

## LANGUAGE ARTS BIG IDEAS – UNDERSTAND

	K-3	4-5	6-7
<b>I can understand myself better through story</b>	Language and <b>stories</b> can be a source of creativity and joy.	Language and <b>text</b> can be a source of creativity and joy.	
	<b>Stories</b> help us learn about ourselves and our families.	Exploring <b>text</b> and <b>story</b> helps us understand ourselves and make connections to others and to the world.	
<b>I can understand others better through story</b>	<b>Stories</b> can be told through pictures and words.	<b>Text</b> can be understood from different perspectives.	Exploring and sharing multiple perspectives extends our thinking.
	Everyone can be a reader and can create <b>stories</b> .		
	Everyone has a unique <b>story</b> .	<b>Texts</b> are created for different purposes and audiences.	
<b>I can understand how language works</b>	Playing with language helps us to discover how language works.	Using language in creative and playful ways helps us understand how language works.	Developing our understanding of how language works allows us to use it purposefully.
<b>I can understand how to use language to create new understandings</b>	Listening and speaking builds our understanding and helps us learn.	Listening carefully helps us learn.  Combining different <b>texts</b> and ideas allows us to create new understandings.	Synthesizing the meaning from different <b>texts</b> and ideas helps us to create new understandings.

**LANGUAGE ARTS CONTINUUM OF CURRICULAR COMPETENCIES (DO)**

COMPETENCIES		K	1	2	3	4	5	6		
CORE	CURRICULAR									
<b>THINKING</b>	<b>Comprehend &amp; Connect</b> <small>Receptive Modes: Reading, Listening &amp; Viewing</small>	I can use play and other creative means to discover foundational concepts of print, oral, and visual texts				I can <b>access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding</b>		I can access information and ideas <b>for diverse purposes</b> and from a variety of sources and <b>evaluate their relevance, accuracy, and reliability</b>		
		I can begin to use language to identify, create, and express ideas, feelings, opinions, and preferences	I can begin to use <b>sources of information and prior knowledge to make meaning</b>			I can <b>use a variety of comprehension strategies before, during, and after</b> reading, listening, or viewing to construct meaning <b>from text</b>		I can <b>apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking</b>		
		I can begin to use sources of information and prior knowledge to make meaning	I can use <b>age-appropriate reading, listening, and viewing behaviours and strategies</b> to make meaning <b>from texts</b>			I can <b>apply</b> a variety of <b>age-appropriate thinking skills</b> to gain meaning from texts		I can <b>think critically, creatively, and reflectively to explore ideas within, between, and beyond texts</b>		
		I can use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts	I can <b>engage actively</b> as listeners, viewers, and readers, as appropriate, <b>to develop understanding of self, identity, and community</b>			I can <b>consider different purposes, audiences, and perspectives</b> in exploring texts		I can <b>recognize and appreciate</b> how different forms, structures, and features of <b>texts reflect different purposes, audiences, and messages</b>		
							I can respond to text in personal and creative ways		I can respond to text in personal, creative, <b>and critical ways</b>	
		I can engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community	I can use <b>personal experience and knowledge to connect to text and make meaning</b>			I can use personal experience and knowledge to connect to text and <b>develop understanding of self, community, and world</b>		I can <b>construct meaningful personal connections</b> between self, text, and world		
		I can use personal experience and knowledge to connect to text and make meaning	I can <b>recognize the importance of story</b> in personal, family, and community <b>identity</b>			I can <b>identify how differences in context, perspectives, and voice influence meaning in texts</b>		I can <b>recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts</b>		
							I can recognize the role of language in personal, social, and cultural identity		I can recognize <b>how language constructs</b> personal, social, and cultural identity	
		I can recognize the importance of story in personal, family, and community identity	I can recognize the <b>structure and elements of story</b>			I can recognize <b>how literary elements, techniques, and devices enhance meaning in texts</b>		I can <b>understand how</b> literary elements, techniques, and devices enhance <b>and shape meaning</b>		
		I can recognize the structure of story	I can begin to recognize <b>basic structures and organization of text</b>	I can recognize how <b>different text structures reflect different purposes.</b>		I can show an <b>increasing understanding of the role of organization</b> in meaning		I can recognize an <b>increasing range of text structures and how they contribute to meaning</b>		

COMPETENCIES		K	1	2	3	4	5	6
CORE	CURRICULAR							
THINKING	Comprehend & Connect		I can show awareness of how story in First Peoples' cultures connects people to family and community		I can <b>develop awareness</b> of how story in First Peoples' cultures connects people to land	I can <b>identify how</b> story in First Peoples' cultures connects people to land	I can <b>demonstrate awareness of the oral tradition</b> in First Peoples' cultures <b>and the purposes of First Peoples' texts</b>	I can <b>recognize and appreciate the role of story, narrative, and oral tradition</b> in expressing First Peoples' perspectives, values, beliefs, and points of view
		I can exchange ideas and perspectives to build shared understanding						
COMMUNICATION	Create & Communicate Expressive Modes: Writing, Speaking & Representing	I can create stories and other age-appropriate texts to deepen awareness of self, family, and community				I can <b>use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences</b>		I can use writing and design processes to plan, develop, and create <b>engaging and meaningful literary and informational texts</b> for a variety of purposes and audiences
		I can plan and create a variety of communication forms for different purposes and audiences				I can <b>use language in creative and playful ways to develop style</b>		I can <b>assess and refine texts to improve their clarity, effectiveness, and impact</b> according to purpose, audience, and message
			I can begin to communicate in print, using letters and words and applying some basic conventions of English spelling, grammar, and punctuation	I can <b>communicate</b> in print, using letters and words and basic conventions of English spelling, grammar, and punctuation				I can use <b>an increasing repertoire of conventions</b> of English spelling, grammar, and punctuation

