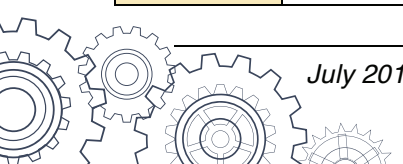
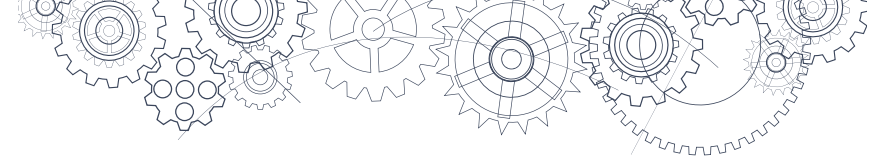


English Language Arts K-9 – Curricular Competencies

Grade	Comprehend and connect (reading, listening, viewing)	Create and communicate (writing, speaking, representing)
K	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

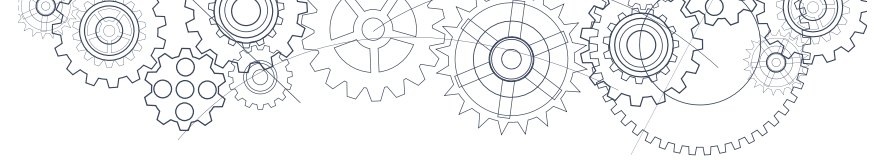




English Language Arts K-9 – Curricular Competencies – continued

Grade	Comprehend and connect (reading, listening, viewing)	Create and communicate (writing, speaking, representing)
2	<ul style="list-style-type: none"> • 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) 	
3	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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) • Explore and appreciate aspects of First Peoples oral traditions • Use oral storytelling processes (Grades 3-5)
4	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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

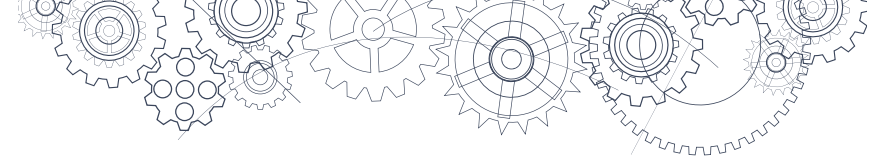




English Language Arts K-9 – Curricular Competencies – *continued*

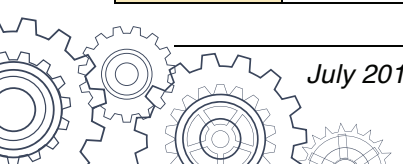
Grade	Comprehend and connect (reading, listening, viewing)	Create and communicate (writing, speaking, representing)
4	<ul style="list-style-type: none"> • Recognize the role of language in personal, social, and cultural identity • Use personal experience and knowledge to connect to text and deepen understanding 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) 	<ul style="list-style-type: none"> • 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)
5	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

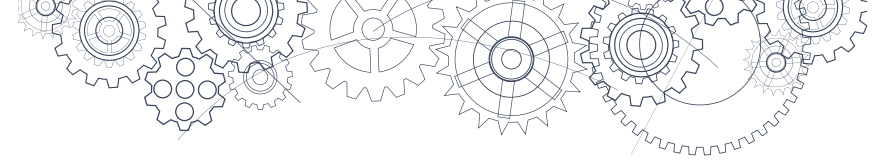




English Language Arts K-9 – Curricular Competencies – continued

Grade	Comprehend and connect (reading, listening, viewing)	Create and communicate (writing, speaking, representing)
6	<ul style="list-style-type: none"> • 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) • 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) 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)





English Language Arts K-9 – Curricular Competencies – continued

Grade	Comprehend and connect (reading, listening, viewing)	Create and communicate (writing, speaking, representing)
7	<ul style="list-style-type: none"> • 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 	
8	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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)





English Language Arts K-9 – Curricular Competencies – *continued*

Grade	Comprehend and connect (reading, listening, viewing)	Create and communicate (writing, speaking, representing)
9	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

