## Knowledge

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oral and body language convey messages</td>
<td>oral, written, and visual language are connected</td>
<td>oral, written, and visual language are connected</td>
<td>oral, written, and visual language are connected</td>
<td>oral, written, and visual language are connected</td>
</tr>
<tr>
<td>messages can be communicated orally in a variety ways</td>
<td>oral and body language can be used to communicate a message</td>
<td>oral and body language can be used to enhance communication</td>
<td>oral and body language can be adjusted to enhance interest</td>
<td>oral and body language can be adjusted to enhance interest</td>
</tr>
<tr>
<td>oral language changes when communicating with peers or adults</td>
<td>messages can be communicated orally in a variety of ways</td>
<td>oral language is adjusted to formal and informal situations and different audiences</td>
<td>oral language is adjusted to different social and cultural contexts and audiences</td>
<td>oral language is adjusted to different social and cultural contexts and audiences</td>
</tr>
<tr>
<td>oral storytelling is used by a variety of cultures, including First Nations, Métis, and Inuit Elders and Knowledge Keepers, to share teachings</td>
<td>oral language change when communicating with peers or adults in a variety of situations</td>
<td>a sharing circle can be used to share and build upon ideas about a topic</td>
<td>a sharing circle can be used to build upon ideas and solve problems</td>
<td>a sharing circle can be used to build upon ideas and solve problems</td>
</tr>
<tr>
<td>listening involves body posture</td>
<td>a sharing circle can be used to share ideas about topics, experiences, and feelings</td>
<td>oral storytelling is used by a variety of cultures, including First Nations, Métis, and Inuit, to share teachings about cultures</td>
<td>oral storytelling is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit</td>
<td>oral storytelling is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit</td>
</tr>
<tr>
<td>Students apply ways oral communication is used effectively in a variety of situations.</td>
<td>Students apply ways oral communication is used effectively in a variety of situations.</td>
<td>oral and body language can be adjusted to formal and informal situations and different audiences</td>
<td>oral and body language can be adjusted to enhance communication</td>
<td>oral and body language can be adjusted to enhance interest</td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>participating in a variety of oral communication experiences, including actions, songs, chants, oral story, and rhymes</td>
<td>experimenting with ways to orally communicate events, experiences, and information</td>
<td>communicating experiences, events, and information in different ways with relevant details</td>
<td>experimenting with innovative ways to orally share stories, events, experiences, and information with key details</td>
<td>choosing a variety of ways to orally communicate stories, events, experiences, and information, considering audience and purpose</td>
</tr>
<tr>
<td>exploring different purposes of oral language</td>
<td>recognizing the different purposes of oral language</td>
<td>identifying a variety of purposes for oral language</td>
<td>participating in conversations for a variety of purposes</td>
<td>communicating for a variety of purposes, including to entertain, develop positive relationships, or explore solutions to problems</td>
</tr>
<tr>
<td>exploring how tone of voice, volume, facial expressions, and body language communicate a message</td>
<td>experimenting with tone, volume, facial expressions, and gestures to enhance message and interest</td>
<td>demonstrating use of tone, volume, facial expressions, gestures, or pace to enhance message and interest</td>
<td>adjusting tone, facial expressions, volume, pace, intonation, or gesture considering purpose</td>
<td>adjusting tone, facial expressions, volume, pace, intonation, or gesture intentionally for audience and purpose</td>
</tr>
<tr>
<td>applying new vocabulary from listening, speaking, or viewing experiences</td>
<td>experimenting with simple sentence structure using new vocabulary from listening, speaking, or viewing experiences</td>
<td>applying new vocabulary from listening, speaking, or viewing experiences</td>
<td>applying new descriptive, subject-specific vocabulary and some academic words from listening, speaking, or viewing experiences</td>
<td>communicating orally with a variety of descriptive, subject-specific, academic words and synonyms and antonyms related to curricular content</td>
</tr>
<tr>
<td>recognizing the difference in language used in interactions with peers and adults</td>
<td>experimenting with language to reflect differences used in interactions with peers and adults in a variety of situations</td>
<td>speaking by using a variety of complex sentences with specific details and word order to enhance clarity of the message</td>
<td>adjusting speech in formal and informal situations when communicating with peers and adults</td>
<td>adjusting language to reflect context and audience</td>
</tr>
<tr>
<td>communicating with peers and adults using familiar greetings and courtesy phrases</td>
<td>communicating with peers and adults using courtesy phrases, familiar phrases, and expressions</td>
<td>monitoring language when communicating with peers and adults in formal and informal situations</td>
<td>adjusting speech in formal and informal situations when communicating with peers and adults</td>
<td>speaking with peers and adults using strategies, including paraphrasing key points or ideas and connecting responses to the topic of conversation</td>
</tr>
<tr>
<td>sharing personal stories, artifacts, information, and experiences</td>
<td>presenting stories, artifacts, information, or experiences informally</td>
<td>communicating with peers and adults using common expressions, slang, and idioms</td>
<td>communicating with peers and adults using strategies, including restating key points or ideas and connecting responses to the topic of conversation</td>
<td>communicating with peers and adults using strategies, including paraphrasing key points or ideas and connecting responses to the topic of conversation</td>
</tr>
<tr>
<td>listening through facial expressions, posture, asking for clarification, and turn taking</td>
<td>communicating with peers and adults using strategies, including restating key points or ideas and connecting responses to the topic of conversation</td>
<td>sharing informal presentations created on familiar and new topics</td>
<td>sharing informal presentations created on familiar and new topics</td>
<td>sharing informal presentations created on familiar and new topics</td>
</tr>
</tbody>
</table>

## Teaching Notes

What is oral communication? Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways. Children explore what oral communication is used by a variety of cultures, including First Nations, Métis, and Inuit. Oral language is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit.

What are the benefits of oral communication? Oral language is adjusted to formal and informal situations and different audiences. A sharing circle can be used to share and build upon ideas about a topic.

How can I develop oral communication skills? Oral language and tone are adjusted when communicating with peers and adults and to reflect contexts. Oral language traditions have many purposes. A sharing circle can be used in various ways to build community and solve problems.

How can I refine my oral communication skills? Oral language is adjusted to different social and cultural contexts and audiences. A sharing circle can be used to build upon ideas and solve problems.

How can I apply effective oral communication strategies for different audiences and purposes? Oral language and body language can be adjusted for purpose and audience. Oral language traditions have many purposes. Oral storytelling is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit.

How can I develop effective oral communication strategies? Oral language changes when communicating with peers or adults. Oral language is adjusted to formal and informal situations and different audiences. A sharing circle can be used to share and build upon ideas about a topic.

What are the benefits of oral communication? Oral language is adjusted to formal and informal situations and different audiences. A sharing circle can be used to share and build upon ideas about a topic.

How can I refine my oral communication skills? Oral language and tone are adjusted when communicating with peers and adults and to reflect contexts. Oral language traditions have many purposes. A sharing circle can be used in various ways to build community and solve problems.

How can I apply effective oral communication strategies for different audiences and purposes? Oral language and body language can be adjusted for purpose and audience. Oral language traditions have many purposes. Oral storytelling is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit.

What are the benefits of oral communication? Oral language is adjusted to formal and informal situations and different audiences. A sharing circle can be used to share and build upon ideas about a topic.

How can I refine my oral communication skills? Oral language and tone are adjusted when communicating with peers and adults and to reflect contexts. Oral language traditions have many purposes. A sharing circle can be used in various ways to build community and solve problems.

How can I apply effective oral communication strategies for different audiences and purposes? Oral language and body language can be adjusted for purpose and audience. Oral language traditions have many purposes. Oral storytelling is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit.

What are the benefits of oral communication? Oral language is adjusted to formal and informal situations and different audiences. A sharing circle can be used to share and build upon ideas about a topic.

How can I refine my oral communication skills? Oral language and tone are adjusted when communicating with peers and adults and to reflect contexts. Oral language traditions have many purposes. A sharing circle can be used in various ways to build community and solve problems.

How can I apply effective oral communication strategies for different audiences and purposes? Oral language and body language can be adjusted for purpose and audience. Oral language traditions have many purposes. Oral storytelling is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit.

