

**DRAFT Kindergarten to Grade 4 English Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	<b>Developing communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</b>				
<b>Guiding Questions</b>	<b>What is oral communication?</b>	<b>How can I develop oral communication skills?</b>	<b>How can I refine my oral communication skills?</b>	<b>How can I refine my oral communication skills depending on context?</b>	<b>How can I refine my oral communication skills for a specific purpose and audience?</b>
<b>Learning Outcomes</b>	<b>Children explore and share ways oral communication is used.</b>	<b>Students experiment with ways oral communication is used.</b>	<b>Students apply ways oral communication is used effectively in a variety of situations.</b>	<b>Students apply a variety of oral language skills and strategies that enhance communication.</b>	<b>Students apply a variety of effective oral communication strategies for different audiences and purposes.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>oral and body language convey messages</li> <li>messages can be communicated orally in a variety of ways</li> <li>oral language changes when communicating with peers or adults</li> <li>a sharing circle can be used to discuss stories, experiences, and feelings</li> <li>oral storytelling is used by a variety of cultures, including First Nations, Métis, and Inuit Elders and Knowledge Keepers, to share teachings</li> <li>listening involves body posture</li> </ul>	<ul style="list-style-type: none"> <li>oral, written, and visual language are connected</li> <li>oral and body language can be used to communicate a message</li> <li>messages can be communicated orally in a variety of ways</li> <li>oral language changes when communicating with peers or adults in a variety of situations</li> <li>a sharing circle can be used to share ideas about topics, experiences, and feelings</li> <li>oral storytelling is used by a variety of cultures, including First Nations, Métis, and Inuit, to share teachings about cultures</li> <li>listening is an active process that includes body language, focus, and attending</li> </ul>	<ul style="list-style-type: none"> <li>oral, written, and visual language are connected</li> <li>oral and body language can be adjusted to enhance communication</li> <li>oral language is adjusted to formal and informal situations and different audiences</li> <li>a sharing circle can be used to share and build upon ideas about a topic</li> <li>oral storytelling is used by a variety of cultures, including First Nations, Métis, and Inuit, to teach beliefs, traditions, and values of cultures</li> <li>listening is an active process that includes body language, focus, attending, and responding</li> </ul>	<ul style="list-style-type: none"> <li>oral, written, and visual language are connected</li> <li>oral and body language can be adjusted to enhance interest</li> <li>oral language is adjusted to different social and cultural contexts and audiences</li> <li>a sharing circle can be used to build upon ideas and solve problems</li> <li>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</li> <li>active listening involves body language, focusing, responding, and contributing</li> </ul>	<ul style="list-style-type: none"> <li>oral, written, and visual language are connected</li> <li>oral and body language can be adjusted for purpose and audience</li> <li>oral language and tone are adjusted when communicating with peers and adults and to reflect contexts</li> <li>oral language traditions have many purposes</li> <li>a sharing circle can be used in various ways to build community and solve problems</li> <li>oral storytellers, including First Nation, Métis, and Inuit, adjust to reflect the needs of the audience and context (time and place)</li> <li>active listening involves building upon ideas and providing feedback</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>participating in a variety of oral communication experiences, including actions, songs, chants, oral story, and rhymes</li> <li>exploring different purposes of oral language</li> <li>exploring how tone of voice, volume, facial expressions, and body language communicate a message</li> <li>applying new vocabulary from listening, speaking, or viewing experiences</li> <li>recognizing the difference in language used in interactions with peers and adults</li> <li>communicating with peers and adults using familiar greetings and courtesy phrases</li> <li>sharing personal stories, artifacts, information, and experiences</li> <li>listening through facial expressions, posture, asking for clarification, and turn taking</li> </ul>	<ul style="list-style-type: none"> <li>experimenting with ways to orally communicate events, experiences, and information</li> <li>recognizing the different purposes of oral language</li> <li>experimenting with tone, volume, facial expressions, and gestures to enhance message and interest</li> <li>experimenting with simple sentence structure using new vocabulary from listening, speaking, or viewing experiences</li> <li>experimenting with language to reflect differences used in interactions with peers and adults in a variety of situations</li> <li>communicating with peers and adults using courtesy phrases, familiar phrases, and expressions</li> <li>presenting stories, artifacts, information, or experiences informally</li> </ul>	<ul style="list-style-type: none"> <li>communicating experiences, events, and information in different ways with relevant details</li> <li>identifying a variety of purposes for oral language</li> <li>demonstrating use of tone, volume, facial expressions, gestures, or pace to enhance message and interest</li> <li>applying new vocabulary from listening, speaking, or viewing experiences</li> <li>speaking using a variety of sentence structures with increasing detail</li> <li>monitoring language when communicating with peers and adults in formal and informal situations</li> <li>communicating with peers and adults using common expressions, slang, and idioms</li> <li>sharing informal presentations created on familiar and new topics</li> </ul>	<ul style="list-style-type: none"> <li>experimenting with innovative ways to orally share stories, events, experiences, and information with key details</li> <li>participating in conversations for a variety of purposes</li> <li>adjusting tone, facial expressions, volume, pace, intonation, or gesture considering purpose</li> <li>applying new descriptive, subject-specific vocabulary and some academic words from listening, speaking, or viewing experiences</li> <li>speaking by using a variety of complex sentences with specific details and word order to enhance clarity of the message</li> <li>adjusting speech in formal and informal situations when communicating with peers and adults</li> <li>communicating with peers and adults using strategies, including restating key points or ideas and connecting responses to the topic of conversation</li> </ul>	<ul style="list-style-type: none"> <li>choosing a variety of ways to orally communicate stories, events, experiences, and information, considering audience and purpose</li> <li>communicating for a variety of purposes, including to entertain, develop positive relationships, or explore solutions to problems</li> <li>adjusting tone, facial expressions, volume, pace, intonation, or gestures intentionally for audience and purpose</li> <li>communicating orally with a variety of descriptive, subject-specific, academic words and synonyms and antonyms related to curricular content</li> <li>adjusting language to reflect context and audience</li> <li>speaking with peers and adults using strategies, including paraphrasing key points or ideas, making relevant comments, connecting to the remarks of</li> </ul>

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		<ul style="list-style-type: none"> <li>demonstrating turn taking, attending to the speaker, and responding respectfully to the contributions of one another</li> <li>listening through facial expressions, posture, and asking questions for clarification</li> </ul>	<ul style="list-style-type: none"> <li>demonstrating when to listen, how to comment appropriately on topics or events, and providing examples for clarity</li> <li>experimenting with listening strategies that support clarification</li> </ul>	<ul style="list-style-type: none"> <li>sharing formal and informal presentations, considering purpose</li> <li>adding visuals that enhance the message and interest in oral presentations</li> <li>applying a variety of listening strategies and asking specific questions for clarification</li> </ul>	<ul style="list-style-type: none"> <li>one another, or making personal connections to the conversation</li> <li>communicating orally and presenting on familiar and new topics with details and visual supports that consider purpose and audience</li> <li>applying a variety of strategies to listen for different purposes in order to acquire more information and extend knowledge</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LA1a.K: Purpose</li> <li>LKU3b.K: Vocabulary</li> <li>LKU3d.K: Comprehension Strategies</li> <li>LKU4a.K: Clarity</li> <li>LKU4b.K: Audience</li> <li>LKU4c.K: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> <li>LKU4c.1: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> <li>LKU4c.1: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> <li>LKU4c.1: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.2: Purpose</li> <li>LKU1b.2: Conventions</li> <li>LKU3b.2: Vocabulary</li> <li>LKU3d.2: Comprehension Strategies</li> <li>LKU4a.2: Clarity</li> <li>LKU4b.2: Audience</li> <li>LKU4c.2: Intent</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>NKU2b.K: Management of Space</li> <li>NKU3c.K: Communication</li> </ul>	<ul style="list-style-type: none"> <li>NKU2b.1: Management of Space</li> <li>NKU3c.1: Communication</li> </ul>	<ul style="list-style-type: none"> <li>NKU2b.1: Management of Space</li> <li>NKU3c.1: Communication</li> </ul>	<ul style="list-style-type: none"> <li>NKU2b.1: Management of Space</li> <li>NKU3c.1: Communication</li> </ul>	<ul style="list-style-type: none"> <li>NKU2b.2: Management of Space</li> <li>NKU3c.2: Communication</li> </ul>
<b>Guiding Questions</b>	<b>How does the sound structure of language help to construct and express meaning?</b>	<b>How does an understanding of the sound structure of language help to construct and express meaning?</b>	<b>How can an understanding of the complex sounds of language help to construct and express meaning?</b>		
<b>Learning Outcomes</b>	<b>Children experiment with the sound structure of oral language.</b>	<b>Students apply the sound structure of language when constructing and expressing meaning.</b>	<b>Students apply understanding of the complex sounds of language when constructing and expressing meaning.</b>		
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>spoken words are made up of sounds</li> <li>letters have names and represent sounds</li> <li>words can be broken down into smaller units of meaning</li> </ul>	<ul style="list-style-type: none"> <li>letters and sounds form words</li> <li>letters and sounds are connected</li> <li>letters have names and sounds</li> <li>sentences are made up of words</li> <li>the structure of spoken words helps individuals to read and write</li> </ul>	<ul style="list-style-type: none"> <li>letter combinations and sounds form words</li> <li>words break down into parts or syllables</li> <li>words are made up of complex sounds and patterns</li> </ul>		
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>manipulating sounds in spoken words</li> <li>blending syllables, initial sound of a word (onset), and the letters and sounds that follow (rime)</li> <li>hearing syllables as units in words</li> <li>recognizing words that rhyme</li> </ul>	<ul style="list-style-type: none"> <li>identifying initial and final sounds in words</li> <li>blending the initial sound of a word (onset) and the letters and sounds that follow (rime)</li> <li>segmenting the initial sound of a word (onset) and the letters and sounds that follow (rime)</li> <li>clapping or counting the words or syllables in a sentence</li> <li>blending syllables at the beginning and end of words into whole words</li> <li>segmenting individual sounds in one-syllable words</li> </ul>	<ul style="list-style-type: none"> <li>segmenting words orally</li> <li>blending words orally</li> <li>connecting the initial, medial, and final sounds in words</li> <li>manipulating sounds orally through deletion or substitution</li> <li>creating words that rhyme or follow a pattern</li> </ul>		

