**Area of Learning: ENGLISH LANGUAGE ARTS Kindergarten**

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Language and **story** can be a source of creativity and joy.  |  | **Stories** and other **texts** helpus learn about ourselves and our families. |  | **Stories** and other **texts** can be shared through pictures and words. |  | Everyone has a unique **story** to share. |

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| Through listening and speaking, we connect with others and share our world. |  | Playing with language helps us discover how language works. |  | Curiosity and wonder lead us to new discoveries about ourselves and the world around us. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* Use sources of information and **prior knowledge** to make meaning
* Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
* 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
* Recognize the importance of **story** in personal, family, and community identity
* Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning
* Recognize the **structure of story**

Create and communicate (writing, speaking, representing)* **Exchange ideas and perspectives** to build shared understanding
* 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
* **Plan and create stories and other texts** for different purposes and audiences
* Explore **oral storytelling processes**
 | *Students are expected to know the following:*Story* **structure of story**
* **literary elements and devices**

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* writing processes

Language features, structures, and conventions* **concepts of print**
* **letter knowledge**
* **phonemic and phonological awareness**
* **letter formation**
* the relationship between reading, writing, and oral language
 |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 1**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- |
| Language and **story** can be a source of creativity and joy.  |  | **Stories** and other **texts** help us learn about ourselves and our families. |  | **Stories** and other **texts** can be shared through pictures and words. |  | Everyone has a unique **story** to share. |

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| Through listening and speaking, we connect with others and share our world. |  | Playing with language helps us discover how language works. |  | Curiosity and wonder lead us to new discoveries about ourselves and the world around us. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* **Read fluently at grade level**
* Use sources of information and **prior knowledge** to make meaning
* Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
* 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
* Recognize the importance of **story** in personal, family, and community identity
* Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning
* Recognize the **structure and elements of story**
* Show awareness of how **story in First Peoples cultures** connects people to family and community
 | *Students are expected to know the following:*Story/text* **elements of story**
* **literary elements and devices**
* **vocabulary to talk about texts**

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **concepts of print**
* **print awareness**
* **phonemic and phonological awareness**
* **letter formation**
* **sentence structure**
* **conventions**
 |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 1**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)* **Exchange ideas and perspectives** to build shared understanding
* Identify, organize, and present ideas in a variety of forms
* Create **stories** and other **texts** to deepen awareness of self, family, and community
* Plan and create a variety of **communication forms** for different purposes and audiences
* Communicate using letters and words and applying some **conventions of Canadian spelling, grammar, and punctuation**
* Explore **oral storytelling processes**
 |  |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 2**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **story** can be a source of creativity and joy. |  | **Stories** and other **texts** connect us to ourselves, our families, and our communities.  |  | Everyone has a unique **story** to share. |  | Through listening and speaking, we connect with others and share our world. |  | Playing with language helps us discover how language works. |  | Curiosity and wonder lead us to new discoveries about ourselves and the world around us. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* **Read fluently at grade level**
* Use sources of information and **prior knowledge** to make meaning
* Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning
* 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
* 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
* Recognize the structure and elements of **story**
* Show awareness of how **story in First Peoples cultures** connects people to family and community

Create and communicate (writing, speaking, representing)* **Exchange ideas and perspectives** to build shared understanding
* Create **stories** and other **texts** to deepen awareness of self, family, and community
* Plan and create a variety of **communication forms** for different purposes and audiences
* Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
* Explore **oral storytelling processes**
 | *Students are expected to know the following:*Story/text* **elements of story**
* **literary elements and devices**
* **text features**
* **vocabulary associated with texts**

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* word patterns, word families
* **letter formation**
* **sentence structure**
* **conventions**
 |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 3**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **story** can be a source of creativity and joy. |  | **Stories** and other **texts** help us learn about ourselves, our families, and our communities. |  | **Stories** can be understood from different perspectives. |  | Using language in creative and playful ways helps us understand how language works. |  | Curiosity and wonder lead us to new discoveries about ourselves and the world around us. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* **Read fluently at grade level**
* Use sources of information and **prior knowledge** to make meaning
* 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
* Recognize how different **texts** reflect different purposes.
* **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community
* 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**
* Show awareness of how **story in First Peoples cultures** connects people to family and community
* Develop awareness of **how story in First Peoples cultures connects people to land**

Create and communicate (writing, speaking, representing)* **Exchange ideas and perspectives** to build shared understanding
* Create **stories** and other **texts** to deepen awareness of self, family, and community
* Plan and create a variety of **communication forms** for different purposes and audiences
* Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
* Develop and apply expanding **word knowledge**
* Explore and appreciate aspects of First Peoples **oral traditions**
* Use **oral storytelling processes**
 | *Students are expected to know the following:*Story/text* **elements of story**
* functions and genres of stories and other texts
* **text features**
* **literary elements and devices**

