

- To develop this competency, students prepare to listen to and read texts using strategies, demonstrate understanding of oral and written texts using strategies, and carry out meaningful tasks using strategies
- **Context for learning:**
  - Simple and extensively illustrated (**Cycle Two**)
  - Themes that are familiar and interesting
  - Opportunities to develop appropriate compensatory and learning strategies through use
  - Opportunities to interact with peers and the teacher
  - Appropriate complexity and interesting (**Cycle Three**)

### **Competency 3: To write texts**

#### **Focus:**

- This competency enables elementary students to write for purposes that are significant to them (greeting cards, comic strips, class yearbook, web page, email, etc.)
- Not to have students systematically learn language but apply the composition of texts while using a variety of resources
  - **Resources:**
    - Checklists
    - Word Banks
    - Posters
    - Visual and thematic dictionaries
    - Self-correction grids
- Prepare, compose, and revise texts using strategies
- To compose a first draft, explicit models are used, functional language, words, expressions and ideas drawn from provided resources
  - Initially carefully guided by the instructor until students can write in a more open-ended format