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		<ul style="list-style-type: none"> <li>blending individual sounds in one-syllable words</li> <li>generating rhymes</li> </ul>			
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communicating</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>		
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU1a.K: Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>LKU1a.1: Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>LKU1a.1: Word Formation</li> </ul>		
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>NKU1b.1: Using Numbers</li> </ul>	<ul style="list-style-type: none"> <li>NKU1b.1: Using Numbers</li> </ul>		
<b>Guiding Questions</b>	<b>What is a word?</b>	<b>How does the understanding of words help to construct meaning?</b>	<b>How do words and word units communicate meaning?</b>	<b>How does context help to communicate the meaning of words?</b>	<b>How can strategies support understanding of the meaning of words?</b>
<b>Learning Outcomes</b>	<b>Children explore and connect ways that letters, symbols, and words communicate meaning.</b>	<b>Students construct and express meaning from letter sounds and patterns in words.</b>	<b>Students apply knowledge of word units and context when constructing and expressing meaning.</b>	<b>Students analyze how word units and context contribute to the construction and expression of meaning.</b>	<b>Students apply word-analysis strategies in the construction and expression of meaning.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>letters form words</li> <li>letters have unique features and names attached to them</li> <li>initial letters and sounds help to recognize words</li> </ul>	<ul style="list-style-type: none"> <li>words have correct (conventional) spellings</li> <li>letter combinations are units of sound</li> <li>letter-sound relationships and patterns are used to read and spell words</li> <li>words convey meaning</li> <li>images, context (meaning), word parts (graphophonics), and the sentence (structure) help to read unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>association of sounds with letter combinations, including blends, digraphs, vowels, and patterns, helps to read and spell unfamiliar words</li> <li>word units can be a single letter or a combination of letters that convey meaning</li> <li>images and meaning, word parts (graphophonics), and sentence (structure) help to read unfamiliar words</li> </ul>	<ul style="list-style-type: none"> <li>associating sounds with complex consonant and vowel letter combinations and patterns helps to spell and read unfamiliar words in context</li> <li>word units can be a single letter or a combination of letters that convey meaning</li> <li>words can sound the same and have multiple meanings and spellings</li> <li>context helps construct meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>the development of English words has been influenced by other languages, including French</li> <li>affixes convey and affect meaning</li> <li>context cues and word-analysis strategies help to read and spell unfamiliar words</li> <li>context helps interpretation of the meaning of new words</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>recognizing initial letter or sounds of personally significant words</li> <li>recognizing letters, symbols, or words relating to the environment or context</li> </ul>	<ul style="list-style-type: none"> <li>generalizing knowledge of sound-symbol relationships, patterns, or phonics to read and spell words</li> <li>exploring letter combinations, including blends, digraphs, and vowels</li> <li>applying images, context (meaning), word parts (graphophonics), and the sentence (structure) to support word identification and construction of meaning</li> <li>recognizing high-utility words in context</li> </ul>	<ul style="list-style-type: none"> <li>reading increasingly more complex patterns in text</li> <li>applying word knowledge, patterns, or phonics to read and spell unfamiliar words in context</li> <li>constructing meaning from word units, including compound words, contractions, basic root words, and word endings</li> <li>constructing meaning of an increasing amount of high-utility words and some subject-specific words while reading</li> </ul>	<ul style="list-style-type: none"> <li>segmenting words into parts or syllables when reading unfamiliar words in context</li> <li>generalizing patterns or phonics to read and spell unfamiliar words in context</li> <li>analyzing root words and suffixes for meaning</li> <li>constructing meaning of an increasing amount of high-utility and subject-specific words in context</li> </ul>	<ul style="list-style-type: none"> <li>recognizing that English words and expressions may come from other cultures and languages</li> <li>analyzing word parts for origins and meaning, including affixes and root words</li> <li>applying strategies to read and spell multisyllabic words in context</li> <li>constructing meaning of high-utility and subject-specific words in context</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Critical Thinking</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU1a.K: Word Formation</li> </ul>	<ul style="list-style-type: none"> <li>LKU1a.1: Word Formation</li> <li>LKU3b.1: Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>LKU1a.1: Word Formation</li> <li>LKU3b.1: Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>LKU1a.1: Word Formation</li> <li>LKU3b.1: Vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>LKU1a.2: Word Formation</li> <li>LKU3b.4: Vocabulary</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>

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<b>Guiding Questions</b>	<b>What characteristics of texts help construct meaning?</b>	<b>How are text forms organized with different features and elements to convey meaning?</b>	<b>How can text forms, features, and elements assist in the construction of meaning?</b>	<b>How can text creators use a variety of text forms, features, and elements depending on purpose?</b>	<b>How can text creators integrate a variety of text forms, features, and story elements depending on audience and purpose?</b>
<b>Learning Outcomes</b>	<b>Children explore and share characteristics of texts.</b>	<b>Students observe and discuss the different forms, features, and elements of texts.</b>	<b>Students communicate how different features and elements connect to text forms.</b>	<b>Students connect how text forms, features, and elements relate to purpose.</b>	<b>Students examine how text creators use text forms for a specific audience and purpose.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>texts give information or tell a story</li> <li>images, words, titles, and landmarks are text features</li> <li>stories have elements, including characters and events</li> </ul>	<ul style="list-style-type: none"> <li>texts are found in many places in a variety of forms</li> <li>texts forms are organized in different ways</li> <li>texts have various features</li> <li>stories have elements, including setting, characters, and events</li> </ul>	<ul style="list-style-type: none"> <li>texts are found in many places in a variety of forms</li> <li>texts are organized in different ways</li> <li>stories have elements, including setting, characters, and plot</li> </ul>	<ul style="list-style-type: none"> <li>text forms are created for different purposes</li> <li>text creators use various forms, features, and elements for different purposes</li> <li>stories have elements, including setting, characters, plot, and a problem</li> <li>First Nations, Métis, and Inuit text forms are connected to land and place</li> </ul>	<ul style="list-style-type: none"> <li>texts have various purposes</li> <li>stories have elements, including setting, characters, plot, and a problem, and can include teachings, morals, or values</li> <li>there are multiple ways to structure a story using different elements</li> <li>interpretations of texts are drawn from forms, features, and story elements</li> <li>First Nations, Métis, and Inuit text forms have specific elements and features that connect to land and place</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>exploring different forms of texts, including stories, informational, land, or First Nations pictographs</li> <li>sharing text features, including images, words, titles, or icons</li> <li>exploring elements of story, including characters, setting, events or teachings, morals, or values</li> </ul>	<ul style="list-style-type: none"> <li>discussing different forms of texts, including stories, informational, letters, land, First Nations petroglyphs, or poems, and how they are organized</li> <li>exploring First Nations, Métis, and Inuit text forms</li> <li>sharing that text features include images, words, titles, icons, or layout</li> <li>sharing story elements, including characters, setting, events (plot), problem, or teachings</li> </ul>	<ul style="list-style-type: none"> <li>examining various forms of texts, including stories, informational, letters, land, descriptive, Inuit inuksuit, or poems, and how they are organized</li> <li>connecting text features, including images, words, titles, icons, layout, or tables of contents, to forms</li> <li>connecting story elements, including characters, setting, plot, problem or teachings, morals, or values, to text forms</li> </ul>	<ul style="list-style-type: none"> <li>recognizing ways that text creators use forms, features, and story elements to reflect purpose</li> <li>examining the text features and elements of various text forms, including stories, letters, informational, descriptive, persuasive, poetic, web pages, land, or artifacts</li> <li>recognizing text features, including images, words, titles, icons, layout, tables of contents, captions, headings, glossaries, sidebar menus, or hyperlinks, to support purpose</li> <li>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</li> <li>connecting how First Nations, Métis, and Inuit text forms hold purpose and significance to land and place</li> <li>determining the purposes of First Nations, Métis, and Inuit forms of text, including Métis lobstersticks</li> </ul>	<ul style="list-style-type: none"> <li>explaining how texts inform, persuade, entertain, and inspire</li> <li>examining the text features and elements of various text forms, including stories, letters, informational, persuasive, descriptive, poetic, web pages, land, or artifacts</li> <li>explaining the connections between text forms and their related text features, including images, words, titles, icons, layout, tables of contents, captions, headings, glossaries, sidebar menus, hyperlinks, or landmarks</li> <li>comparing and contrasting the ways text creators use forms, features, and story elements, including characters, setting, plot, problem or teachings, morals, or values, in texts</li> <li>discussing how First Nations, Métis, and Inuit text forms have diverse elements and features</li> <li>examining the various purposes of Coastal First Nations totem poles</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3c.K: Text Organization</li> <li>LKU4d.K: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LKU3c.1: Text Organization</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LKU3c.1: Text Organization</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LKU3c.1: Text Organization</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LKU3c.2: Text Organization</li> <li>LKU4d.2: Modes and Media</li> </ul>

