to develop deeper understandings. They respond to texts by sharing interpretations, perspectives, and insights that expand, challenge, and/or refine their thinking.

Reflect on New Learning

- ELA.11.B4.1** Synthesize new ideas and understandings from texts; reflect on how new learning extends, challenges, or refines existing knowledge, experiences, and perspectives.

Response to Text: Self and Others

- ELA.11.B4.2** Analyze and share responses to texts by integrating personal, cultural, and textual connections; explain how ideas, aesthetic features, and perspectives contribute to insight, appreciation, and emotional response.

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- ELA.11.B4.3** Compare and explain personal responses with those of others and of broader community contexts; reflect on how assumptions, experiences, perspectives, and identities influence personal and societal interpretations of texts; consider alternative viewpoints to extend, refine, or reconsider understanding.

Strand C: Compose and Create

General Learning Outcome: Plan and Develop Texts

- ELA.11.C1** Learners generate and develop ideas, conduct research, evaluate sources, organize information, and select appropriate forms and modes to compose texts for a range of purposes and audiences.

Generate Ideas and Select Topic

- ELA.11.C1.1** Generate ideas from a variety of experiences, current events, texts, and cross-curricular learning; select topics aligned with purpose, form, perspective, context, and audience.

Research Sources

- ELA.11.C1.2** Integrate and evaluate information from multiple sources (e.g., oral, visual, digital, written); assess credibility, reliability, and how perspectives are shaped and represented across sources to enhance and strengthen ideas.

Analyze Author's Craft

- ELA.11.C1.3** Analyze mentor texts to examine how authors use text cues (e.g., structures, features, design elements, language patterns, visuals) and conventions to develop meaning and perspective; select techniques to enhance clarity and impact in one's own writing.

Plan and Develop Ideas

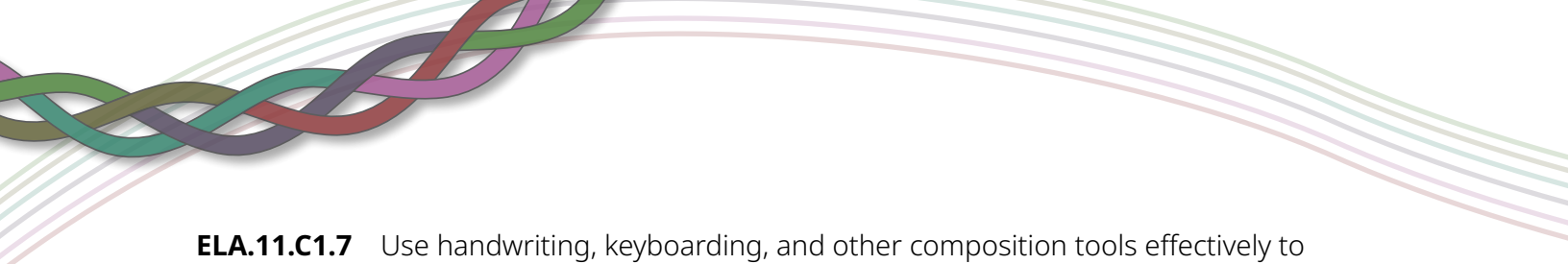
- ELA.11.C1.4** Select and use organizational strategies and tools to plan texts for varied purposes and contexts; organize and prioritize information; refine and reorganize planning steps to guide text development.

Choose Form

- ELA.11.C1.5** Select and adapt form to suit varied purposes, audiences, and contexts to communicate ideas with clarity; when appropriate, combine forms to enhance and extend ideas.

Create Text

- ELA.11.C1.6** Compose and create texts for varied purposes, audiences, and contexts; make deliberate choices in structure, mode, style, design, and mechanics to shape meaning and communicate ideas; integrate research, evidence, and/or craft techniques to develop meaningful texts.



ELA.11.C1.7 Use handwriting, keyboarding, and other composition tools effectively to maintain clarity, readability, and coherence when composing texts.

General Learning Outcome: Refine Texts

ELA.11.C2 Learners apply the key qualities of writing to revise, refine, and enhance texts for different purposes, contexts, and audiences.

Organize Content

ELA.11.C2.1 Re-evaluate the organization of content by applying knowledge of how texts are organized across forms, contexts, and modes; refine the sequencing of ideas, text structures, and features to strengthen alignment with purpose, context, and audience.

Elevate Sentence Fluency

ELA.11.C2.2 Adapt sentence lengths, structures, and syntax to enhance clarity, emphasis, rhythm, and flow; refine sentences within and across paragraphs to strengthen coherence and stylistic effect; evaluate and apply grammar conventions to support effective communication.

Enhance Word Choice

ELA.11.C2.3 Use precise, discipline-specific language, including rhetorical devices, to suit purpose, context, and audience; refine word choice to convey meaning with greater accuracy and nuance; use word choice purposefully to cultivate voice and develop style.

General Learning Outcome: Edit and Publish

ELA.11.C3 Learners proofread, edit, and refine texts by applying editing strategies to improve accuracy and clarity. They publish their work using appropriate tools, modes, and platforms to communicate for different purposes, contexts, and audiences.

Review Mechanics

ELA.11.C3.1 Apply knowledge of spelling and Canadian spelling conventions to edit and proofread texts, including those containing specialized vocabulary, for spelling accuracy and consistency; use print and digital resources to verify, evaluate, and correct spelling.

ELA.11.C3.2 Edit texts to apply capitalization conventions appropriate for academic, professional, and digital contexts; apply genre-specific and disciplinary conventions, including formal citations, to support consistency and accuracy.

ELA.11.C3.3 Edit and proofread texts to identify, explain, and correct punctuation errors using appropriate resources; apply punctuation conventions purposefully to enhance meaning, emphasis, and tone for different purposes, contexts, and audiences.



Publish Final Text

- ELA.11.C3.4** Create and publish texts using intentional composition and design choices across a range of forms and genres; make deliberate choices in form, structure, language, and, when appropriate, mode to achieve a defined purpose and to engage audiences.

Strand D: Share and Reflect

General Learning Outcome: Share Ideas and Communicate Effectively

- ELA.11.D1** Learners organize and communicate ideas for others by making intentional choices about content, communication mode, and style for different purposes and contexts.

Express Ideas and Engage Audience

- ELA.11.D1.1** Select, organize, and communicate ideas and relevant details for purpose, context, and audience (informal, formal); integrate relevant evidence or examples, as appropriate; use transitions and organizational structures to create a coherent message that supports audience understanding.
- ELA.11.D1.2** Analyze and select communication modes (e.g., oral, visual, digital, written) in relation to purpose, context, and audience (informal, formal).
- ELA.11.D1.3** Adapt and integrate communication style (e.g., tone, volume, expression) in relation to content and audience (informal, formal); use language choices intentionally (rhetorical techniques) to effectively share ideas.

General Learning Outcome: Reflect on Learning and Plan Next Steps

- ELA.11.D2** Learners use descriptive feedback and criteria to reflect on their learning, set goals, and monitor progress to inform next steps.

Self-Reflect

- ELA.11.D2.1** Evaluate multi-layered feedback; reflect on feedback and criteria to inform decisions; adapt strategies to extend ongoing progress.

Set Goals and Monitor Progress

- ELA.11.D2.2** Formulate and adjust learning goals using criteria and feedback; monitor progress by analyzing evidence of learning to track growth and enhance ongoing progress toward goals.

Curriculum Implementation Resources

Curriculum implementation resources will include supplementary documents to support implementation. This section and the support documents will continue to be updated, so you are encouraged to visit the site regularly.