What are the benefits of oral communication? Oral language is adjusted to formal and informal situations and different audiences. A sharing circle can be used to share and build upon ideas about a topic.

How can I refine my oral communication skills? Oral language and tone are adjusted when communicating with peers and adults and to reflect contexts. Oral language traditions have many purposes. A sharing circle can be used in various ways to build community and solve problems.

How can I apply effective oral communication strategies for different audiences and purposes? Oral language and body language can be adjusted for purpose and audience. Oral language traditions have many purposes. Oral storytelling is enhanced using a variety of strategies, including intonation, actions, and humour by a variety of storytellers, including First Nations, Métis, and Inuit.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Guiding Questions</th>
<th>Learning Outcomes</th>
<th>Conceptual Knowledge</th>
<th>Procedural Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Communication</td>
<td>NKU2b.1: Management of Space</td>
<td>How does the sound structure of language help to construct and express meaning?</td>
<td>Children experiment with the sound structure of oral language.</td>
<td>spoken words are made up of sounds</td>
<td>manipulating sounds in spoken words</td>
</tr>
<tr>
<td>LA1a.1: Purpose</td>
<td>NKU2b.1: Purpose</td>
<td>NKU2b.1: Communication</td>
<td>How does an understanding of the sound structure of language help to construct and express meaning?</td>
<td>Students apply the sound structure of language when constructing and expressing meaning.</td>
<td>letters and sounds form words</td>
<td>blending syllables, initial sound of a word (onset), and the letters and sounds that follow (rime)</td>
</tr>
<tr>
<td>LKU3b.1: Conventions</td>
<td>NKU2b.1: Conventions</td>
<td>NKU2b.1: Communication</td>
<td>How can an understanding of the complex sounds of language help to construct and express meaning?</td>
<td>Students apply understanding of the complex sounds of language when constructing and expressing meaning.</td>
<td>letters and sounds are connected</td>
<td>blending syllables, initial sound of a word (onset), and the letters and sounds that follow (rime)</td>
</tr>
<tr>
<td>LKU3b.1: Vocabulary</td>
<td>NKU2b.1: Vocabulary</td>
<td>NKU2b.1: Communication</td>
<td></td>
<td></td>
<td>letters have names and sounds</td>
<td>segmenting initial and final sounds in words</td>
</tr>
<tr>
<td>LKU3d.1: Comprehension Strategies</td>
<td>NKU2b.1: Comprehension Strategies</td>
<td>NKU2b.1: Communication</td>
<td></td>
<td></td>
<td>hearing syllables as units in words</td>
<td>identifying initial and final sounds in words</td>
</tr>
<tr>
<td>LKU4a.1: Clarity</td>
<td>NKU2b.1: Clarity</td>
<td>NKU2b.1: Communication</td>
<td></td>
<td></td>
<td>recognizing words that rhyme</td>
<td>identifying initial and final sounds in words</td>
</tr>
<tr>
<td>NKU3c.1: Communication</td>
<td>NKU2b.1: Communication</td>
<td>NKU2b.1: Communication</td>
<td></td>
<td></td>
<td>manipulating sounds in spoken words</td>
<td>blending the initial sound of a word (onset) and the letters and sounds that follow (rime)</td>
</tr>
</tbody>
</table>

**Kindergarten**
- demonstrating turn taking, attending to the speaker, and responding respectfully to the contributions of one another
- listening through facial expressions, posture, and asking questions for clarification

**Grade 1**
- demonstrating when to listen, how to comment appropriately on topics or events, and providing examples for clarity
- experimenting with listening strategies that support clarification

**Grade 2**
- sharing formal and informal presentations, considering purpose
- adding visuals that enhance the message and interest in oral presentations
- applying a variety of listening strategies and asking specific questions for clarification

**Grade 3**
- one another, or making personal connections to the conversation
- communicating orally and presenting on familiar and new topics with details and visual supports that consider purpose and audience
- applying a variety of strategies to listen for different purposes in order to acquire more information and extend knowledge

**Grade 4**
- sharing formal and informal presentations, considering purpose
- adding visuals that enhance the message and interest in oral presentations
- applying a variety of listening strategies and asking specific questions for clarification

**Guiding Questions**
- How does the sound structure of language help to construct and express meaning?
- How does an understanding of the sound structure of language help to construct and express meaning?
- How can an understanding of the complex sounds of language help to construct and express meaning?

**Learning Outcomes**
- Children experiment with the sound structure of oral language.
- Students apply the sound structure of language when constructing and expressing meaning.
- Students apply understanding of the complex sounds of language when constructing and expressing meaning.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>LKU1a.K: Word Formation</td>
<td>LKU1a.1: Word Formation</td>
<td>LKU1a.1: Word Formation</td>
<td>LKU1a.1: Word Formation</td>
<td>None identified</td>
</tr>
<tr>
<td>Numeracy</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>Children explore and connect ways that letters, symbols, and words communicate meaning.</td>
<td>Students construct and express meaning from letter sounds and patterns in words.</td>
<td>Students apply knowledge of word units and context when constructing and expressing meaning.</td>
<td>Students analyze how word units and context contribute to the construction and expression of meaning.</td>
<td>Students apply word-analysis strategies in the construction and expression of meaning.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Letters form words</td>
<td>Words have correct (conventional) spellings</td>
<td>Words have correct (conventional) spellings</td>
<td>Words have correct (conventional) spellings</td>
<td>Words have correct (conventional) spellings</td>
</tr>
<tr>
<td>Conceptual Knowledge</td>
<td>Letters have unique features and names attached to them</td>
<td>Letter-attached to them</td>
<td>Letter-attached to them</td>
<td>Letter-attached to them</td>
<td>Letter-attached to them</td>
</tr>
<tr>
<td>Procedural Knowledge</td>
<td>Recognizing initial letter or sounds of personally significant words</td>
<td>Recognizing letters, symbols, or words relating to the environment or context</td>
<td>Recognizing existing sounds and patterns in one syllable</td>
<td>Recognizing existing sounds and patterns in one syllable</td>
<td>Recognizing existing sounds and patterns in one syllable</td>
</tr>
<tr>
<td>Comprehending</td>
<td>Blending individual sounds in one-syllable words</td>
<td>Generating rhymes</td>
<td>Generating rhymes</td>
<td>Generating rhymes</td>
<td>Generating rhymes</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>Knowledge</td>
<td>Communication</td>
<td>Managing Information</td>
<td>Managing Information</td>
<td>Managing Information</td>
<td>Managing Information</td>
</tr>
<tr>
<td>Conceptual Knowledge</td>
<td>Letters combine in units of sound</td>
<td>Letter-sound relationships and patterns are used to read and spell words</td>
<td>Letters combine in units of sound</td>
<td>Letter-sound relationships and patterns are used to read and spell words</td>
<td>Letter-sound relationships and patterns are used to read and spell words</td>
</tr>
<tr>
<td>Procedural Knowledge</td>
<td>Recognizing letters, symbols, or words relating to the environment or context</td>
<td>Recognizing existing sounds and patterns in one syllable</td>
<td>Recognizing existing sounds and patterns in one syllable</td>
<td>Recognizing existing sounds and patterns in one syllable</td>
<td>Recognizing existing sounds and patterns in one syllable</td>
</tr>
<tr>
<td>Competencies</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>Numeracy</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Grade 1</td>
<td>Grade 2</td>
<td>Grade 3</td>
<td>Grade 4</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td>What characteristics of texts help construct meaning?</td>
<td>How are text forms organized with different features and elements to convey meaning?</td>
<td>How can text creators use a variety of text forms, features, and elements depending on purpose?</td>
<td>How can text creators integrate a variety of text forms, features, and story elements depending on audience and purpose?</td>
<td></td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td>Children explore and share characteristics of texts.</td>
<td>Students observe and discuss the different forms, features, and elements of texts.</td>
<td>Students communicate how different features and elements connect to text forms.</td>
<td>Students connect how text forms, features, and elements relate to purpose.</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td>• texts give information or tell a story</td>
<td>• texts are found in many places in a variety of forms</td>
<td>• texts are found in many places in a variety of forms</td>
<td>• texts have various purposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• images, words, titles, and landmarks are text features</td>
<td>• texts forms are organized in different ways</td>
<td>• texts are organized in different ways</td>
<td>• stories have elements, including setting, characters, and plot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• stories have elements, including characters and events</td>
<td>• stories have elements, including setting, characters, and events</td>
<td>• stories have elements, including setting, characters, and plot</td>
<td>• text forms are created for different purposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• exploring different forms of texts, including stories, informational, land, or First Nations pictographs</td>
<td>• discussing different forms of texts, including stories, informational, letters, land, First Nations petroglyphs, or poems, and how they are organized</td>
<td>• examining various forms of texts, including stories, informational, letters, land, descriptive, Inuit inuksuit, or poems, and how they are organized</td>
<td>• text creators use various forms, features, and elements for different purposes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• sharing text features, including images, words, titles, or icons</td>
<td>• sharing that text features include images, words, titles, icons, or layout</td>
<td>• recognizing ways that text creators use forms, features, and story elements to reflect purpose</td>
<td>• stories have elements, including setting, characters, plot, and a problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• exploring elements of story, including characters, setting, events or teachings, morals, or values</td>
<td>• sharing story elements, including characters, setting, events (plot), problem, or teachings</td>
<td>• examining the text features and elements of various text forms, including stories, letters, informational, descriptive, persuasive, poetic, web pages, land, or artifacts</td>
<td>• First Nations, Métis, and Inuit text forms are connected to land and place</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• communicating how different forms of texts have various purposes</td>
<td>• recognizing text features, including images, words, titles, icons, layout, tables of contents, to forms</td>
<td>• determining the purpose of texts, including to inform, persuade, and entertain, based on form, text features, and story elements, including characters, setting, plot, problem or teachings, morals, or values, to text forms</td>
<td>• there are multiple ways to structure a story using different elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• connecting how First Nations, Métis, and Inuit text forms have various purposes</td>
<td>• connecting story elements, including characters, setting, plot, problem or teachings, morals, or values, to text forms</td>
<td>• determining the purposes of First Nations, Métis, and Inuit text forms hold purpose and significance to land and place</td>
<td>• interpretations of texts are drawn from forms, features, and story elements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• determining the purposes of First Nations, Métis, and Inuit text forms have diverse elements and features</td>
<td>• examining the various purposes of Coastal First Nations totem poles</td>
<td>• examining the purposes of First Nations, Métis, and Inuit text forms, including Métis lobsticks</td>
<td>• First Nations, Métis, and Inuit text forms have specific elements and features that connect to land and place</td>
<td></td>
</tr>
</tbody>
</table>