**DRAFT Kindergarten to Grade 4 English Language Arts**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• NA1a.K: Purpose</li> <li>• NKU2a.K: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• NA1a.1: Purpose</li> <li>• NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• NA1a.1: Purpose</li> <li>• NKU1b.1: Using Numbers</li> <li>• NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• NA1a.1: Purpose</li> <li>• NKU1b.1: Using Numbers</li> <li>• NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>• NA1a.2: Purpose</li> <li>• NKU1b.2: Using Numbers</li> <li>• NKU2a.2: Spatial Visualization</li> </ul>
<b>Guiding Questions</b>	<b>How do we respond to the artistry in texts?</b>	<b>How can text creators use artistry to evoke a response?</b>	<b>How can text creators use artistry to create an effect?</b>	<b>How can text creators use artistry to craft different texts?</b>	<b>How can we make connections to the artistry in texts?</b>
<b>Learning Outcomes</b>	<b>Children explore artistry in texts and share responses.</b>	<b>Students investigate and share artistry in texts that evoke a response.</b>	<b>Students describe artistry in texts that evoke a personal response.</b>	<b>Students explain connections made between artistry and personal responses.</b>	<b>Students examine a variety of ways that authors craft artistic effects in texts that evoke a response.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>• texts express thoughts and feelings there are parts in texts that create a response (artistry)</li> </ul>	<ul style="list-style-type: none"> <li>• texts express thoughts, feelings, and emotions</li> <li>• literary techniques, including words, images, language patterns, and rhyme, evoke responses</li> </ul>	<ul style="list-style-type: none"> <li>• different texts evoke different responses</li> <li>• personal responses are connected to lived experiences</li> <li>• literary techniques, including words, images, and alliteration, evoke a response</li> <li>• capital letters, periods, question marks, and exclamation marks (conventions) can be used in texts to evoke responses</li> </ul>	<ul style="list-style-type: none"> <li>• each text evokes a different response</li> <li>• authors make choices to create responses</li> <li>• authors use literary techniques to illustrate story elements</li> <li>• punctuation and font can create effect</li> <li>• literary techniques, including words, images, onomatopoeia, and sensory details, influence effect</li> </ul>	<ul style="list-style-type: none"> <li>• authors craft texts in a variety of ways for effect</li> <li>• responses can change when literary techniques, including word play, alliteration, sensory details, and onomatopoeia, are combined</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• sharing responses evoked from texts</li> <li>• sharing what aspects of texts create responses</li> <li>• exploring the ways that images, symbols, body language, oral language, sounds, and land can evoke a response</li> <li>• exploring rhythm and rhyme</li> </ul>	<ul style="list-style-type: none"> <li>• sharing thoughts and feelings evoked from texts</li> <li>• recognizing that literary techniques, including word choices and images, create responses</li> <li>• recognizing literary techniques, including language patterns, repetition, rhythm, and rhyme</li> <li>• discussing effects of literary techniques, including word choices, images, sensory details, and fonts, in texts</li> <li>• exploring the effects of exclamation marks and question marks in texts</li> </ul>	<ul style="list-style-type: none"> <li>• sharing personal responses to text elements</li> <li>• connecting personal responses to lived experiences</li> <li>• discussing the effects of literary techniques, including word choice, image, alliteration, and sensory details</li> <li>• discussing the effects of font and punctuation, including capital letters, periods, question marks, and exclamation marks</li> <li>• exploring ways that story elements, including characters and setting, are described within texts</li> </ul>	<ul style="list-style-type: none"> <li>• explaining personal feelings or connections to lived experiences when responding to texts</li> <li>• explaining the effects of words, images, punctuation, and font</li> <li>• exploring images created from literary techniques, including words, word play, alliteration, sensory details, and onomatopoeia</li> <li>• explaining ways that story elements, including characters, setting, and plot, are described</li> <li>• exploring the effects of combining literary techniques</li> </ul>	<ul style="list-style-type: none"> <li>• connecting personal responses to lived experiences</li> <li>• explaining ways that authors use words, images, punctuation, and font to create an effect</li> <li>• explaining images created by literary techniques, including words, word play, alliteration, sensory details, and onomatopoeia</li> <li>• comparing the effects of word and image choice</li> <li>• comparing how story elements, including characters, setting, and plot, are crafted</li> <li>• explaining the effects of combining literary techniques</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Managing Information</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• LKU3a.K: Background Knowledge</li> <li>• LKU3d.K: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>• LKU1b.1: Conventions</li> <li>• LKU3a.1: Background Knowledge</li> <li>• LKU3d.1: Comprehension Strategies</li> <li>• LKU4e.1: Media Influence</li> </ul>	<ul style="list-style-type: none"> <li>• LKU1b.1: Conventions</li> <li>• LKU3a.1: Background Knowledge</li> <li>• LKU3d.1: Comprehension Strategies</li> <li>• LKU4e.1: Media Influence</li> </ul>	<ul style="list-style-type: none"> <li>• LKU1b.1: Conventions</li> <li>• LKU3a.1: Background Knowledge</li> <li>• LKU3d.1: Comprehension Strategies</li> <li>• LKU4e.1: Media Influence</li> </ul>	<ul style="list-style-type: none"> <li>• LKU1b.2: Conventions</li> <li>• LKU3a.2: Background Knowledge</li> <li>• LKU3d.2: Comprehension Strategies</li> <li>• LKU4e.2: Media Influence</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>

