## English Language Arts K-9 – Curricular Competencies

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comprehend and connect (reading, listening, viewing)</th>
<th>Create and communicate (writing, speaking, representing)</th>
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</table>
| K     | • Use sources of information and prior knowledge to make meaning (K-3)  
• Use developmentally appropriate reading, listening, and viewing strategies to make meaning (K-3)  
• Explore foundational concepts of print, oral, and visual texts  
• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (K-3)  
• Recognize the importance of story in personal, family, and community identity (K-1)  
• Use personal experience and knowledge to connect to stories and other texts to make meaning (K-2)  
• Recognize the structure of story | • Exchange ideas and perspectives to build shared understanding (K-5)  
• Use language to identify, create, and share ideas, feelings, opinions, and preferences  
• Create stories and other texts to deepen awareness of self, family, and community (K-3)  
• Plan and create stories and other texts for different purposes and audiences  
• Explore oral storytelling processes (K-2) |
| 1     | • Read fluently at grade level (Grades 1-3)  
• Use sources of information and prior knowledge to make meaning (K-3)  
• Use developmentally appropriate reading, listening, and viewing strategies to make meaning (K-3)  
• Use foundational concepts of print, oral, and visual texts  
• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (K-3)  
• Recognize the importance of story in personal, family, and community identity (K-1)  
• Use personal experience and knowledge to connect to stories and other texts to make meaning (K-2)  
• Recognize the structure and elements of story (Grades 1-3)  
• Show awareness of how story in First Peoples cultures connects people to family and community (Grades 1-3) | • Exchange ideas and perspectives to build shared understanding (K-5)  
• Identify, organize, and present ideas in a variety of forms  
• Create stories and other texts to deepen awareness of self, family, and community (K-3)  
• Plan and create a variety of communication forms for different purposes and audiences (Grades 1-3)  
• Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation  
• Explore oral storytelling processes (K-2) |
| 2     | • Read fluently at grade level (Grades 1-3)  
• Use sources of information and prior knowledge to make meaning (K-3)  
• Use developmentally appropriate reading, listening, and viewing strategies to make meaning (K-3)  
• Recognize how different text structures reflect different purposes.  
• Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (K-3) | • Exchange ideas and perspectives to build shared understanding (K-5)  
• Create stories and other texts to deepen awareness of self, family, and community (K-3)  
• Plan and create a variety of communication forms for different purposes and audiences (Grades 1-3)  
• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (Grades 2-3)  
• Explore oral storytelling processes (K-2) |
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| 2     | • Demonstrate awareness of the role that story plays in personal, family, and community identity  
        • Use personal experience and knowledge to connect to stories and other texts to make meaning (K-2)  
        • Recognize the structure and elements of story (Grades 1-3)  
        • Show awareness of how story in First Peoples cultures connects people to family and community (Grades 1-3) | • Exchange ideas and perspectives to build shared understanding (K-5)  
        • Create stories and other texts to deepen awareness of self, family, and community (K-3)  
        • Plan and create a variety of communication forms for different purposes and audiences (Grades 1-3)  
        • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (Grades 2-3)  
        • Develop and apply expanding word knowledge (Grades 3-5)  
        • Use oral storytelling processes (Grades 3-5) |
| 3     | • Read fluently at grade level (Grades 1-3)  
        • Use sources of information and prior knowledge to make meaning (K-3)  
        • Make connections between ideas from a variety of sources and prior knowledge to build understanding  
        • Use developmentally appropriate reading, listening, and viewing strategies to make meaning (K-3)  
        • Recognize how different texts reflect different purposes.  
        • Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community (K-3)  
        • Explain the role that story plays in personal, family, and community identity  
        • Use personal experience and knowledge to connect to text and make meaning  
        • Recognize the structure and elements of story (Grades 1-3)  
        • Show awareness of how story in First Peoples cultures connects people to family and community (Grades 1-3)  
        • Develop awareness of how story in First Peoples cultures connects people to land  
        • Exchange ideas and perspectives to build shared understanding (K-5)  
        • Create stories and other texts to deepen awareness of self, family, and community (K-3)  
        • Plan and create a variety of communication forms for different purposes and audiences (Grades 1-3)  
        • Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (Grades 2-3)  
        • Develop and apply expanding word knowledge (Grades 3-5)  
        • Use oral storytelling processes (Grades 3-5) | • Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding  
        • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text  
        • Consider different purposes, audiences, and perspectives in exploring texts (Grades 4-5)  
        • Apply a variety of thinking skills to gain meaning from texts (Grades 4-5)  
        • Identify how differences in context, perspectives, and voice influence meaning in texts (Grades 4-5) |
| 4     | • Exchange ideas and perspectives to build shared understanding (K-5)  
        • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences (Grades 4-5)  
        • Use language in creative and playful ways to develop style (Grades 4-5)  
        • Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation | • Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding  
        • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text  
        • Consider different purposes, audiences, and perspectives in exploring texts (Grades 4-5)  
        • Apply a variety of thinking skills to gain meaning from texts (Grades 4-5)  
        • Identify how differences in context, perspectives, and voice influence meaning in texts (Grades 4-5) |
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| 4     | • Recognize the role of language in personal, social, and cultural identity  
      • Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world  
      • Respond to text in personal and creative ways (Grades 4-5)  
      • Recognize how literary elements, techniques, and devices enhance meaning in texts (Grades 4-5)  
      • Show an increasing understanding of the role of organization in meaning (Grades 4-5)  
      • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts (Grades 4-5)  
      • Identify how story in First Peoples cultures connects people to land (Grades 4-5)  
| 5     | • Access information and ideas from a variety of sources and from prior knowledge to build understanding  
      • Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text  
      • Synthesize ideas from a variety of sources to build understanding (Grades 5-9)  
      • Consider different purposes, audiences, and perspectives in exploring texts (Grades 4-5)  
      • Apply a variety of thinking skills to gain meaning from texts (Grades 4-5)  
      • Identify how differences in context, perspectives, and voice influence meaning in texts (Grades 4-5)  
      • Explain the role of language in personal, social, and cultural identity  
      • Use personal experience and knowledge to connect to text and develop understanding of self, community, and world  
      • Respond to text in personal and creative ways (Grades 4-5)  
      • Recognize how literary elements, techniques, and devices enhance meaning in texts (Grades 4-5)  
      • Show an increasing understanding of the role of organization in meaning (Grades 4-5)  
      • Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts (Grades 4-5)  
      • Identify how story in First Peoples cultures connects people to land (Grades 4-5)  
      • Exchange ideas and perspectives to build shared understanding (K-5)  
      • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences (Grades 4-5)  
      • Use language in creative and playful ways to develop style (Grades 4-5)  
      • Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation  
      • Develop and apply expanding word knowledge (Grades 3-5)  
      • Use oral storytelling processes (Grades 3-5)  
      • Transform ideas and information to create original texts (Grades 4-9)  |
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| 6     | - Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (Grades 6-9)  
      - Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Grades 6-9)  
      - Synthesize ideas from a variety of sources to build understanding (Grades 5-9)  
      - Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages (Grades 6-9)  
      - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (Grades 6-9)  
      - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts (Grades 6-9)  
      - Recognize how language constructs personal, social, and cultural identity (Grades 6-9)  
      - Exchange ideas and viewpoints to build shared understanding and extend thinking (Grades 6-9)  
      - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (Grades 6-9)  
      - Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (Grades 6-9)  
      - Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (Grades 6-9)  
      - Use and experiment with oral storytelling processes (Grades 6-9)  