**Competencies**
- Communication
- Managing Information
- Critical Thinking

**Literacy**
- LKU3c.1: Text Organization
- LKU4d.1: Modes and Media
- LKU3c.1: Text Organization
- LKU4d.1: Modes and Media
- LKU3c.1: Text Organization
- LKU4d.1: Modes and Media
- LKU3c.2: Text Organization
- LKU4d.2: Modes and Media
<table>
<thead>
<tr>
<th>Kindergarten to Grade 4 English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
<tr>
<td>● NA1a.K: Purpose</td>
</tr>
<tr>
<td>● NKU2a.K: Spatial Visualization</td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Competencies</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>
## Kindergarten to Grade 4 English Language Arts

### Learning Outcomes

<table>
<thead>
<tr>
<th>Grade</th>
<th>What helps me construct meaning of texts?</th>
<th>What do I construct meaning from texts?</th>
<th>What are ways that I make meaning of texts?</th>
<th>What informs my interpretation of texts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Children share the meaning that they construct from texts.</td>
<td>Students explore and share processes and cues that help to construct meaning of texts while listening, reading, and viewing.</td>
<td>Students investigate and explain how processes and cues help to construct meaning of texts while listening, reading, and viewing.</td>
<td>Students investigate how personal interpretations of texts are formed while listening, reading, and viewing.</td>
</tr>
<tr>
<td>2nd</td>
<td>Students apply processes and cues when constructing meaning of texts while listening, reading, and viewing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Conceptual Knowledge

<table>
<thead>
<tr>
<th>Grade</th>
<th>What helps me construct meaning of texts?</th>
<th>What do I construct meaning from texts?</th>
<th>What are ways that I make meaning of texts?</th>
<th>What informs my interpretation of texts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>texts have meaning</td>
<td>texts share information, ideas, and feelings</td>
<td>interactions with one another help people gain insight into the meaning of texts</td>
<td>interactions with people who have diverse perspectives provide insight into the meaning of texts</td>
</tr>
<tr>
<td>2nd</td>
<td>interactions with and discussions about texts assist in constructing meaning</td>
<td>thinking processes enhance engagement with and understanding of text</td>
<td>thinking processes enhance engagement with and understanding of texts</td>
<td>thinking processes enhance engagement with and understanding of texts</td>
</tr>
<tr>
<td>3rd</td>
<td></td>
<td>lived experiences and background knowledge support connections to and meaning making of texts</td>
<td>lived experiences and background knowledge support connections to and meaning making of texts</td>
<td>lived experiences and awareness of one another and communities broadens connections to and interpretations of texts</td>
</tr>
<tr>
<td>4th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Procedural Knowledge

<table>
<thead>
<tr>
<th>Grade</th>
<th>What helps me construct meaning of texts?</th>
<th>What do I construct meaning from texts?</th>
<th>What are ways that I make meaning of texts?</th>
<th>What informs my interpretation of texts?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>sharing personal feelings, thoughts, and ideas about texts</td>
<td>communicating personal feelings, thoughts, ideas, and background knowledge about texts</td>
<td>applying strategies that support thinking processes</td>
<td>choosing strategies that support thinking processes</td>
</tr>
<tr>
<td>2nd</td>
<td>connecting lived experiences to ideas, characters, events, and topics in texts</td>
<td>connecting lived experiences to ideas, characters, events, and topics in texts</td>
<td>applying strategies that support thinking processes</td>
<td>connecting the thoughts and actions of characters to lived experiences and background knowledge</td>
</tr>
<tr>
<td>3rd</td>
<td>predicting using text cues and lived experiences</td>
<td>predicting using text cues and lived experiences</td>
<td>applying strategies that support thinking processes</td>
<td>making inferences and predictions about a character’s motives with supporting evidence from text</td>
</tr>
<tr>
<td>4th</td>
<td>exploring using text features, including images, words, titles, landmarks, or icons</td>
<td>exploring using text features, including images, words, titles, landmarks, or icons</td>
<td>applying strategies that support thinking processes</td>
<td>sharing the mental images created through figurative language, including similes, onomatopoeia, and alliteration</td>
</tr>
<tr>
<td></td>
<td>recognizing the relationship between words and images</td>
<td>recognizing the relationship between words and images</td>
<td>applying strategies that support thinking processes</td>
<td>sharing evidence to support thoughts and ideas about texts</td>
</tr>
<tr>
<td></td>
<td>recognizing the relationship between words and images</td>
<td>recognizing the relationship between words and images</td>
<td>applying strategies that support thinking processes</td>
<td>recognizing how key events in a story relate to the resolution</td>
</tr>
<tr>
<td></td>
<td>tracking print from top to bottom and left to right</td>
<td>tracking print from top to bottom and left to right</td>
<td>applying strategies that support thinking processes</td>
<td>explaining the relationship between the main idea and details in texts</td>
</tr>
</tbody>
</table>