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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Guiding Questions</b>	<b>How do texts create meaning?</b>	<b>What helps me construct meaning of texts?</b>	<b>How do I construct meaning from texts?</b>	<b>What are ways that I make meaning of texts?</b>	<b>What informs my interpretation of texts?</b>
<b>Learning Outcomes</b>	<b>Children share the meaning that they construct from texts.</b>	<b>Students explore and share processes and cues that help to construct meaning of texts while listening, reading, and viewing.</b>	<b>Students investigate and explain how processes and cues help to construct meaning of texts while listening, reading, and viewing.</b>	<b>Students apply processes and cues when constructing meaning of texts while listening, reading, and viewing.</b>	<b>Students investigate how personal interpretations of texts are formed while listening, reading, and viewing.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>• texts have meaning</li> <li>• interactions with and discussions about texts assist in constructing meaning</li> <li>• lived experiences help construct meaning of texts</li> <li>• story elements, including characters, setting, and events, assist understanding</li> <li>• text features, including images and words, contribute to constructing meaning</li> <li>• books are read from left to right and top to bottom</li> </ul>	<ul style="list-style-type: none"> <li>• texts share information, ideas, and feelings</li> <li>• thinking processes enhance engagement with and understanding of text</li> <li>• lived experiences and background knowledge support connections to and meaning making of texts</li> <li>• images, context (meaning), word parts (graphophonics), and the sentence (structure) help to make meaning while reading (cueing systems)</li> <li>• words support visualization</li> <li>• text features, including titles, images, layout, labels, icons, and landmarks, contribute to constructing meaning</li> <li>• story elements, including setting, characters, and events, contribute to constructing meaning</li> <li>• periods, question marks, and exclamation marks (punctuation) assist in the construction of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• interactions with texts confirm some understandings and create new ones</li> <li>• thinking processes enhance engagement with and understanding of texts</li> <li>• lived experiences and background knowledge support connections to and meaning making of texts</li> <li>• images, context (meaning), word parts (graphophonics), and the sentence (structure) help to make meaning while reading (cueing systems)</li> <li>• words and phrases support visualization</li> <li>• text features, including titles, images, layout, labels, icons, captions, tables of contents, or landmarks, contribute to constructing meaning</li> <li>• story elements, including setting, characters, and plot, contribute to constructing meaning</li> <li>• periods, question marks, and exclamation marks (punctuation) assist in the construction of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• interactions with one another help people gain insight into the meaning of texts</li> <li>• thinking processes enhance engagement with and understanding of texts</li> <li>• lived experiences and background knowledge support connections to and meaning making of texts</li> <li>• context contributes to meaning</li> <li>• figurative language, including alliteration and onomatopoeia, support visualization</li> <li>• text features, including images, layout, labels, icons, captions, tables of contents, headings, glossaries, sidebar menus, hyperlinks, or landmarks, contribute to constructing meaning</li> <li>• story elements, including setting, characters, plot, and a problem, contribute to constructing meaning</li> <li>• question marks, exclamation marks, quotation marks, and commas (punctuation) assist in the construction of meaning</li> </ul>	<ul style="list-style-type: none"> <li>• interactions with people who have diverse perspectives provide insight into the meaning of texts</li> <li>• thinking processes enhance engagement with and understanding of texts</li> <li>• lived experiences and awareness of one another and communities broadens connections to and interpretations of texts</li> <li>• selection of text evidence supports and enhances interpretations</li> <li>• context contributes to meaning</li> <li>• figurative language, including similes, onomatopoeia, and alliteration, support visualization</li> <li>• text features, including images, captions, tables of contents, headings, glossaries, sidebar menus, hyperlinks, or landmarks, contribute to understanding</li> <li>• story elements, including setting, characters, plot, problem and teachings, morals, and values, can contribute to understanding</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• sharing personal feelings, thoughts, and ideas about texts</li> <li>• connecting lived experiences to ideas, characters, events, and topics in texts</li> <li>• predicting using text cues and lived experiences</li> <li>• exploring text features, including images, words, titles, landmarks, or icons</li> <li>• recognizing the relationship between words and images</li> <li>• reading images, the land, and environmental print (words encountered in immediate surroundings)</li> <li>• tracking print from top to bottom and left to right</li> </ul>	<ul style="list-style-type: none"> <li>• communicating personal feelings, thoughts, ideas, and background knowledge about texts</li> <li>• accessing prior knowledge and asking if it sounds right, makes sense, and looks right while monitoring reading (cueing systems)</li> <li>• connecting key events or characters in a story to lived experiences</li> <li>• connecting evidence from texts or lived experiences to make predictions</li> <li>• retelling the sequence of events, ideas, or information with some details</li> <li>• sharing mental images created from texts</li> <li>• reading texts with some fluency</li> <li>• discussing how events (plot) develop and how problems are introduced</li> <li>• constructing meaning using text features</li> </ul>	<ul style="list-style-type: none"> <li>• exploring strategies that support the thinking processes</li> <li>• applying cueing systems flexibly, asking if it sounds right, makes sense, and looks right while monitoring reading (cueing systems)</li> <li>• connecting background knowledge and lived experiences to support understanding of a topic, character, or new idea</li> <li>• making predictions and inferences with evidence from background knowledge, lived experiences, or text clues</li> <li>• describing mental images created through words and figurative language, including alliteration</li> <li>• identifying the key events and main ideas</li> <li>• exploring how context influences understanding of texts</li> </ul>	<ul style="list-style-type: none"> <li>• applying strategies that support thinking processes</li> <li>• applying cueing systems while reading to make meaning fluently in texts</li> <li>• inferring about a character’s actions or feelings with evidence from background knowledge, lived experiences, or text clues</li> <li>• describing mental images created through figurative language</li> <li>• communicating how events relate to the problem and solution</li> <li>• summarizing key events and main idea with relevant details</li> <li>• sharing point of view about texts</li> <li>• sharing new insights based on interactions with texts and one another</li> <li>• reading a variety of texts fluently</li> <li>• constructing meaning using text features</li> </ul>	<ul style="list-style-type: none"> <li>• choosing strategies that support thinking processes</li> <li>• connecting the thoughts and actions of characters to lived experiences and background knowledge</li> <li>• making inferences and predictions about a character’s motives with supporting evidence from text</li> <li>• sharing the mental images created through figurative language, including similes, onomatopoeia, and alliteration</li> <li>• sharing evidence to support thoughts and ideas about texts</li> <li>• recognizing how key events in a story relate to the resolution</li> <li>• explaining the relationship between the main idea and details in texts</li> </ul>

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		<ul style="list-style-type: none"> <li>reading high-utility words and new vocabulary</li> <li>observing periods, question marks, and exclamation marks when reading</li> <li>demonstrating directionality of print and sweeping back to the left margin and then to the next line</li> </ul>	<ul style="list-style-type: none"> <li>reading a variety of texts with increasing fluency</li> <li>constructing meaning using text features</li> <li>reading high-utility words and descriptive vocabulary</li> <li>attending to periods, question marks, and exclamation marks (punctuation) when reading</li> </ul>	<ul style="list-style-type: none"> <li>reading an increasing variety of high-utility and topic-specific words</li> <li>sharing how punctuation, including question marks, exclamation marks, quotation marks, and commas, helps to construct meaning</li> </ul>	<ul style="list-style-type: none"> <li>considering the views of different interpretations of texts</li> <li>reflecting on how interpretation is influenced by interpretations made by one another</li> <li>constructing meaning using text features</li> <li>reading an increasing variety of high-utility and topic-specific words</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> <li>LKU3b.K: Vocabulary</li> <li>LKU3c.K: Text Organization</li> <li>LKU3d.K: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3b.1: Vocabulary</li> <li>LKU3c.1: Text Organization</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU3a.1: Background Knowledge</li> <li>LKU3b.1: Vocabulary</li> <li>LKU3c.1: Text Organization</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU3a.1: Background Knowledge</li> <li>LKU3b.1: Vocabulary</li> <li>LKU3c.1: Text Organization</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.2: Task Analysis</li> <li>LKU3a.2: Background Knowledge</li> <li>LKU3b.2: Vocabulary</li> <li>LKU3c.2: Text Organization</li> <li>LKU3d.2: Comprehension Strategies</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>NKU1d.K: Patterns and Relationships</li> </ul>	<ul style="list-style-type: none"> <li>NKU1d.1: Patterns and Relationships</li> </ul>	<ul style="list-style-type: none"> <li>NKU1d.1: Patterns and Relationships</li> </ul>	<ul style="list-style-type: none"> <li>NKU1d.1: Patterns and Relationships</li> </ul>	<ul style="list-style-type: none"> <li>NKU1d.2: Patterns and Relationships</li> </ul>
<b>Guiding Questions</b>	<b>How can communication of our feelings, ideas, and experiences be expressed?</b>	<b>How can communication of our feelings, ideas, experiences, and information be expressed?</b>	<b>How can effective communication of our feelings, ideas, experiences, and information be expressed?</b>	<b>How can effective communication of our feelings, ideas, experiences, and information be expressed for a variety of purposes?</b>	<b>How can the audience and purpose shape communication of our feelings, ideas, experiences, and information?</b>
<b>Learning Outcomes</b>	<b>Children experiment with different forms of expression that communicate feelings and experiences.</b>	<b>Students create texts for the communication of feelings, ideas, experiences, and information.</b>	<b>Students create a variety of texts with literary techniques, features, and elements.</b>	<b>Students create a variety of text forms for specific purposes.</b>	<b>Students create texts for a specific audience and purpose.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>lived experiences help generate ideas for text creation</li> <li>texts provide ideas and information to support text creation</li> <li>communication of a message can be represented in many ways</li> </ul>	<ul style="list-style-type: none"> <li>feelings, ideas, lived experiences, and information help generate ideas for text creation</li> <li>the writing process includes generating, planning, drafting, and revising ideas</li> <li>text features, including titles and images, add to the message of texts</li> <li>the order and placement of words and images helps with clear communication</li> </ul>	<ul style="list-style-type: none"> <li>feelings, ideas, lived experiences, information, and interactions with texts and one another support text creation</li> <li>the writing process includes generating, planning, drafting, and making changes to ideas (revising)</li> <li>words and image (literary techniques); characters and plot (story elements); and titles, images, and labels (text features) add interest to text creation</li> <li>the order and organization of words and images contribute to a clear message</li> <li>sentence structure and punctuation clarify messages</li> </ul>	<ul style="list-style-type: none"> <li>feelings, ideas, lived experiences, information, interactions with texts, and ideas of one another add interest to texts</li> <li>the writing process is a cycle that includes generating, planning, drafting, changing and adding ideas (revising), and checking spelling and punctuation (editing)</li> <li>texts are created for different purposes, including to inform, persuade, or entertain</li> <li>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</li> <li>the order and organization of words, sentences, and images contribute to clear messages</li> <li>revisions and edits make texts clear</li> <li>writing conventions are needed to communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>drawing on feelings, ideas, lived experiences, information, and diverse texts supports the crafting of texts for a variety of purposes</li> <li>the writing process is a cycle that can be individualized</li> <li>story elements, literary techniques, text forms, and text features can be selected to create desired effects for the audience</li> <li>the order and organization of words, sentences, paragraphs, and images contribute to and affect the message</li> <li>revising is an ongoing process that provides clarity to and interest in texts</li> <li>editing is an ongoing process that helps to communicate ideas more clearly</li> </ul>

