

BIG IDEAS

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.

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
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • 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 <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <p>Story</p> <ul style="list-style-type: none"> • structure of story • literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • letter knowledge • phonemic and phonological awareness • letter formation • the relationship between reading, writing, and oral language

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<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • vocabulary to talk about texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • print awareness • phonemic and phonological awareness • letter formation • sentence structure • conventions

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 	

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<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • 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 <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • text features • vocabulary associated with texts <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • letter formation • sentence structure • conventions

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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.

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Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • 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 <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • elements of story • functions and genres of stories and other texts • text features • literary elements and devices <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • word patterns, word families • legible handwriting • sentence structure • conventions

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
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <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 • 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 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • evidence <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraph structure • sentence structure and grammar • conventions

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 	

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Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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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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.

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Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <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 • 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 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • forms, functions, and genres of text • text features • literary elements • literary devices • techniques of persuasion <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes <p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • features of oral language • paragraphing • language varieties • sentence structure and grammar • conventions • presentation techniques

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • 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 	

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Learning Standards (continued)

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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.

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Learning Standards (continued)

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Learning Standards (continued)

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<ul style="list-style-type: none"> • 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 	