---

DRAFT Kindergarten to Grade 4 English Language Arts – April 2018
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>NKU1d.K: Patterns and Relationships</td>
<td>NKU1d.1: Patterns and Relationships</td>
<td>NKU1d.1: Patterns and Relationships</td>
<td>NKU1d.1: Patterns and Relationships</td>
<td>NKU1d.2: Patterns and Relationships</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>How can communication of our feelings, ideas, and experiences be expressed?</td>
<td>How can communication of our feelings, ideas, experiences, and information be expressed?</td>
<td>How can effective communication of our feelings, ideas, experiences, and information be expressed?</td>
<td>How can effective communication of our feelings, ideas, experiences, and information be expressed for a variety of purposes?</td>
<td>How can the audience and purpose shape communication of our feelings, ideas, experiences, and information?</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Children experiment with different forms of expression that communicate feelings and experiences.</td>
<td>Students create texts for the communication of feelings, ideas, experiences, and information.</td>
<td>Students create a variety of texts with literary techniques, features, and elements.</td>
<td>Students create a variety of text forms for specific purposes.</td>
<td>Students create texts for a specific audience and purpose.</td>
</tr>
<tr>
<td>Conceptual Knowledge</td>
<td>Life experiences help generate ideas for text creation</td>
<td>Feelings, ideas, lived experiences, and information help generate ideas for text creation</td>
<td>Feelings, ideas, lived experiences, information, and interactions with texts and ideas are used to support text creation</td>
<td>Feelings, ideas, lived experiences, information, interactions with texts, and ideas of one another add interest to texts</td>
<td>Feelings, ideas, lived experiences, information, interactions with texts, and ideas of one another add interest to texts</td>
</tr>
<tr>
<td></td>
<td>Texts provide ideas and information to support text creation</td>
<td>The writing process includes generating, planning, and revising ideas.</td>
<td>The writing process includes generating, planning, drafting, and making changes to ideas (revising).</td>
<td>The writing process is a cycle that includes generating, planning, drafting, and checking and editing (revising), and checking spelling and punctuation (editing).</td>
<td>The writing process is a cycle that includes generating, planning, drafting, and checking and editing (revising), and checking spelling and punctuation (editing).</td>
</tr>
<tr>
<td></td>
<td>Communication of a message can be represented in many ways</td>
<td>Text features, including titles and images, add to the message of text.</td>
<td>Words and image (literary techniques); characters and plot (story elements); and titles, images, and labels (text features) add interest to text creation</td>
<td>Descriptive words and sensory details (literary techniques); characters, setting, and plot (story elements); and titles, images, and captions (text features) are used for different purposes</td>
<td>Descriptive words and sensory details (literary techniques); characters, setting, and plot (story elements); and titles, images, and captions (text features) are used for different purposes</td>
</tr>
</tbody>
</table>

**Knowledge Outcomes**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>NKU3a: K: Background Knowledge</td>
<td>NKU3a.1: Background Knowledge</td>
<td>NKU3a.1: Background Knowledge</td>
<td>NKU3a.1: Background Knowledge</td>
<td>NKU3a.2: Background Knowledge</td>
</tr>
<tr>
<td></td>
<td>NKU3b: Vocabulary</td>
<td>NKU3b.1: Vocabulary</td>
<td>NKU3b.1: Vocabulary</td>
<td>NKU3b.1: Vocabulary</td>
<td>NKU3b.2: Vocabulary</td>
</tr>
<tr>
<td></td>
<td>NKU3d: K: Comprehension Strategies</td>
<td>NKU3d.1: Comprehension Strategies</td>
<td>NKU3d.1: Comprehension Strategies</td>
<td>NKU3d.1: Comprehension Strategies</td>
<td>NKU3d.2: Comprehension Strategies</td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>How can communication of our feelings, ideas, and experiences be expressed?</td>
<td>How can communication of our feelings, ideas, experiences, and information be expressed?</td>
<td>How can effective communication of our feelings, ideas, experiences, and information be expressed?</td>
<td>How can effective communication of our feelings, ideas, experiences, and information be expressed for a variety of purposes?</td>
<td>How can the audience and purpose shape communication of our feelings, ideas, experiences, and information?</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Children experiment with different forms of expression that communicate feelings and experiences.</td>
<td>Students create texts for the communication of feelings, ideas, experiences, and information.</td>
<td>Students create a variety of texts with literary techniques, features, and elements.</td>
<td>Students create a variety of text forms for specific purposes.</td>
<td>Students create texts for a specific audience and purpose.</td>
</tr>
<tr>
<td>Conceptual Knowledge</td>
<td>Life experiences help generate ideas for text creation</td>
<td>Feelings, ideas, lived experiences, and information help generate ideas for text creation</td>
<td>Feelings, ideas, lived experiences, information, and interactions with texts and ideas are used to support text creation</td>
<td>Feelings, ideas, lived experiences, information, interactions with texts, and ideas of one another add interest to texts</td>
<td>Feelings, ideas, lived experiences, information, interactions with texts, and ideas of one another add interest to texts</td>
</tr>
<tr>
<td></td>
<td>Texts provide ideas and information to support text creation</td>
<td>The writing process includes generating, planning, and revising ideas.</td>
<td>The writing process includes generating, planning, drafting, and making changes to ideas (revising).</td>
<td>The writing process is a cycle that includes generating, planning, drafting, and checking and editing (revising), and checking spelling and punctuation (editing).</td>
<td>The writing process is a cycle that includes generating, planning, drafting, and checking and editing (revising), and checking spelling and punctuation (editing).</td>
</tr>
<tr>
<td></td>
<td>Communication of a message can be represented in many ways</td>
<td>Text features, including titles and images, add to the message of text.</td>
<td>Words and image (literary techniques); characters and plot (story elements); and titles, images, and labels (text features) add interest to text creation</td>
<td>Descriptive words and sensory details (literary techniques); characters, setting, and plot (story elements); and titles, images, and captions (text features) are used for different purposes</td>
<td>Descriptive words and sensory details (literary techniques); characters, setting, and plot (story elements); and titles, images, and captions (text features) are used for different purposes</td>
</tr>
</tbody>
</table>

**Critical Thinking**

- Considering the views of different interpretations of texts
- Reflecting on how interpretation is influenced by interpretations made by one another
- Constructing meaning using text features
- Reading an increasing variety of high-utility and topic-specific words

**Communication**

- Experiment with English Language Arts
- Different forms of communication
- Communication of feelings, ideas, lived experiences, and information can be expressed
- How can communication of our feelings, ideas, lived experiences, and information be expressed?
- How can effective communication of our feelings, ideas, experiences, and information be expressed?
- How can effective communication of our feelings, ideas, experiences, and information be expressed for a variety of purposes?
- How can the audience and purpose shape communication of our feelings, ideas, experiences, and information?

**Comprehension Strategies**

- NKU1d.2: Patterns and Relationships
- NKU1d.1: Patterns and Relationships
- NKU1d.1: Patterns and Relationships
- NKU1d.2: Patterns and Relationships

**Text Organization**

- Making connections to prior experiences and knowledge
- Understanding the organization of texts
- How communication of a message can be influenced by the organization of texts
## Kindergarten to Grade 4 English Language Arts