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<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>exploring different forms of communication, including pictures, non-conventional print, copying, and symbols</li> <li>generating ideas for text creation</li> <li>experimenting with letter formation</li> <li>recording environmental print and words that have personal significance</li> <li>discussing the message conveyed in personal texts</li> <li>expressing thoughts, feelings, and lived experiences through various representations</li> </ul>	<ul style="list-style-type: none"> <li>writing about and representing feelings, ideas, lived experiences, and information in a variety of texts, including stories, letters, informational, or poems</li> <li>exploring a variety of ways to generate ideas with one another</li> <li>creating texts with story elements, including characters and events (simple plot)</li> <li>experimenting with word choice</li> <li>applying high-utility words when creating texts</li> <li>experimenting with text features, including titles, images, and labels</li> <li>printing letters and words, formed legibly with spacing, with or without digital tools</li> <li>checking whether or not text makes sense and considering changes</li> <li>experimenting with capital letters and periods when writing simple statements</li> <li>exploring strategies to spell unknown words</li> </ul>	<ul style="list-style-type: none"> <li>writing about and representing feelings, ideas, lived experiences, and information in a variety of texts, including stories, letters, informational texts, descriptive texts, or poems</li> <li>experimenting with ways to generate, organize, and record ideas</li> <li>creating texts with story elements, including settings, characters, key details, and simple plots</li> <li>applying high-utility words and new vocabulary appropriately in creating texts</li> <li>applying literary techniques being explored, including words, rhymes, sounds, language patterns, or alliteration</li> <li>applying text features, including images, labels, tables of contents, or layout</li> <li>printing letters and words, formed legibly with spacing and increasing fluency, with or without digital tools</li> <li>writing with connecting words to join related ideas in a sentence</li> <li>revising to check whether or not texts make sense and changing words or sentences to improve the message</li> <li>applying feedback to ensure that details are on topic</li> <li>writing simple sentences, including nouns and verbs, capital letters, end punctuation, and commas in a series</li> <li>applying strategies to spell unknown words</li> </ul>	<ul style="list-style-type: none"> <li>choosing text form by considering purpose, including to inform, persuade, inspire, or entertain</li> <li>experimenting with ways of generating, planning, and organizing ideas for writing</li> <li>applying high-utility words and descriptive vocabulary to communicate meaning</li> <li>applying literary techniques being explored, including descriptive words, rhymes, sensory details, alliteration, and onomatopoeia</li> <li>integrating story elements, including setting, characters, and plot</li> <li>choosing text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, to support purpose</li> <li>handwriting letters and words legibly, with or without digital tools</li> <li>exploring personal voice where appropriate</li> <li>composing sentences using different lengths and beginnings</li> <li>revising by adding, deleting, or changing words or sentences to improve clarity</li> <li>adding literary elements and text features to clarify the message</li> <li>applying feedback to clarify meaning and add interest</li> <li>writing simple sentences with nouns, verbs, adjectives, adverbs, capital letters, end punctuation, and apostrophes</li> <li>applying strategies to spell unknown words</li> </ul>	<ul style="list-style-type: none"> <li>choosing text form by considering audience and purpose, including to inform, persuade, inspire, or entertain</li> <li>applying a variety of strategies for generating, organizing, and recording ideas</li> <li>applying an increasing variety of descriptive and topic-specific vocabulary depending on purpose</li> <li>applying literary techniques being explored, including onomatopoeia, alliteration, similes, descriptive words, and rhymes that enhance effect</li> <li>creating stories with elements, including setting, characters, and plot, or elements that may reflect different cultures or authors' styles</li> <li>choosing text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, appropriate to audience and purpose</li> <li>handwriting letters and words legibly with increasing fluency, with or without digital tools</li> <li>adapting personal voice where appropriate</li> <li>writing a variety of sentences that vary in length and complexity</li> <li>revising texts to ensure a logical progression of ideas and information and to add interest</li> <li>writing with commas after introductory words and consistently applying capital letters and end punctuation</li> <li>applying strategies to spell unknown words</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Creativity and Innovation</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Creativity and Innovation</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LA1a.K: Purpose</li> <li>LKU4a.K: Clarity</li> <li>LKU4c.K: Intent</li> <li>LKU4d.K: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> <li>LKU4c.1: Intent</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> <li>LKU4c.1: Intent</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.1: Task Analysis</li> <li>LKU1b.1: Conventions</li> <li>LKU3b.1: Vocabulary</li> <li>LKU4a.1: Clarity</li> <li>LKU4c.1: Intent</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA3a.2: Task Analysis</li> <li>LKU1b.2: Conventions</li> <li>LKU3b.2: Vocabulary</li> <li>LKU4a.2: Clarity</li> <li>LKU4b.2: Audience</li> <li>LKU4c.2: Intent</li> <li>LKU4d.2: Modes and Media</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>NKU2a.K: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>NKU2a.1: Spatial Visualization</li> </ul>	<ul style="list-style-type: none"> <li>NKU2a.2: Spatial Visualization</li> </ul>