## LANGUAGE ARTS CONTINUUM OF CONTENT (KNOW)

	K	1	2	3	4	5	6
<b>Story/Text</b>	Literary elements and devices						
	<ul style="list-style-type: none"> <li>• Structure of story</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of story</li> <li>• Vocabulary to talk about texts</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of story</li> <li>• Vocabulary associated with texts</li> <li>• Text features</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of story</li> <li>• Structures and features of written text</li> </ul>	<ul style="list-style-type: none"> <li>• Form, function, and genre of texts</li> <li>• Features of written text</li> <li>• Elements of non-fiction texts</li> <li>• Evidence and bias</li> </ul>	<ul style="list-style-type: none"> <li>• Form, function, and genre of texts</li> <li>• Features of written text</li> <li>• Non-fiction elements</li> <li>• Perspective/Point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Form, function, and genre of texts</li> <li>• Features of written text</li> <li>• Elements of non-fiction texts</li> <li>• Techniques of persuasion</li> </ul>
<b>Strategies &amp; Processes</b>	Reading strategies						
	Oral language strategies						
	Metacognitive strategies						
	Writing processes						
<b>Language Features, Structures, &amp; Conventions</b>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letter formation</li> <li>• Letter-sound correspondence (phonemic and phonological awareness)</li> <li>• The relationship between reading, writing, and oral language</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letter formation</li> <li>• Print awareness</li> <li>• Letter-sound correspondence (phonemic and phonological awareness)</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of print</li> <li>• Letter formation</li> <li>• Word patterns, word families</li> <li>• Letter-sound correspondence (phonemic and phonological awareness)</li> <li>• Features of oral language</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Legible printing</li> <li>• Word patterns, word families</li> <li>• Features of oral language</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraph structure</li> <li>• Features of oral language</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Effective paragraphing</li> <li>• Features of oral language</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Effective paragraphing</li> <li>• Features of oral language</li> <li>• Sentence structure and grammar</li> <li>• Conventions</li> <li>• Language varieties</li> </ul>

**Grade 3 Language Arts**

<p align="center"><b>Curricular Competencies(Do)</b></p> <p>Curricular competencies are the skills, strategies, and processes that students develop over time. While curricular competencies are more subject- specific they are connected to the core competencies.</p> <p>In science, the curricular competencies introduced in K are expanded in a developmental continuum focused on the doing of science.</p>	<b>Big Ideas (Understand)</b>					
	Language and stories can be a source of creativity and joy.	Stories help us learn about ourselves, our families, and our communities.	Everyone can be a reader and a writer.	Readers use strategies to make sense of what they read, hear, and view.	Using language in creative and playful ways helps us understand how language works.	Listening and speaking helps us to explore, share, and develop our ideas.

<b>Content (Know)</b>		
<p>Story/text</p> <ul style="list-style-type: none"> <li>• elements of story</li> <li>• form, function, and genre of texts</li> <li>• structures and features of written text</li> <li>• literary elements and devices</li> </ul>	<p>Strategies and processes</p> <ul style="list-style-type: none"> <li>• reading strategies</li> <li>• oral language strategies</li> <li>• metacognitive strategies</li> <li>• writing processes</li> </ul>	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> <li>• features of oral language</li> <li>• word patterns, word families</li> <li>• legible printing</li> <li>• sentence structure and grammar</li> <li>• conventions</li> </ul>



<b>Thinking</b>	<b>Comprehend and Connect</b>	I can use play and other creative means varied, multimodal opportunities for students to explore and engage in self-directed, imaginative activity with language using books, games, puzzles, manipulatives, puppets, and role-playing to discover foundational concepts of print, oral, and visual texts.			
		I can begin to use sources of information and prior knowledge to make meaning.			
		I can use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts.			
		I can engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.			
		I can use personal experience and knowledge to connect to text and make meaning.			
		I can recognize the importance of story in personal, family, and community identity.			
		I can recognize the structure and elements of story.			
		I can recognize the structure and elements of story.			
		I can show awareness of how story in First Peoples' cultures traditional and contemporary First Peoples' stories take many forms connects people to family and community.			
		I can develop awareness of how story in First Peoples' cultures connects people to land.			
I can exchange ideas and perspectives to build shared understanding.					

Communication	Create and Communicate	I can create stories and other age-appropriate texts to deepen awareness of self, family, and community.			
		I can plan and create a variety of communication forms for different purposes and audiences.			
		I can communicate in print, using letters and words and basic conventions of English spelling, grammar, and punctuation.			