### Procedural Knowledge

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>exploring different forms of communication, including pictures, non-conventional print, copying, and symbols</td>
<td>writing about and representing feelings, ideas, lived experiences, and information in a variety of texts, including stories, letters, informational, or poems</td>
<td>writing about and representing feelings, ideas, lived experiences, and information in a variety of texts, including stories, letters, informational texts, descriptive texts, or poems</td>
<td>choosing text form by considering purpose, including to inform, persuade, inspire, or entertain</td>
<td>choosing text form by considering audience and purpose, including to inform, persuade, inspire, or entertain</td>
</tr>
<tr>
<td>generating ideas for text creation</td>
<td>experimenting with a variety of ways to generate ideas with one another</td>
<td>experimenting with ways to generate, organize, and record ideas</td>
<td>experimenting with ways of generating, planning, and organizing ideas for writing</td>
<td>applying a variety of strategies for generating, organizing, and recording ideas</td>
</tr>
<tr>
<td>experimenting with letter formation</td>
<td>creating texts with story elements, including characters and events (simple plot)</td>
<td>creating texts with story elements, including settings, characters, key details, and simple plots</td>
<td>applying high utility words and descriptive vocabulary to communicate meaning</td>
<td>applying high utility words and descriptive vocabulary to inform, persuade, inspire, or entertain</td>
</tr>
<tr>
<td>recording environmental print and words that have personal significance</td>
<td>experimenting with word choice</td>
<td>experimenting with word choice</td>
<td>applying literary techniques being explored, including descriptive words, rhymes, sensory details, alliteration, and onomatopoeia</td>
<td>applying literary techniques being explored, including onomatopoeia, alliteration, similes, descriptive words, and rhymes that enhance effect</td>
</tr>
<tr>
<td>discussing the message conveyed in personal texts</td>
<td>applying high utility words when creating texts</td>
<td>applying high utility words and new vocabulary appropriately in creating texts</td>
<td>integrating story elements, including setting, characters, and plot</td>
<td>creating stories with elements, including setting, characters, and plot, or elements that may reflect different cultures or authors’ styles</td>
</tr>
<tr>
<td>expressing thoughts, feelings, and lived experiences through various representations</td>
<td>experimenting with text features, including titles, images, and labels</td>
<td>applying literary techniques being explored, including words, rhymes, sounds, language patterns, or alliteration</td>
<td>choosing text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, to support purpose</td>
<td>choosing text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, to support purpose</td>
</tr>
<tr>
<td>• exploring different forms of communication, including pictures, non-conventional print, copying, and symbols</td>
<td>• generating ideas for text creation</td>
<td>• experimenting with a variety of ways to generate ideas with one another</td>
<td>• choosing text form by considering purpose, including to inform, persuade, inspire, or entertain</td>
<td>• choosing text form by considering audience and purpose, including to inform, persuade, inspire, or entertain</td>
</tr>
<tr>
<td>• experimenting with letter formation</td>
<td>• creating texts with story elements, including characters and events (simple plot)</td>
<td>• creating texts with story elements, including settings, characters, key details, and simple plots</td>
<td>• experimenting with ways of generating, planning, and organizing ideas for writing</td>
<td>• applying a variety of strategies for generating, organizing, and recording ideas</td>
</tr>
<tr>
<td>• recording environmental print and words that have personal significance</td>
<td>• experimenting with word choice</td>
<td>• experimenting with word choice</td>
<td>• applying high utility words and descriptive vocabulary to communicate meaning</td>
<td>• applying high utility words and descriptive vocabulary to inform, persuade, inspire, or entertain</td>
</tr>
<tr>
<td>• discussing the message conveyed in personal texts</td>
<td>• applying high utility words when creating texts</td>
<td>• applying high utility words and new vocabulary appropriately in creating texts</td>
<td>• applying literary techniques being explored, including descriptive words, rhymes, sensory details, alliteration, and onomatopoeia</td>
<td>• applying literary techniques being explored, including onomatopoeia, alliteration, similes, descriptive words, and rhymes that enhance effect</td>
</tr>
<tr>
<td>• expressing thoughts, feelings, and lived experiences through various representations</td>
<td>• experimenting with text features, including titles, images, and labels</td>
<td>• applying literary techniques being explored, including words, rhymes, sounds, language patterns, or alliteration</td>
<td>• integrating story elements, including setting, characters, and plot</td>
<td>• creating stories with elements, including setting, characters, and plot, or elements that may reflect different cultures or authors’ styles</td>
</tr>
<tr>
<td>• expressing thoughts, feelings, and lived experiences through various representations</td>
<td>• experimenting with word choice</td>
<td>• experimenting with word choice</td>
<td>• choosing text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, to support purpose</td>
<td>• choosing text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, to support purpose</td>
</tr>
<tr>
<td>• expressing thoughts, feelings, and lived experiences through various representations</td>
<td>• applying high utility words when creating texts</td>
<td>• applying high utility words and new vocabulary appropriately in creating texts</td>
<td>• applying literary techniques being explored, including descriptive words, rhymes, sensory details, alliteration, and onomatopoeia</td>
<td>• applying literary techniques being explored, including onomatopoeia, alliteration, similes, descriptive words, and rhymes that enhance effect</td>
</tr>
</tbody>
</table>

### Competencies

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
</tr>
<tr>
<td>Creativity and Innovation</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
</tr>
</tbody>
</table>

### Literacy

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>LKU4a.K: Clarity</td>
<td>LKU1b.1: Conventions</td>
<td>LKU1b.1: Conventions</td>
<td>LKU1b.1: Conventions</td>
<td>LKU1b.2: Conventions</td>
<td></td>
</tr>
<tr>
<td>LKU4c.K: Intent</td>
<td>LKU3b.1: Vocabulary</td>
<td>LKU3b.1: Vocabulary</td>
<td>LKU3b.1: Vocabulary</td>
<td>LKU3b.2: Vocabulary</td>
<td></td>
</tr>
<tr>
<td>LKU4d.K: Modes and Media</td>
<td>LKU4a.1: Clarity</td>
<td>LKU4a.1: Clarity</td>
<td>LKU4a.1: Clarity</td>
<td>LKU4a.2: Clarity</td>
<td></td>
</tr>
<tr>
<td>• applying strategies to spell unknown words</td>
<td>• revising to check whether or not texts make sense and changing words or sentences to improve the message</td>
<td>• applying feedback to ensure that details are on topic</td>
<td>• applying feedback to clarify meaning and add interest</td>
<td>• writing a variety of sentences that vary in length and complexity</td>
<td></td>
</tr>
<tr>
<td>• applying strategies to spell unknown words</td>
<td>• revising to check whether or not texts make sense and changing words or sentences to improve the message</td>
<td>• applying feedback to ensure that details are on topic</td>
<td>• applying feedback to clarify meaning and add interest</td>
<td>• revising to ensure a logical progression of ideas and information and to add interest</td>
<td></td>
</tr>
<tr>
<td>• applying strategies to spell unknown words</td>
<td>• revising to check whether or not texts make sense and changing words or sentences to improve the message</td>
<td>• applying feedback to ensure that details are on topic</td>
<td>• applying feedback to clarify meaning and add interest</td>
<td>• revising to ensure a logical progression of ideas and information and to add interest</td>
<td></td>
</tr>
<tr>
<td>• applying strategies to spell unknown words</td>
<td>• revising to check whether or not texts make sense and changing words or sentences to improve the message</td>
<td>• applying feedback to ensure that details are on topic</td>
<td>• applying feedback to clarify meaning and add interest</td>
<td>• revising to ensure a logical progression of ideas and information and to add interest</td>
<td></td>
</tr>
</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NKU2a.K: Spatial Visualization</td>
<td>NKU2a.1: Spatial Visualization</td>
<td>NKU2a.1: Spatial Visualization</td>
<td>NKU2a.1: Spatial Visualization</td>
<td>NKU2a.2: Spatial Visualization</td>
<td>NKU2a.2: Spatial Visualization</td>
</tr>
<tr>
<td>Guiding Questions</td>
<td>How can curiosity help us explore the world?</td>
<td>How can curiosity help us gather and organize information to explore the world?</td>
<td>How can curiosity help me gather, organize, and evaluate information to solve problems and discover new ideas?</td>
<td>How can the inquiry process help us gather, organize, and evaluate information to solve problems and learn new ideas?</td>
<td>How can refining the inquiry process help me manage information and shape my understanding?</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Children explore how curiosity helps construct and express meaning.</td>
<td>Students engage in and practise processes that encourage curiosity in the construction and expression of meaning.</td>
<td>Students experiment with and implement a process that encourages curiosity about a specific topic in the construction and expression of meaning.</td>
<td>Students apply an inquiry process that encourages curiosity about a chosen topic in the construction and expression of meaning.</td>
<td>Students apply and refine an inquiry process about a chosen topic in the construction and expression of meaning.</td>
</tr>
</tbody>
</table>

### Conceptual Knowledge
- curiosity helps to explore the world
- asking questions can support understanding of texts and experiences
- information comes from a variety of sources, including people, land, books, and digital texts
- curiosity helps to explore the world
- questions can contribute to new understandings of texts and experiences
- information comes from a variety of sources, including people, land, books, and digital texts
- curiosity about a specific topic helps to solve problems and discover new ideas
- questions and statements are different
- fact and fiction are different
- information comes from a variety of sources, including people, land, books, and digital texts
- curiosity about a chosen topic helps to solve problems and discover new ideas
- inquiry can support problem solving and discovery of new ideas
- the inquiry process includes various steps
- opinions and facts are different
- information about a chosen topic can be collected from a variety of sources, including people, land, books, and digital texts
- the inquiry process helps manage information and shape understandings about a chosen topic
- inquiry is a process that can be influenced by choices
- information can be ranked, sorted, and validated when consulting a variety of sources, including people, land, books, and digital texts
- information can be relevant and irrelevant, reliable and unreliable