**DRAFT Kindergarten to Grade 4 English Language Arts**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Guiding Questions</b>	<b>How can curiosity help us explore the world?</b>	<b>How can curiosity help us gather and organize information to explore the world?</b>	<b>How can curiosity help me gather, organize, and evaluate information to solve problems and discover new ideas?</b>	<b>How can the inquiry process help us gather, organize, and evaluate information to solve problems and learn new ideas?</b>	<b>How can refining the inquiry process help me manage information and shape my understanding?</b>
<b>Learning Outcomes</b>	<b>Children explore how curiosity helps construct and express meaning.</b>	<b>Students engage in and practise processes that encourage curiosity in the construction and expression of meaning.</b>	<b>Students experiment with and implement a process that encourages curiosity about a specific topic in the construction and expression of meaning.</b>	<b>Students apply an inquiry process that encourages curiosity about a chosen topic in the construction and expression of meaning.</b>	<b>Students apply and refine an inquiry process about a chosen topic in the construction and expression of meaning.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>curiosity helps to explore the world</li> <li>asking questions can support understanding of texts and experiences</li> <li>information comes from a variety of sources, including people, land, books, and digital texts</li> </ul>	<ul style="list-style-type: none"> <li>curiosity helps to explore the world</li> <li>questions can contribute to new understandings of texts and experiences</li> <li>information comes from a variety of sources, including people, land, books, and digital texts</li> </ul>	<ul style="list-style-type: none"> <li>curiosity about a specific topic helps to solve problems and discover new ideas</li> <li>questions and statements are different</li> <li>fact and fiction are different</li> <li>information comes from a variety of sources, including people, land, books, and digital texts</li> </ul>	<ul style="list-style-type: none"> <li>curiosity about a chosen topic helps to solve problems and discover new ideas</li> <li>inquiry can support problem solving and discovery of new ideas</li> <li>the inquiry process includes various steps</li> <li>opinions and facts are different</li> <li>information about a chosen topic can be collected from a variety of sources, including people, land, books, and digital texts</li> </ul>	<ul style="list-style-type: none"> <li>the inquiry process helps manage information and shape understandings about a chosen topic</li> <li>inquiry is a process that can be influenced by choices</li> <li>information can be ranked, sorted, and validated when consulting a variety of sources, including people, land, books, and digital texts</li> <li>information can be relevant and irrelevant, reliable and unreliable</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>exploring ways that curiosity supports the construction and expression of meaning</li> <li>sharing questions and predictions related to texts and experiences</li> <li>exploring ways to share and sort information and observations</li> <li>exploring differences between real and imaginary</li> </ul>	<ul style="list-style-type: none"> <li>sharing questions and predictions about information gathered from texts and experiences</li> <li>exploring differences between a question and a statement</li> <li>exploring differences between fact and fiction</li> <li>exploring differences between navigating digital tools and other texts</li> <li>recording observations in various ways, including pictures and words</li> <li>sorting information into suggested categories</li> <li>describing experiences related to gathering information</li> </ul>	<ul style="list-style-type: none"> <li>sharing questions and predictions about a specific topic</li> <li>verifying predictions about information gathered from texts and experiences</li> <li>recognizing when information answers questions related to a specific topic</li> <li>making connections between background knowledge and new ideas</li> <li>exploring differences between navigating digital texts and other texts</li> <li>recording observations in various ways, including pictures, words, and simple phrases</li> <li>sorting information about a specific topic into suggested categories</li> <li>describing experiences and reflections related to gathering information</li> </ul>	<ul style="list-style-type: none"> <li>asking questions relevant to a chosen topic</li> <li>sharing and monitoring predictions about a chosen topic</li> <li>selecting topics and sources based on preference or purpose</li> <li>making connections between background knowledge and new ideas</li> <li>recognizing that different skills are required to navigate digital texts and other texts</li> <li>recording main ideas in a variety of ways, including pictures, words, and simple sentences</li> <li>generating categories to sort information related to a chosen topic</li> <li>exploring ways to determine usefulness of information</li> <li>adjusting the research process based on pre-established criteria</li> </ul>	<ul style="list-style-type: none"> <li>asking questions to focus inquiry about a chosen topic</li> <li>choosing topics and sources to focus inquiry based on preference or purpose</li> <li>generating appropriate categories to sort information</li> <li>exploring ways to determine relevance and reliability of information related to a chosen topic</li> <li>connecting background knowledge and new ideas to a chosen topic</li> <li>applying a variety of skills when navigating digital texts and other texts</li> <li>summarizing main ideas in a variety of ways, including pictures, words, and complete sentences</li> <li>identifying strengths and areas for improvement in an inquiry process</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Managing Information</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU2a.K: Develop Questions</li> <li>LKU2b.K: Access</li> <li>LKU2c.K: Evaluate</li> <li>LKU3a.K: Background Knowledge</li> <li>LKU3d.K: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU2a.1: Develop Questions</li> <li>LKU2b.1: Access</li> <li>LKU2c.1: Evaluate</li> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU2a.1: Develop Questions</li> <li>LKU2b.1: Access</li> <li>LKU2c.1: Evaluate</li> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU2a.1: Develop Questions</li> <li>LKU2b.1: Access</li> <li>LKU2c.1: Evaluate</li> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LA2a.2: Personal Insight</li> <li>LA3a.2: Task Analysis</li> <li>LKU2a.2: Develop Questions</li> <li>LKU2b.2: Access</li> <li>LKU2c.2: Evaluate</li> <li>LKU3d.2: Comprehension Strategies</li> </ul>

**DRAFT Kindergarten to Grade 4 English Language Arts**

	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
<b>Numeracy</b>	• None identified	• NKU1h.1: Probability	• None identified	• None identified	• None identified
<b>Guiding Questions</b>	<b>How can we acknowledge the ownership of texts?</b>	<b>Why do we need to acknowledge text creators?</b>	<b>How can we locate and record information in an ethical way?</b>	<b>Why do we gather and record information in an ethical way?</b>	<b>Why do we manage information in an ethical way?</b>
<b>Learning Outcomes</b>	<b>Children acknowledge themselves and one another as text creators.</b>	<b>Students explore the importance of acknowledging the owner of ideas.</b>	<b>Students become aware of the importance of acknowledging ownership of text.</b>	<b>Students gather and record information in an ethical way.</b>	<b>Students demonstrate ethical ways to gather and record information and ideas.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>texts have creators who need to be acknowledged</li> </ul>	<ul style="list-style-type: none"> <li>the owner of ideas needs to be acknowledged</li> <li>students can own texts that they create</li> </ul>	<ul style="list-style-type: none"> <li>texts and information have creators or owners</li> <li>there are laws that dictate what images can be viewed or copied</li> </ul>	<ul style="list-style-type: none"> <li>laws dictate what sources of information can be used</li> <li>people can choose whether or not to have their image recorded</li> <li>First Nations, Métis, and Inuit codes of etiquette demonstrate appropriate and respectful ways of communicating and working with First Nations, Métis, and Inuit (Protocol)</li> </ul>	<ul style="list-style-type: none"> <li>all information has an owner</li> <li>people must be asked permission to have their name used and image recorded</li> <li>images and other sources of information must be credited</li> <li>authentic credit is given to First Nations, Métis, and Inuit knowledge and teachings by referencing the individual and specific community</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>acknowledging text creators and where stories come from</li> <li>identifying own work</li> </ul>	<ul style="list-style-type: none"> <li>recognizing text creators and where stories come from</li> <li>crediting own work</li> </ul>	<ul style="list-style-type: none"> <li>naming sources of information</li> <li>recording key facts and ideas in own words and picture</li> </ul>	<ul style="list-style-type: none"> <li>acknowledging titles and authors of sources of information in a list</li> <li>recognizing when work and ideas can be used by one another</li> <li>asking permission when recording images of another person</li> <li>recording key ideas and information from sources</li> <li>exploring First Nations, Métis, and Inuit protocols in appropriate contexts</li> </ul>	<ul style="list-style-type: none"> <li>acknowledging sources in alphabetical order</li> <li>exploring criteria to examine trustworthy sources</li> <li>recognizing when copyright laws apply to texts</li> <li>asking permission when recording images of another person</li> <li>paraphrasing ideas from trustworthy sources</li> <li>crediting authentic First Nations, Métis, and Inuit sources</li> </ul>
<b>Competencies</b>	• Managing Information	• Managing Information	• Managing Information	• Managing Information	• Managing Information
<b>Literacy</b>	• LKU2d.K: Ethical Use	• LKU2d.1: Ethical Use	• LKU2d.1: Ethical Use	• LKU2d.1: Ethical Use	• LKU2d.2: Ethical Use
<b>Numeracy</b>	• None identified	• None identified	• None identified	• None identified	• None identified

