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

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

- 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

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</td>
<td>Students are expected to know the following:</td>
</tr>
<tr>
<td>Comprehend and connect (reading, listening, viewing)</td>
<td>Story/text</td>
</tr>
<tr>
<td>- Read fluently at grade level</td>
<td>- elements of story</td>
</tr>
<tr>
<td>- Use sources of information and prior knowledge to make meaning</td>
<td>- literary elements and devices</td>
</tr>
<tr>
<td>- Use developmentally appropriate reading, listening, and viewing strategies to make meaning</td>
<td>- vocabulary to talk about texts</td>
</tr>
<tr>
<td>- Use foundational concepts of print, oral, and visual texts</td>
<td>Strategies and processes</td>
</tr>
<tr>
<td>- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</td>
<td>- reading strategies</td>
</tr>
<tr>
<td>- Recognize the importance of story in personal, family, and community identity</td>
<td>- oral language strategies</td>
</tr>
<tr>
<td>- Use personal experience and knowledge to connect to stories and other texts to make meaning</td>
<td>- metacognitive strategies</td>
</tr>
<tr>
<td>- Recognize the structure and elements of story</td>
<td>- writing processes</td>
</tr>
<tr>
<td>- Show awareness of how story in First Peoples cultures connects people to family and community</td>
<td>Language features, structures, and conventions</td>
</tr>
<tr>
<td></td>
<td>- concepts of print</td>
</tr>
<tr>
<td></td>
<td>- print awareness</td>
</tr>
<tr>
<td></td>
<td>- phonemic and phonological awareness</td>
</tr>
<tr>
<td></td>
<td>- letter formation</td>
</tr>
<tr>
<td></td>
<td>- sentence structure</td>
</tr>
<tr>
<td></td>
<td>- conventions</td>
</tr>
</tbody>
</table>
## Curricular Competencies

### 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**

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

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

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

Content

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
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

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
Area of Learning: ENGLISH LANGUAGE ARTS  

**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**

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</strong></td>
<td>Students are expected to know the following:</td>
</tr>
<tr>
<td><strong>Comprehend and connect (reading, listening, viewing)</strong></td>
<td><strong>Story/text</strong></td>
</tr>
<tr>
<td>- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding</td>
<td>- forms, functions, and genres of text</td>
</tr>
<tr>
<td>- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text</td>
<td>- text features</td>
</tr>
<tr>
<td>- Consider different purposes, audiences, and perspectives in exploring texts</td>
<td>- literary elements</td>
</tr>
<tr>
<td>- Apply a variety of thinking skills to gain meaning from texts</td>
<td>- literary devices</td>
</tr>
<tr>
<td>- Identify how differences in context, perspectives, and voice influence meaning in texts</td>
<td>- evidence</td>
</tr>
<tr>
<td>- Recognize the role of language in personal, social, and cultural identity</td>
<td><strong>Strategies and processes</strong></td>
</tr>
<tr>
<td>- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world</td>
<td>- reading strategies</td>
</tr>
<tr>
<td>- Respond to text in personal and creative ways</td>
<td>- oral language strategies</td>
</tr>
<tr>
<td>- Recognize how literary elements, techniques, and devices enhance meaning in texts</td>
<td>- metacognitive strategies</td>
</tr>
<tr>
<td>- Show an increasing understanding of the role of organization in meaning</td>
<td>- writing processes</td>
</tr>
<tr>
<td>- Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</td>
<td><strong>Language features, structures, and conventions</strong></td>
</tr>
<tr>
<td>- Identify how story in First Peoples cultures connects people to land</td>
<td>- features of oral language</td>
</tr>
<tr>
<td></td>
<td>- paragraph structure</td>
</tr>
<tr>
<td></td>
<td>- sentence structure and grammar</td>
</tr>
<tr>
<td></td>
<td>- conventions</td>
</tr>
</tbody>
</table>
### Curricular Competencies

#### Create and communicate (writing, speaking, representing)

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Exchange ideas and perspectives to build shared understanding</td>
</tr>
<tr>
<td>• Use writing and design processes to plan, develop, and create <strong>texts</strong> for a variety of purposes and audiences</td>
</tr>
<tr>
<td>• Use language in <strong>creative and playful ways</strong> to develop style</td>
</tr>
<tr>
<td>• Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation</td>
</tr>
<tr>
<td>• Develop and apply expanding <strong>word knowledge</strong></td>
</tr>
<tr>
<td>• Use <strong>oral storytelling processes</strong></td>
</tr>
<tr>
<td>• Transform ideas and information to create original texts</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</strong></td>
<td>Students are expected to know the following:</td>
</tr>
<tr>
<td><strong>Comprehend and connect (reading, listening, viewing)</strong></td>
<td><strong>Story/text</strong></td>
</tr>
<tr>
<td>• Access information and ideas from a variety of sources and from prior knowledge to build understanding</td>
<td>• forms, functions, and genres of text</td>
</tr>
<tr>
<td>• Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text</td>
<td>• text features</td>
</tr>
<tr>
<td>• Synthesize ideas from a variety of sources to build understanding</td>
<td>• literary elements</td>
</tr>
<tr>
<td>• Consider different purposes, audiences, and perspectives in exploring texts</td>
<td>• literary devices</td>
</tr>
<tr>
<td>• Apply a variety of thinking skills to gain meaning from texts</td>
<td>• perspective/point of view</td>
</tr>
<tr>
<td>• Identify how differences in context, perspectives, and voice influence meaning in texts</td>
<td><strong>Strategies and processes</strong></td>
</tr>
<tr>
<td>• Explain the role of language in personal, social, and cultural identity</td>
<td>• reading strategies</td>
</tr>
<tr>
<td>• Use personal experience and knowledge to connect to text and develop understanding of self, community, and world</td>
<td>• oral language strategies</td>
</tr>
<tr>
<td>• Respond to text in personal and creative ways</td>
<td>• metacognitive strategies</td>
</tr>
<tr>
<td>• Recognize how literary elements, techniques, and devices enhance meaning in texts</td>
<td>• writing processes</td>
</tr>
<tr>
<td>• Show an increasing understanding of the role of organization in meaning</td>
<td><strong>Language features, structures, and conventions</strong></td>
</tr>
<tr>
<td>• Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts</td>
<td>• features of oral language</td>
</tr>
<tr>
<td>• Identify how story in First Peoples cultures connects people to land</td>
<td>• paragraphing</td>
</tr>
<tr>
<td></td>
<td>• sentence structure and grammar</td>
</tr>
<tr>
<td></td>
<td>• conventions</td>
</tr>
</tbody>
</table>
### Curricular Competencies

**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

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create and communicate (writing, speaking, representing)</td>
<td>Create and communicate (writing, speaking, representing)</td>
</tr>
</tbody>
</table>
### 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

**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

#### Content

**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**

---

June 2016
## Curricular Competencies

### 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
## BIG IDEAS

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

## Learning Standards

### Curricular Competencies

**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

### Content

**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
## Learning Standards (continued)

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

---

**Curricular Competencies**

**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**

**Content**

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)

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

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.

Content

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
### Curricular Competencies

- 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