### Procedural Knowledge
- exploring ways that curiosity supports the construction and expression of meaning
- sharing questions and predictions related to texts and experiences
- exploring differences between real and imaginary
- exploring differences between fact and fiction
- exploring differences between navigating digital tools and other texts
- recording observations in various ways, including pictures and words
- sorting information into suggested categories
- describing experiences related to gathering information
- sharing questions and predictions about a specific topic
- verifying predictions about information gathered from texts and experiences
- recognizing when information answers questions related to a specific topic
- making connections between background knowledge and new ideas
- exploring differences between navigating digital texts and other texts
- recording observations in various ways, including pictures, words, and simple phrases
- sorting information about a specific topic into suggested categories
- describing experiences and reflections related to gathering information
- asking questions relevant to a chosen topic
- sharing and monitoring predictions about a chosen topic
- selecting topics and sources based on preference or purpose
- recognizing that different skills are required to navigate digital texts and other texts
- recording main ideas in a variety of ways, including pictures, words, and simple sentences
- generating categories to sort information related to a chosen topic
- exploring ways to determine usefulness of information
- adjusting the research process based on pre-established criteria
- asking questions to focus inquiry about a chosen topic
- choosing topics and sources to focus inquiry based on preference or purpose
- generating appropriate categories to sort information
- exploring ways to determine relevancy and reliability of information related to a chosen topic
- connecting background knowledge and new ideas to a chosen topic
- applying a variety of skills when navigating digital texts and other texts
- summarizing main ideas in a variety of ways, including pictures, words, and complete sentences
- identifying strengths and areas for improvement in an inquiry process

### Competencies
- Critical Thinking
- Communication
- LA2a.2: Personal Insight
- LA3a.2: Task Analysis
- Critical Thinking
- Managing Information
- Critical Thinking
- Managing Information
- LA2a.2: Personal Insight
- LA3a.2: Task Analysis

### Literacy
- LKU2a.K: Develop Questions
- LKU2b.K: Access
- LKU2c.K: Evaluate
- LKU3a.K: Background Knowledge
- LKU3d.K: Comprehension Strategies
- LKU2a.1: Develop Questions
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU2a.1: Develop Questions
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU2a.1: Develop Questions
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU2a.1: Develop Questions
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LA2a.2: Personal Insight
- LA3a.2: Task Analysis
- LKU2a.K: Develop Questions
- LKU2b.K: Access
- LKU2c.K: Evaluate
- LKU3a.K: Background Knowledge
- LKU3d.K: Comprehension Strategies
- LKU2a.1: Develop Questions
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU2a.1: Develop Questions
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU2a.1: Develop Questions
- LKU2b.1: Access
- LKU2c.1: Evaluate
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LA2a.2: Personal Insight
- LA3a.2: Task Analysis
<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None identified</td>
<td>NKU1h.1: Probability</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>How can we acknowledge the ownership of texts?</th>
<th>Why do we need to acknowledge text creators?</th>
<th>How can we locate and record information in an ethical way?</th>
<th>Why do we gather and record information in an ethical way?</th>
<th>Why do we manage information in an ethical way?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children acknowledge themselves and one another as text creators.</td>
<td>Students explore the importance of acknowledging the owner of ideas.</td>
<td>Students become aware of the importance of acknowledging ownership of text.</td>
<td>Students gather and record information in an ethical way.</td>
<td>Students demonstrate ethical ways to gather and record information and ideas.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Conceptual Knowledge</th>
<th>Procedural Knowledge</th>
<th>Competencies</th>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>texts have creators who need to be acknowledged</td>
<td>recognizing text creators and where stories come from</td>
<td>Managing Information</td>
<td>LKU2d.K: Ethical Use</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>the owner of ideas needs to be acknowledged</td>
<td>crediting own work</td>
<td>Managing Information</td>
<td>LKU2d.1: Ethical Use</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>students can own texts that they create</td>
<td>naming sources of information</td>
<td>Managing Information</td>
<td>LKU2d.1: Ethical Use</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>texts and information have creators or owners</td>
<td>recording key facts and ideas in own words and picture</td>
<td>Managing Information</td>
<td>LKU2d.1: Ethical Use</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>there are laws that dictate what images can be viewed or copied</td>
<td>acknowledging titles and authors of sources of information in a list</td>
<td>Managing Information</td>
<td>LKU2d.2: Ethical Use</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>laws dictate what sources of information can be used</td>
<td>recognizing when work and ideas can be used by one another</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>people can choose whether or not to have their image recorded</td>
<td>asking permission when recording images of another person</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>First Nations, Métis, and Inuit codes of etiquette demonstrate appropriate and respectful ways of communicating and working with First Nations, Métis, and Inuit (Protocol)</td>
<td>recording key ideas and information from sources</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>all information has an owner</td>
<td>exploring First Nations, Métis, and Inuit knowledge and teachings by referencing the individual and specific community</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>people must be asked permission to have their name used and image recorded</td>
<td>acknowledging sources in alphabetical order</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>images and other sources of information must be credited</td>
<td>exploring criteria to examine trustworthy sources</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>authentic credit is given to First Nations, Métis, and Inuit protocols</td>
<td>recognizing when copyright laws apply to texts</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>respecting First Nations, Métis, and Inuit codes of etiquette demonstrate appropriate and respectful ways of communicating and working with First Nations, Métis, and Inuit (Protocol)</td>
<td>asking permission when recording images of another person</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>people can choose whether or not to have their image recorded</td>
<td>recording key ideas and information from sources</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>First Nations, Métis, and Inuit codes of etiquette demonstrate appropriate and respectful ways of communicating and working with First Nations, Métis, and Inuit (Protocol)</td>
<td>acknowledging titles and authors of sources of information in a list</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>all information has an owner</td>
<td>recognizing when work and ideas can be used by one another</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>people must be asked permission to have their name used and image recorded</td>
<td>asking permission when recording images of another person</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td></td>
<td>images and other sources of information must be credited</td>
<td>recording key ideas and information from sources</td>
<td>Managing Information</td>
<td>None identified</td>
<td>None identified</td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>Kindergarten</td>
<td>Grade 1</td>
<td>Grade 2</td>
<td>Grade 3</td>
<td>Grade 4</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Developing and affirming identity through lived experiences contributes to well-being and understandings of self and one another.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Guiding Questions**

- What texts do I find enjoyable and engaging?
- How can I enjoy and engage with diverse texts?
- How can understanding my literacy needs support my enjoyment of and engagement with diverse texts?
- What habits can help me achieve my literacy goals and support my enjoyment of and engagement with diverse texts?
- What habits can I apply to achieve my literacy goals and support my enjoyment of and engagement with diverse texts?

**Learning Outcomes**

- Children explore and share texts that provide enjoyment.
- Students investigate and consider ways to find enjoyment when engaging with diverse texts.
- Students communicate preferences that foster enjoyment of and engagement with diverse texts.
- Students experiment with and describe a variety of strategies that support enjoyment and engagement with diverse texts.
- Students apply strategies that support enjoyment, engagement and perseverance with diverse texts.

**Conceptual Knowledge**

- Texts can provide enjoyment.
- Language is everywhere and provides enjoyment.
- There are a variety of ways to engage with texts when reading, writing, listening, speaking, viewing, or representing.
- Selection of appropriate preferred texts supports engagement.
- Choosing preferred texts can provide enjoyment.
- Text choice, goal setting, and reflection are strategies used to engage when reading, writing, listening, speaking, viewing, or representing.
- Each person has different needs, including visual, auditory, and kinesthetic, that support engagement with texts.
- Literacy is the ability to use a variety of strategies to engage with texts.
- Text choices vary based on preference.
- Trying new strategies can offer more opportunities for engagement.
- Embracing challenges can support positive interactions with texts.
- Discussing texts promotes engagement and broadens perspectives.
- Literacy involves the ability to use a variety of strategies to persevere when engaging with texts.