**DRAFT Kindergarten to Grade 4 English Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	<b>Developing and affirming identity through lived experiences contributes to well-being and understandings of self and one another.</b>				
<b>Guiding Questions</b>	<b>What texts do I find enjoyable and engaging?</b>	<b>How can I enjoy and engage with diverse texts?</b>	<b>How can understanding my literacy needs support my enjoyment of and engagement with diverse texts?</b>	<b>What habits can help me achieve my literacy goals and support my enjoyment of and engagement with diverse texts?</b>	<b>What habits can I apply to achieve my literacy goals and support my enjoyment of and engagement with diverse texts?</b>
<b>Learning Outcomes</b>	<b>Children explore and share texts that provide enjoyment.</b>	<b>Students investigate and consider ways to find enjoyment when engaging with diverse texts.</b>	<b>Students communicate preferences that foster enjoyment of and engagement with diverse texts.</b>	<b>Students experiment with and describe a variety of strategies that support enjoyment of and engagement with diverse texts.</b>	<b>Students apply strategies that support enjoyment, engagement and perseverance with diverse texts.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>texts can provide enjoyment</li> <li>language is everywhere and provides enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>there are a variety of ways to engage with texts when reading, writing, listening, speaking, viewing, or representing</li> <li>selection of appropriate texts supports engagement</li> <li>choosing preferred texts can provide enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>selection of appropriate and preferred texts supports engagement with and enjoyment of texts when reading, writing, listening, speaking, viewing, or representing</li> <li>each person has different needs, including visual, auditory, and kinesthetic, that support engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>text choice, goal setting, and reflection are strategies used to engage when reading, writing, listening, speaking, viewing, or representing</li> <li>routines help reinforce engagement with texts</li> <li>literacy is the ability to use a variety of strategies to engage with texts</li> </ul>	<ul style="list-style-type: none"> <li>text choices vary based on preference</li> <li>trying new strategies can offer more opportunities for engagement</li> <li>embracing challenges can support positive interactions with texts</li> <li>discussing texts promotes engagement and broadens perspectives</li> <li>literacy involves the ability to use a variety of strategies to persevere when engaging with texts</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>choosing texts for enjoyment based on preference</li> <li>sharing likes and dislikes about texts</li> <li>sharing favourite images, words, phrases, or ideas in texts</li> <li>exploring language within communities</li> </ul>	<ul style="list-style-type: none"> <li>following criteria to select appropriate print and non-print texts</li> <li>sharing reflections on how text choices and preferences relate to engagement or enjoyment</li> <li>exploring diverse texts in a variety of ways</li> <li>exploring ways that literacy engages self and one another</li> </ul>	<ul style="list-style-type: none"> <li>explaining reasons for text choices and preferences</li> <li>experimenting with texts in a variety of ways to discover preferences</li> <li>reflecting on needs that support enjoyment of and engagement with texts</li> <li>describing ways that literacy engages self and one another with communities</li> </ul>	<ul style="list-style-type: none"> <li>connecting preferred texts to lived experiences</li> <li>reflecting on goals set and strategies needed to foster enjoyment and engagement</li> <li>describing how interacting with a variety of texts fosters enjoyment and engagement</li> <li>following routines to engage with texts</li> <li>acknowledging how literacy fosters engagement between self and one another within communities</li> </ul>	<ul style="list-style-type: none"> <li>explaining when text choices and preferences connect to lived experiences</li> <li>choosing unfamiliar texts</li> <li>exploring challenging texts and applying strategies that support perseverance</li> <li>setting and adjusting goals to persevere when interacting with diverse texts</li> <li>choosing and reflecting on strategies that foster engagement and enjoyment</li> <li>recognizing how developing literacy builds connections between self and local and global communities</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Personal Growth and Well-being</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LA1a.K: Purpose</li> <li>LA1b.K: Participation</li> <li>LKU4d.K: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LA1b.1: Participation</li> <li>LA2a.1: Personal Insight</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LA1b.1: Participation</li> <li>LA2a.1: Personal Insight</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.1: Purpose</li> <li>LA1b.1: Participation</li> <li>LA2a.1: Personal Insight</li> <li>LKU3a.1: Background Knowledge</li> <li>LKU4d.1: Modes and Media</li> </ul>	<ul style="list-style-type: none"> <li>LA1a.2: Purpose</li> <li>LA1b.2: Participation</li> <li>LA2a.2: Personal Insight</li> <li>LKU3a.2: Background Knowledge</li> <li>LKU4d.2: Modes and Media</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>

**DRAFT Kindergarten to Grade 4 English Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Guiding Questions</b>	<b>How can engaging with texts develop an awareness of self?</b>	<b>How can engaging with diverse texts build an awareness of self?</b>	<b>How can engaging with diverse texts develop an understanding of self?</b>	<b>How can engaging with diverse texts build an understanding of self and one another?</b>	<b>How can engaging with diverse texts expand an understanding of self and one another?</b>
<b>Learning Outcomes</b>	<b>Children explore and share texts that develop an awareness of self.</b>	<b>Students explore and share diverse texts and lived experiences that contribute to an awareness of self.</b>	<b>Students explore and share connections between diverse texts and lived experiences that develop an awareness of self.</b>	<b>Students share connections between their lived experiences, one another, and diverse texts that develop an awareness of self.</b>	<b>Students explain connections between their lived experiences, one another, and diverse texts that develop identity.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>personal stories represent self</li> </ul>	<ul style="list-style-type: none"> <li>personal stories represent self</li> <li>people have similar as well as different stories</li> <li>texts and lived experiences help individuals to develop an awareness of self</li> </ul>	<ul style="list-style-type: none"> <li>stories of home, community, and culture represent self</li> <li>connections between texts and lived experiences build awareness of self</li> </ul>	<ul style="list-style-type: none"> <li>unique stories of self, home, community, and culture shape an awareness of self</li> </ul>	<ul style="list-style-type: none"> <li>identity is knowing self</li> <li>unique stories of self, home, community, and culture contribute to identity</li> <li>identity develops over time</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>exploring an awareness of self through engagement with texts</li> <li>sharing lived experiences of home, community, or culture to explore an awareness of self</li> </ul>	<ul style="list-style-type: none"> <li>developing an awareness of self through the exploration of texts</li> <li>exploring different lived experiences represented in texts</li> <li>connecting lived experiences of home, community, or culture to an awareness of self</li> </ul>	<ul style="list-style-type: none"> <li>connecting texts and lived experiences to develop an awareness of self</li> <li>recognizing that personal experiences of home, community, and culture influence self</li> <li>expressing awareness of self through engagement with and creation of texts</li> </ul>	<ul style="list-style-type: none"> <li>recognizing how connecting to diverse texts contributes to an awareness of self</li> <li>recognizing that culture is expressed through a variety of texts</li> <li>describing self through engagement with and creation of texts</li> </ul>	<ul style="list-style-type: none"> <li>recognizing that experiences of self, home, community, and culture influence identity</li> <li>exploring identity through engagement with and creation of diverse texts</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.2: Background Knowledge</li> <li>LKU3d.2: Comprehension Strategies</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>

**DRAFT Kindergarten to Grade 4 English Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	<b>Critically analyzing diverse worldviews and experiences fosters empathy, respect, and pluralism.</b>				
<b>Guiding Questions</b>	<b>How can sharing texts help us understand one another?</b>	<b>How can sharing diverse texts help us understand one another in our communities?</b>	<b>How can engaging with diverse texts help us understand one another in our communities?</b>	<b>How can engaging with a variety of diverse texts help us understand one another and the world?</b>	<b>How can engaging with a variety of diverse texts help us build empathy for one another?</b>
<b>Learning Outcomes</b>	<b>Children explore and share personal views about information and ideas encountered in diverse texts.</b>	<b>Students connect personal views to those encountered in diverse texts.</b>	<b>Students interact with and relate to texts that communicate diverse points of view.</b>	<b>Students compare personal points of view to those in texts and to those of one another.</b>	<b>Students examine a variety of diverse texts and discuss how considering different perspectives builds empathy.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>views are an individual’s opinion</li> <li>views about texts can be similar</li> </ul>	<ul style="list-style-type: none"> <li>views can be similar or different</li> <li>views are shaped by lived experiences</li> <li>texts can share and represent views that are similar or different</li> </ul>	<ul style="list-style-type: none"> <li>everyone has a point of view</li> <li>points of view can be shaped by listening to and discussing one another’s points of view</li> <li>diverse texts, lived experiences, and interactions with one another shape our views</li> </ul>	<ul style="list-style-type: none"> <li>points of view are formed through exploring diverse texts and discussing varied points of view</li> <li>being open to another’s point of view requires compassion</li> </ul>	<ul style="list-style-type: none"> <li>texts reflect diverse perspectives</li> <li>everyone has a perspective that is shaped by lived experiences and interactions with one another</li> <li>empathy helps people relate to one another and acknowledge different perspectives</li> <li>awareness and appreciation of different perspectives strengthens community</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>sharing personal views about texts and experiences</li> <li>acknowledging the views of one another</li> <li>exploring how lived experiences shape views</li> </ul>	<ul style="list-style-type: none"> <li>recognizing that lived experiences shape views</li> <li>recognizing personal views explored in texts</li> <li>recognizing how personal views and those of characters can be the same or different</li> </ul>	<ul style="list-style-type: none"> <li>acknowledging personal points of view</li> <li>listening respectfully to consider one another’s points of view</li> <li>acknowledging the points of view found in diverse texts</li> </ul>	<ul style="list-style-type: none"> <li>explaining points of view found in diverse texts</li> <li>listening respectfully to one another’s points of view</li> <li>connecting to the feelings and actions of one another to build compassion</li> </ul>	<ul style="list-style-type: none"> <li>exploring how time and place influence how people and characters come to understand their experiences</li> <li>connecting personal perspectives to those found in diverse texts</li> <li>reflecting on the feelings and actions of characters to build empathy</li> <li>listening attentively and openly to one another’s perspectives to build empathy</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> </ul>	<ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Cultural and Global Citizenship</li> <li>Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> <li>LKU3d.K: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3b.1: Vocabulary</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4a.1: Clarity</li> <li>LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.2: Background Knowledge</li> <li>LKU3b.2: Vocabulary</li> <li>LKU3d.2: Comprehension Strategies</li> <li>LKU4e.2: Media Influence</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>

