BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Kindergarten**

**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**

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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)   * 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 |

BC Logo Min of Ed**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**

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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)   * **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** |

BC Logo Min of Ed**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** |  |

BC Logo Min of Ed**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**

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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)   * **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** |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 3**

**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,  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**

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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)   * **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** |

BC Logo Min of Ed**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**

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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 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** |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 4**

**Learning Standards (continued)**

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| **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 |  |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 5**

**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**

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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 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** |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 5**

**Learning Standards (continued)**

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| **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 |  |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 6**

**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. |  | 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 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** |

BC Logo Min of Ed**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 |  |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 7**

**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. |  | 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** |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 7**

**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 |  |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 8**

**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. |  | 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**

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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** * 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** |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 8**

**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. |  |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 9**

**BIG IDEAS**

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| 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**

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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** * 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 |

BC Logo Min of Ed**Area of Learning: ENGLISH LANGUAGE ARTS Grade 9**

**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** * Express an opinion and support it with credible evidence |  |