**Procedural Knowledge**

- Choosing texts for enjoyment based on preference.
- Sharing likes and dislikes about texts.
- Sharing favourite images, words, phrases, or ideas in texts.
- Exploring language within communities.
- Following criteria to select appropriate print and non-print texts.
- Sharing reflections on how text choices and preferences relate to engagement or enjoyment.
- Exploring diverse texts in a variety of ways.
- Exploring ways that literacy engages self and one another.
- Explaining reasons for text choices and preferences.
- Experimenting with texts in a variety of ways to discover preferences.
- Reflecting on needs that support enjoyment of and engagement with texts.
- Describing ways that literacy engages self and one another with communities.
- Connecting preferred texts to lived experiences.
- Reflecting on goals set and strategies needed to foster enjoyment and engagement.
- Describing how interacting with a variety of texts fosters enjoyment and engagement.
- Following routines to engage with texts.
- Acknowledging how literacy fosters engagement between self and one another within communities.
- Explaining when text choices and preferences connect to lived experiences.
- Choosing unfamiliar texts.
- Exploring challenging texts and applying strategies that support perseverance.
- Setting and adjusting goals to persevere when interacting with diverse texts.
- Choosing and reflecting on strategies that foster engagement and enjoyment.
- Recognizing how developing literacy builds connections between self and local and global communities.

**Competencies**

- Communication
- Personal Growth and Well-being
- Critical Thinking
- Personal Growth and Well-being
- Communication
- Personal Growth and Well-being
- Communication
- Personal Growth and Well-being
- Communication
- Personal Growth and Well-being

**Literacy**

- LA1a.x: Purpose
- LA1b.x: Participation
- LKU4d.k: Modes and Media
- LA1a: Purpose
- LA1b: Participation
- LA2a: Personal Insight
- LKU4d: Modes and Media
- LA1a: Purpose
- LA1b: Participation
- LA2a: Personal Insight
- LKU3a: Background Knowledge
- LKU4d: Modes and Media
- LA1a: Purpose
- LA1b: Participation
- LA2a: Personal Insight
- LKU3a: Background Knowledge
- LKU4d: Modes and Media
- LA1a: Purpose
- LA1b: Participation
- LA2a: Personal Insight
- LKU3a: Background Knowledge
- LKU4d: Modes and Media
- LA1a: Purpose
- LA1b: Participation
- LA2a: Personal Insight
- LKU3a: Background Knowledge
- LKU4d: Modes and Media

**Numeracy**

- None identified
- None identified
- None identified
- None identified
- None identified

---
## Guiding Questions

- How can engaging with texts develop an awareness of self?
- How can engaging with diverse texts build an awareness of self?
- How can engaging with diverse texts develop an understanding of self?
- How can engaging with diverse texts build an understanding of self and one another?
- How can engaging with diverse texts expand an understanding of self and one another?

## Learning Outcomes

### Kindergarten
- Children explore and share texts that develop an awareness of self.

### Grade 1
- Students explore and share diverse texts and lived experiences that contribute to an awareness of self.

### Grade 2
- Students explore and share connections between diverse texts and lived experiences that develop an awareness of self.

### Grade 3
- Students share connections between their lived experiences, one another, and diverse texts that develop an awareness of self.

### Grade 4
- Students explain connections between their lived experiences, one another, and diverse texts that develop identity.

## Conceptual Knowledge

- Personal stories represent self
- People have similar as well as different stories
- Texts and lived experiences help individuals to develop an awareness of self
- Stories of home, community, and culture represent self
- Connections between texts and lived experiences build awareness of self
- Unique stories of self, home, community, and culture shape an awareness of self
- Identity is knowing self
- Unique stories of self, home, community, and culture contribute to identity
- Identity develops over time
- Personal stories represent self
- Sharing lived experiences of home, community, or culture to explore an awareness of self
- Developing an awareness of self through the exploration of texts
- Connecting lived experiences of home, community, or culture to a personal awareness of self
- Connecting texts and lived experiences to develop an awareness of self
- Recognizing that personal experiences of home, community, and culture influence self
- Expressing awareness of self through engagement and creation of texts
- Recognizing how connecting to diverse texts contributes to an awareness of self
- Recognizing that culture is expressed through a variety of texts
- Describing self through engagement with and creation of texts
- Social awareness of self and one another
- Connecting texts and lived experiences to develop an awareness of self
- Recognizing that personal experiences of home, community, and culture influence self
- Describing self through engagement with and creation of texts
- Recognizing that experiences of self, home, community, and culture influence identity
- Exploring identity through engagement with and creation of diverse texts

## Procedural Knowledge

- Exploring an awareness of self through engagement with texts
- Sharing lived experiences of home, community, or culture to explore an awareness of self
- Developing an awareness of self through the exploration of texts
- Connecting lived experiences of home, community, or culture to a personal awareness of self
- Connecting texts and lived experiences to develop an awareness of self
- Recognizing that personal experiences of home, community, and culture influence self
- Expressing awareness of self through engagement and creation of texts
- Recognizing how connecting to diverse texts contributes to an awareness of self
- Recognizing that culture is expressed through a variety of texts
- Describing self through engagement with and creation of texts
- Personal growth and well-being
- Communication
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- None identified
- Personal growth and well-being
- Communication
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- None identified
- Personal growth and well-being
- Communication
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- None identified
- Personal growth and well-being
- Communication
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- None identified

## Competencies

- Personal Growth and Well-being
- Communication
- Literacy
- Numeracy
- None identified
- None identified
- None identified
- None identified
- None identified
- None identified
- None identified
- None identified
## Essential Understanding
Critically analyzing diverse worldviews and experiences fosters empathy, respect, and pluralism.

### Guiding Questions
- How can sharing texts help us understand one another?
- How can sharing diverse texts help us understand one another in our communities?
- How can engaging with diverse texts help us understand one another in our communities?
- How can engaging with a variety of diverse texts help us understand one another and the world?
- How can engaging with a variety of diverse texts help us build empathy for one another?

### Learning Outcomes
- Children explore and share personal views about information and ideas encountered in diverse texts.
- Students compare personal points of view to those in texts and to those of one another.
- Students examine a variety of diverse texts and discuss how considering different perspectives builds empathy.

#### Conceptual Knowledge
- views are an individual’s opinion
- views about texts can be similar
- views can be similar or different
- views are shaped by lived experiences
- texts can share and represent views that are similar or different
- everyone has a point of view
- points of view can be shaped by listening to and discussing one another's points of view
- diverse texts, lived experiences, and interactions with one another shape our views
- points of view are formed through exploring diverse texts and discussing varied points of view
- being open to another’s point of view requires compassion
- everyone has a perspective that is shaped by lived experiences and interactions with one another
- awareness and appreciation of different perspectives strengthens community

#### Procedural Knowledge
- sharing personal views about texts and experiences
- acknowledging the views of one another
- exploring how lived experiences shape views
- recognizing that lived experiences shape views
- recognizing personal views explored in texts
- recognizing how personal views and those of characters can be the same or different
- acknowledging personal points of view
- listening respectfully to consider one another’s points of view
- acknowledging the points of view found in diverse texts
- explaining points of view found in diverse texts
- listening respectfully to one another’s points of view
- connecting to the feelings and actions of one another to build compassion
- exploring how time and place influence how people and characters come to understand their experiences
- connecting personal perspectives to those found in diverse texts
- reflecting on the feelings and actions of characters to build empathy
- listening attentively and openly to one another’s perspectives to build empathy

#### Competencies
- Personal Growth and Well-being
- Communication
- Cultural and Global Citizenship
- Communication
- Cultural and Global Citizenship
- Communication
- Cultural and Global Citizenship
- Communication

#### Literacy
- LKU3a.K: Background Knowledge
- LKU3a.K: Background Knowledge
- LKU3a.1: Background Knowledge
- LKU3b.1: Vocabulary
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies
- LKU3a.1: Background Knowledge
- LKU3d.1: Comprehension Strategies