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* word patterns, word families
* **legible handwriting**
* **sentence structure**
* **conventions**
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**Area of Learning: ENGLISH LANGUAGE ARTS Grade 4**

**BIG IDEAS**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **text** can be a source of creativity and joy. |  | Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world. |  | **Texts** can be understood from different perspectives. |  | Using language in creative and playful ways helps us understand how language works. |  | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* **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 understandingof **text**
* Consider different purposes, audiences, and perspectives in exploring **texts**
* Apply a variety of **thinking skills** to gain meaning from **texts**
* Identify how differences in context, perspectives, and voice influence meaning in **texts**
* 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**
* Recognize how literary elements, techniques, and devices enhance meaning in **texts**
* Show an increasing understanding of the role of **organization** **in meaning**
* Demonstrate awareness of the **oral tradition in First Peoples cultures** and the **purposes of First Peoples texts**
* Identify how **story in First Peoples cultures connects people to land**
 | *Students are expected to know the following:*Story/text* **forms, functions,** and **genres** of **text**
* **text features**
* **literary elements**
* **literary devices**
* evidence

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* **paragraph structure**
* sentence structure and **grammar**
* **conventions**
 |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 4**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)* **Exchange ideas and perspectives** to build shared understanding
* Use writing and design processes to plan, develop, and create **texts** for a variety of purposes and audiences
* Use language in **creative and playful ways** to develop style
* Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation
* Develop and apply expanding **word knowledge**
* Use **oral storytelling processes**
* Transform ideas and information to create original texts
 |  |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 5**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **text** can be a source of creativity and joy. |  | Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world. |  | **Texts** can be understood from different perspectives. |  | Using language in creative and playful ways helps us understand how language works. |  | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* 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
* Consider different purposes, audiences, and perspectives in exploring **texts**
* Apply a variety of **thinking skills** to gain meaning from **texts**
* Identify how differences in context, perspectives, and voice influence meaning in **texts**
* 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**
* **Recognize how literary elements, techniques, and devices enhance meaning** in **texts**
* Show an increasing understanding of the role of **organization** in meaning
* Demonstrate awareness of the **oral tradition in First Peoples cultures** and the **purposes of First Peoples texts**
* Identify **how story in First Peoples cultures connects people to land**
 | *Students are expected to know the following:*Story/text* **forms, functions,** and **genres** of **text**
* **text features**
* **literary elements**
* **literary devices**
* perspective/point of view

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* **paragraphing**
* sentence structure and **grammar**
* **conventions**
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**Area of Learning: ENGLISH LANGUAGE ARTS Grade 5**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)* **Exchange ideas and perspectives** to build shared understanding
* **Use writing and design processes** to plan, develop, and create **texts** for a variety of purposes and audiences
* Use language in **creative and playful ways** to develop style
* **Communicate in writing** using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation
* Develop and apply expanding **word knowledge**
* Use **oral storytelling processes**
* Transform ideas and information to create original texts
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**Area of Learning: ENGLISH LANGUAGE ARTS Grade 6**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **text** can be a source of creativity and joy. |  | Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world. |  | Exploring and sharing multiple perspectives extends our thinking. |  | Developing our understanding of how language works allows us to use it purposefully. |  | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**
* Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
* Synthesize ideas from a variety of sources to build understanding
* Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages
* **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
* Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
* Recognize **how language constructs personal, social, and cultural identity**
* Construct meaningful personal connections between self, **text**, and world
* Respond to **text** in **personal, creative, and critical ways**
* Understand how **literary elements, techniques, and devices** enhance and shape meaning
* Recognize an increasing range of **text** structures and how they contribute to meaning
* Recognize and appreciate the role of **story**, narrative, and **oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view
 | *Students are expected to know the following:*Story/text* **forms, functions,** and **genres** of **text**
* **text features**
* **literary elements**
* **literary devices**
* **techniques of persuasion**

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* **paragraphing**
* **language varieties**
* **sentence structure and grammar**
* **conventions**
* **presentation techniques**
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**Area of Learning: ENGLISH LANGUAGE ARTS Grade 6**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)* Exchange ideas and viewpoints to build shared understanding and extend thinking
* Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
* Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience,** and message
* Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
* Use and experiment with **oral storytelling processes**
* Select and use appropriate features, forms, and genres according to audience, purpose, and message
* Transform ideas and information to create original texts
 |  |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 7**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **text** can be a source of creativity and joy. |  | Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world. |  | Exploring and sharing multiple perspectives extends our thinking. |  | Developing our understanding of how language works allows us to use it purposefully. |  | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |

**Learning Standards**

|  |  |
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| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**
* Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
* Synthesize ideas from a variety of sources to build understanding
* Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
* **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
* Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
* Recognize **how language constructs personal, social, and cultural identity**
* Construct meaningful personal connections between self, **text**, and world
* Respond to **text** in **personal, creative, and critical ways**
* Understand **how literary elements, techniques, and devices enhance and shape meaning**
* Recognize an increasing range of **text** structures and how they contribute to meaning
* Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
* Recognize the **validity of First Peoples oral tradition** for a range of purposes
 | *Students are expected to know the following:*Story/text* **forms, functions,** and **genres** of **text**
* **text features**
* **literary elements**
* **literary devices**
* argument

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* **paragraphing**
* **language varieties**
* **syntax and sentence fluency**
* **conventions**
* **presentation techniques**
 |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 7**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)* **Exchange ideas and viewpoints** to build shared understanding and extend thinking
* Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
* Assess and **refine** **texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
* Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
* Use and experiment with **oral storytelling processes**
* Select and use appropriate features, forms, and genres according to audience, purpose, and message
* Transform ideas and information to create original texts
 |  |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 8**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **text** can be a source of creativity and joy. |  | Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world. |  | People understand text differently depending on their worldviews and perspectives. |  | **Texts** are socially, culturally, and historically constructed. |  | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* Access information and ideas for **diverse purposes** and from a variety of sources and evaluate their **relevance**, **accuracy**, and **reliability**
* Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
* Synthesize ideas from a variety of sources to build understanding
* Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
* **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
* Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
* Recognize **how language constructs personal, social, and cultural identity**
* Construct meaningful personal connections between self, **text**, and world
* Respond to **text** in **personal, creative, and critical ways**
* Recognize **how literary elements, techniques, and devices enhance and shape meaning**
* Recognize an increasing range of text structures and how they contribute to meaning
* Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
* Develop an awareness of the **protocols** and ownership associated with First Peoples **texts**
 | *Students are expected to know the following:*Story/text* **forms, functions,** and **genres** of **text**
* **text features**
* **literary elements**
* **literary devices**
* **elements of visual/graphic texts**
* relevance, accuracy, reliability

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* **multi-paragraphing**
* **language usage and context**
* **elements of style**
* **syntax and sentence fluency**
* **conventions**
* **presentation techniques**
 |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 8**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| Create and communicate (writing, speaking, representing)* **Exchange ideas and viewpoints** to build shared understanding and extend thinking
* Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
* Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
* Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation
* Use and experiment with **oral storytelling processes**
* Select and use appropriate features, forms, and genres according to audience, purpose, and message
* Transform ideas and information to create original texts.
 |  |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 9**

**BIG IDEAS**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Language and **story** can be a source of creativity and joy. |  | Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world. |  | People understand **text** differently depending on their worldviews and perspectives. |  | **Texts** are socially, culturally, and historically constructed. |  | Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. |

**Learning Standards**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| *Using oral, written, visual, and digital* ***texts****, students are expected individually and collaboratively to be able to:*Comprehend and connect (reading, listening, viewing)* Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**
* Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
* Synthesize ideas from a variety of sources to build understanding
* Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
* **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
* Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
* Recognize **how language constructs personal, social, and cultural identity**
* Construct meaningful personal connections between self, **text**, and world
* Respond to **text** in **personal, creative, and critical ways**
* Explain **how literary elements, techniques, and devices enhance and shape meaning**
* Recognize an increasing range of **text** structures and how they contribute to meaning
* Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
* 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
 | *Students are expected to know the following:*Story/text* **forms, functions,** and **genres** of **text**
* **text features**
* **literary elements**
* **literary devices**
* **elements of visual/graphic texts**

Strategies and processes* **reading strategies**
* **oral language strategies**
* **metacognitive strategies**
* **writing processes**

Language features, structures, and conventions* **features of oral language**
* **multi-paragraphing**
* **language change**
* **elements of style**
* **usage**
* **syntax and sentence fluency**
* **conventions**
* **presentation techniques**
* **rhetorical devices**
* connotation and denotation
 |

**Area of Learning: ENGLISH LANGUAGE ARTS Grade 9**

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **Curricular Competencies** | **Content** |
| * Create and communicate (writing, speaking, representing)
* **Exchange ideas and viewpoints** to build shared understanding and extend thinking
* Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences**
* Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message
* Use an increasing repertoire of conventions of Canadian **spelling**, grammar, and punctuation
* Use and experiment with **oral storytelling processes**
* Select and use appropriate features, forms, and genres according to audience, purpose, and message
* Transform ideas and information to create original **texts**
* Express an opinion and support it with credible evidence
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