      - Select and use appropriate features, forms, and genres according to audience, purpose, and message (Grades 6-9)  
      - Transform ideas and information to create original texts (Grades 4-9)  
| 7     | - Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (Grades 6-9)  
      - Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Grades 6-9)  
      - Synthesize ideas from a variety of sources to build understanding (Grades 5-9)  
      - Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages (Grades 6-9)  
      - Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (Grades 6-9)  
      - Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts (Grades 6-9)  
      - Recognize how language constructs personal, social, and cultural identity (Grades 6-9)  
      - Exchange ideas and viewpoints to build shared understanding and extend thinking (Grades 6-9)  
      - Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (Grades 6-9)  
      - Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (Grades 6-9)  
      - Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (Grades 6-9)  
      - Use and experiment with oral storytelling processes (Grades 6-9)  
      - Select and use appropriate features, forms, and genres according to audience, purpose, and message (Grades 6-9)  
      - Transform ideas and information to create original texts (Grades 4-9)  |
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| 7     | • Construct meaningful personal connections between self, text, and world (Grades 6-9)  
      | • Respond to text in personal, creative, and critical ways (Grades 6-9)  
      | • Understand how literary elements, techniques, and devices enhance and shape meaning (Grades 6-7)  
      | • Recognize an increasing range of text structures and how they contribute to meaning (Grades 6-9)  
      | • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view (Grades 6-9)  
      | • Recognize the validity of First Peoples oral tradition for a range of purposes | • Exchange ideas and viewpoints to build shared understanding and extend thinking (Grades 6-9)  
      | • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (Grades 6-9)  
      | • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Grades 6-9)  
      | • Synthesize ideas from a variety of sources to build understanding (Grades 5-9)  
      | • Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages (Grades 6-9)  
      | • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (Grades 6-9)  
      | • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts (Grades 6-9)  
      | • Recognize how language constructs personal, social, and cultural identity (Grades 6-9)  
      | • Construct meaningful personal connections between self, text, and world (Grades 6-9)  
      | • Respond to text in personal, creative, and critical ways (Grades 6-9)  
      | • Recognize how literary elements, techniques, and devices enhance and shape meaning  
      | • Recognize an increasing range of text structures and how they contribute to meaning (Grades 6-9)  
      | • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view (Grades 6-9)  
      | • Develop an awareness of the protocols and ownership associated with First Peoples texts | • Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (Grades 6-9)  
      | • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (Grades 6-9)  
      | • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (Grades 6-9)  
      | • Use and experiment with oral storytelling processes (Grades 6-9)  
      | • Select and use appropriate features, forms, and genres according to audience, purpose, and message (Grades 6-9)  
<pre><code>  | • Transform ideas and information to create original texts (Grades 4-9) | |
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| 9     | • Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability (Grades 6-9)  
• Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (Grades 6-9)  
• Synthesize ideas from a variety of sources to build understanding (Grades 5-9)  
• Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages (Grades 6-9)  
• Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts (Grades 6-9)  
• Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts (Grades 6-9)  
• Recognize how language constructs personal, social, and cultural identity (Grades 6-9)  
• Construct meaningful personal connections between self, text, and world (Grades 6-9)  
• Respond to text in personal, creative, and critical ways (Grades 6-9)  
• Explain how literary elements, techniques, and devices enhance and shape meaning  
• Recognize an increasing range of text structures and how they contribute to meaning (Grades 6-9)  
• Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view (Grades 6-9)  
• Develop an awareness of the diversity within and across First Peoples societies represented in texts  
• Recognize the influence of place in First Peoples and other Canadian texts | • Exchange ideas and viewpoints to build shared understanding and extend thinking (Grades 6-9)  
• Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (Grades 6-9)  
• Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (Grades 6-9)  
• Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation (Grades 6-9)  
• Use and experiment with oral storytelling processes (Grades 6-9)  
• Select and use appropriate features, forms, and genres according to audience, purpose, and message (Grades 6-9)  
• Transform ideas and information to create original texts (Grades 4-9)  
• Express an opinion and support it with credible evidence |