#### Numeracy
- None identified
### DRAFT Kindergarten to Grade 4 English Language Arts

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Knowledge</th>
<th>Learning Questions</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.</td>
<td>Knowledge</td>
<td>Learning Outcomes</td>
<td>Guiding Questions</td>
</tr>
<tr>
<td><strong>Children explore connections between language and lived experiences.</strong></td>
<td><strong>Students explore connections between thinking, language, and lived experiences.</strong></td>
<td><strong>Students connect thinking and language to lived experiences.</strong></td>
<td><strong>Students investigate the connections between thinking and language.</strong></td>
</tr>
<tr>
<td><strong>Kindergarten</strong></td>
<td><strong>Grade 1</strong></td>
<td><strong>Grade 2</strong></td>
<td><strong>Grade 3</strong></td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Competencies</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Competencies</strong></td>
<td><strong>Conceptual Knowledge</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td><strong>How are lived experiences connected to language?</strong></td>
<td><strong>How are lived experiences connected to thinking and language?</strong></td>
<td><strong>How does the relationship between thinking and language connect to lived experiences?</strong></td>
<td><strong>How can recognizing the relationship between thought and language connect to lived experiences?</strong></td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Competencies</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Competencies</strong></td>
<td><strong>Conceptual Knowledge</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td><strong>How can I use language to speak up for myself?</strong></td>
<td><strong>How can language impact one another?</strong></td>
<td><strong>How can my language impact one another and myself?</strong></td>
<td><strong>How can I use language to advocate for myself and one another?</strong></td>
</tr>
<tr>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
<td><strong>Learning Outcomes</strong></td>
</tr>
<tr>
<td><strong>Conceptual Knowledge</strong></td>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Competencies</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td><strong>Procedural Knowledge</strong></td>
<td><strong>Competencies</strong></td>
<td><strong>Conceptual Knowledge</strong></td>
<td><strong>Literacy</strong></td>
</tr>
<tr>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
<td><strong>Guiding Questions</strong></td>
</tr>
<tr>
<td><strong>How can I use language to advocate for self or one another?</strong></td>
<td><strong>How can I use language to influence choices and decisions?</strong></td>
<td><strong>How can I use language to influence change?</strong></td>
<td><strong>How can I use language to influence choices and decisions?</strong></td>
</tr>
</tbody>
</table>

---

DRAFT Kindergarten to Grade 4 English Language Arts – April 2018 Page | 14
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Growth and Well-being</td>
<td>Communication</td>
<td>Communication</td>
<td>Communication</td>
<td>Reflecting on effectiveness of own language</td>
</tr>
<tr>
<td>Communication</td>
<td>Critical Thinking</td>
<td>Critical Thinking</td>
<td>Cultural and Global Citizenship</td>
<td>Exploring the influence of united voices</td>
</tr>
<tr>
<td>Literacy</td>
<td>LKU4c.K: Intent</td>
<td>LKU4e:1: Media Influence</td>
<td>LKU4b:1: Audience</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Numeracy</td>
<td>None identified</td>
<td>None identified</td>
<td>None identified</td>
<td>Cultural and Global Citizenship</td>
</tr>
</tbody>
</table>

**Guiding Questions**

**How can texts be used to explore positive relationships?**

**How can texts be used to build positive relationships?**

**How can texts show how humans live in relationships with all living things?**

**How can texts be used to nurture positive and respectful relationships?**

**How can texts be used to enhance respectful relationships and foster belonging?**

**Learning Outcomes**

- **Children explore First Nations, Métis, and Inuit relationships described in diverse texts.**
- **Students explore relationships within First Nations, Métis, and Inuit communities through diverse texts.**
- **Students explore teachings about roles and responsibilities of people in First Nations, Métis, and Inuit texts.**
- **Students examine teachings about roles and responsibilities of people in First Nations, Métis, and Inuit communities support belonging.**

**Conceptual Knowledge**

- **First Nations, Métis, and Inuit value respectful relationships between self and one another (Kinship).**
- **First Nations, Métis, and Inuit texts show how ceremonies and celebrations connect people within communities (Kinship).**
- **First Nations, Métis, and Inuit texts illustrate how people, land, plants, and animals are all related and equal to one another (Kinship).**
- **First Nations, Métis, and Inuit texts depict roles and responsibilities (Kinship).**

**Procedural Knowledge**

- **Listening respectfully to diverse texts that show First Nations, Métis, and Inuit relationships (Kinship).**
- **Exploring and sharing First Nations, Métis, and Inuit relationships.**
- **Exploring how ceremonies and celebrations strengthen relationships within communities.**
- **Exploring First Nations, Métis, and Inuit teachings about how to show respect for people, plants, animals, and the environment.**
- **Exploring diverse texts that show the relationship between people, plants, animals, and the environment.**
- **Explaining how characters in First Nations, Métis, and Inuit texts have roles and responsibilities.**
- **Describing the connections between personal roles and responsibilities to those found in First Nations, Métis, and Inuit texts.**
- **First Nations, Métis, and Inuit texts include teachings that demonstrate how to build a sense of belonging within family and community (Kinship).**
- **Recognizing how diverse texts reveal the ways First Nations, Métis, and Inuit families and communities support belonging.**
- **Making connections between personal and cultural stories that teach about belonging.**
- **Describing different ways to support belonging within communities.**

**Competencies**

- **Communication**
- **Cultural and Global Citizenship**
- **Cultural and Global Citizenship**
- **Critical Thinking**

**Literacy**

- **LKU3a.K: Background Knowledge**
- **LKU3d.K: Comprehension Strategies**
- **LKU3a.1: Background Knowledge**
- **LKU3d.1: Comprehension Strategies**
- **LKU3a: Background Knowledge**
- **LKU3d: Comprehension Strategies**
- **LKU4a: Clarity**
- **LKU3a: Background Knowledge**
- **LKU3d: Comprehension Strategies**
- **LKU4a: Clarity**

**Numeracy**

- **None identified**
- **None identified**
- **None identified**
- **None identified**

**Guiding Questions**

**How can language in texts be used to contribute to relationships?**

**How can language in texts be used to develop relationships?**

**How can language be used to develop productive relationships?**

**How can language in texts demonstrate ways to nurture relationships?**

**How can language be used to enhance relationships?**

**Learning Outcomes**

- **Children explore collaborative relationships through texts and experiences.**
- **Students investigate and share language and actions that build collaboration.**
- **Students describe and apply language and actions that support collaboration.**
- **Students explain and demonstrate how language and actions can be used to support collaboration.**
- **Students apply their knowledge of how language and actions foster collaboration.**

**Conceptual Knowledge**

- **texts can teach how people work together**
- **each person’s participation in a group is important**
- **texts can teach how people work together**
- **collaboration means working together toward a common goal**
- **each person’s participation in a group is important**
- **texts can teach how people collaborate**
- **each person can work collaboratively in a variety of partnerships and groups toward a common goal**
- **texts can teach ways to support collaborative work**
- **individual roles and responsibilities help groups work collaboratively toward a common goal**
- **texts can teach ways to enhance collaborative work**
- **respectful language can strengthen relationships within a group**

---

DRAFT Kindergarten to Grade 4 English Language Arts – April 2018
### Kindergarten to Grade 4 English Language Arts

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>• Collaboration</td>
<td>• Collaboration</td>
<td>• Collaboration</td>
<td>• Collaboration</td>
<td>• Collaboration</td>
</tr>
<tr>
<td>Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
<td>• Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Numeracy</th>
<th>Kindergarten</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>None identified</td>
<td>• None identified</td>
<td>• None identified</td>
<td>• None identified</td>
<td>• None identified</td>
<td>• None identified</td>
</tr>
</tbody>
</table>

### Procedural Knowledge
- Exploring a variety of collaborative relationships presented in texts
- Participating in collaborative experiences
- Exploring how people work together

- Discussing collaborative relationships presented in texts
- Sharing own words and actions that support collaboration
- Recognizing what it means to work collaboratively toward a common goal

- Reflecting upon collaborative relationships presented in texts
- Describing and applying language and actions that build collaboration
- Describing what it means to work collaboratively toward a common goal
- Self-assessing words and actions when working collaboratively toward a common goal

- Adjusting own language, including tone of voice, to build collaboration
- Explaining how language usage builds collaboration
- Sharing responsibilities as a group member
- Self-assessing individual accomplishments in collaboration according to set criteria

- Encouraging and recognizing each person’s contributions toward a common goal
- Demonstrating responsibility for a role when collaborating with one another to achieve a common goal
- Creating criteria to self-assess one’s role in collaboration

### Literacy
- LA2a.1: Personal Insight
- LA3a.1: Task Analysis
- LKU4b.1: Audience

### Numeracy
- None identified