**DRAFT Kindergarten to Grade 4 English Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<b>Essential Understanding</b>	<b>Exploring dynamic interconnections in the world and universe strengthens our understandings of relationships.</b>				
<b>Guiding Questions</b>	<b>How are lived experiences connected to language?</b>	<b>How are lived experiences connected to thinking and language?</b>	<b>How does the relationship between thinking and language connect to lived experiences?</b>	<b>How can recognizing the relationship between thought and language connect to lived experiences?</b>	<b>How can an awareness of language influence thinking?</b>
<b>Learning Outcomes</b>	<b>Children explore connections between language and lived experiences.</b>	<b>Students explore connections between thinking, language, and lived experiences.</b>	<b>Students connect thinking and language to lived experiences.</b>	<b>Students investigate the connections between thinking and language.</b>	<b>Students connect and explain how language influences thinking.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>language is connected to feelings and lived experiences</li> </ul>	<ul style="list-style-type: none"> <li>language is connected to feelings and lived experiences</li> </ul>	<ul style="list-style-type: none"> <li>individuals use language that reflects thinking and lived experiences</li> <li>words can have more than one meaning</li> <li>individuals use different words to communicate lived experiences</li> </ul>	<ul style="list-style-type: none"> <li>people can think about their thinking</li> <li>experiences with language influence thinking of self and one another</li> <li>individuals can think differently about words and their meanings</li> </ul>	<ul style="list-style-type: none"> <li>language and thinking are connected</li> <li>perceptions of self are impacted by language</li> <li>when lived experiences change, language and thought can change</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>communicating thoughts, feelings, and personal stories with one another</li> <li>exploring language connected to lived experiences</li> </ul>	<ul style="list-style-type: none"> <li>sharing thoughts about lived experiences</li> <li>exploring connections between thinking and experiences with words, gestures, images, or other non-verbal communication</li> <li>exploring connections between lived experiences and language</li> </ul>	<ul style="list-style-type: none"> <li>sharing how words, gestures, images, or non-verbal communication is influenced by our lived experiences</li> <li>connecting personal stories and lived experiences to thinking and language</li> <li>connecting choice of words to thinking about self</li> <li>exploring words that have multiple meanings</li> </ul>	<ul style="list-style-type: none"> <li>exploring what happens when one thinks about their thinking</li> <li>investigating how language can change when one thinks about language</li> <li>communicating how language can affect the thinking and feelings of self and one another</li> <li>exploring how word use differs among individuals</li> </ul>	<ul style="list-style-type: none"> <li>explaining how language changes when one thinks about thinking and language</li> <li>connecting how language used can affect perceptions of self and one another</li> <li>sharing how the interpretation of words changes based on lived experiences</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> <li>LKU4a.K: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.2: Background Knowledge</li> <li>LKU4a.2: Clarity</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>
<b>Guiding Questions</b>	<b>How can I use language to speak up for myself?</b>	<b>How can language impact one another?</b>	<b>How can my language impact one another and myself?</b>	<b>How can I use language to advocate for myself and one another?</b>	<b>How can language be used to influence change?</b>
<b>Learning Outcomes</b>	<b>Children explore the impact of their language on self.</b>	<b>Students explore how language impacts self and one another.</b>	<b>Students investigate how language influences one another.</b>	<b>Students investigate how language has the power to influence self and one another.</b>	<b>Students illustrate how language is a powerful and influential tool for change.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>it is important to speak up for self</li> <li>an individual's thoughts and ideas matter</li> </ul>	<ul style="list-style-type: none"> <li>it is important to speak up for self to express thoughts, ideas, and views</li> <li>an individual's voice, thoughts, and ideas matter</li> <li>language can impact one another</li> </ul>	<ul style="list-style-type: none"> <li>language can have a positive or negative impact on one another</li> <li>language can influence the thoughts and feelings of one another</li> </ul>	<ul style="list-style-type: none"> <li>language can influence self and one another in positive and negative ways</li> <li>advocating is speaking up for self or one another</li> <li>there are respectful ways of advocating</li> </ul>	<ul style="list-style-type: none"> <li>language can be used to repair relationships</li> <li>individuals are responsible for the language they use</li> <li>united voices can be more persuasive than individual voices</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>exploring ways to express self</li> <li>exploring the impact of words, body language, and images</li> </ul>	<ul style="list-style-type: none"> <li>exploring the impact of expressing one's self</li> <li>recognizing how language impacts one another</li> <li>communicating thoughts and ideas respectfully</li> </ul>	<ul style="list-style-type: none"> <li>experimenting with self-expression</li> <li>recognizing the impact of words, body language, and images</li> <li>describing how language influences self</li> <li>choosing appropriate vocabulary</li> <li>observing and listening to one another</li> </ul>	<ul style="list-style-type: none"> <li>experimenting with tone, volume, and emphasis to influence one another</li> <li>experimenting with persuasion as a technique used to influence one another</li> <li>choosing appropriate language when advocating for self and one another</li> <li>exploring when language is used to influence one another's choices</li> </ul>	<ul style="list-style-type: none"> <li>applying tone, volume, or emphasis to influence one another</li> <li>recognizing the responsibility of the language user</li> <li>demonstrating persuasion as a technique used to influence choices and decisions</li> <li>describing the effects that language has on one another</li> </ul>

**DRAFT Kindergarten to Grade 4 English Language Arts**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
					<ul style="list-style-type: none"> <li>reflecting on effectiveness of own language</li> <li>exploring the influence of united voices</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Personal Growth and Well-being</li> <li>Communication</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Cultural and Global Citizenship</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU4c.K: Intent</li> </ul>	<ul style="list-style-type: none"> <li>LA1b.1: Participation</li> </ul>	<ul style="list-style-type: none"> <li>LA1b.1: Participation</li> <li>LKU4e.1: Media Influence</li> </ul>	<ul style="list-style-type: none"> <li>LA1b.1: Participation</li> <li>LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>LA1b.2: Participation</li> <li>LKU4b.2: Audience</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>
<b>Guiding Questions</b>	<b>How can texts be used to explore positive relationships?</b>	<b>How can texts be used to build positive relationships?</b>	<b>How can texts show how humans live in relationships with all living things?</b>	<b>How can texts be used to nurture positive and respectful relationships?</b>	<b>How can texts be used to enhance respectful relationships and foster belonging?</b>
<b>Learning Outcomes</b>	<b>Children explore First Nations, Métis, and Inuit relationships described in diverse texts.</b>	<b>Students explore relationships within First Nations, Métis, and Inuit communities through diverse texts.</b>	<b>Students explore teachings about relationships between people, plants, animals, and the environment within diverse First Nations, Métis, and Inuit texts.</b>	<b>Students examine teachings about roles and responsibilities of people in First Nations, Métis, and Inuit texts.</b>	<b>Students examine diverse texts that explain how First Nations, Métis, and Inuit communities support belonging.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>First Nations, Métis, and Inuit value respectful relationships between self and one another (Kinship)</li> </ul>	<ul style="list-style-type: none"> <li>First Nations, Métis, and Inuit texts show how ceremonies and celebrations connect people within communities (Kinship)</li> </ul>	<ul style="list-style-type: none"> <li>First Nations, Métis, and Inuit texts illustrate how people, land, plants, and animals are all related and equal to one another (Kinship)</li> </ul>	<ul style="list-style-type: none"> <li>First Nations, Métis, and Inuit texts depict roles and responsibilities (Kinship)</li> </ul>	<ul style="list-style-type: none"> <li>First Nations, Métis, and Inuit texts include teachings that demonstrate how to build a sense of belonging within family and community (Kinship)</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>listening respectfully to diverse texts that show First Nations, Métis, and Inuit relationships (Kinship)</li> <li>exploring and sharing First Nations, Métis, and Inuit relationships</li> </ul>	<ul style="list-style-type: none"> <li>experiencing texts that show the diversity of First Nations, Métis, and Inuit communities</li> <li>exploring how ceremonies and celebrations strengthen relationships within communities</li> </ul>	<ul style="list-style-type: none"> <li>exploring First Nations, Métis, and Inuit teachings about how to show respect for people, plants, animals, and the environment</li> <li>exploring diverse texts that show the relationship between people, plants, animals, and the environment</li> </ul>	<ul style="list-style-type: none"> <li>explaining how characters in First Nations, Métis, and Inuit texts have roles and responsibilities</li> <li>describing the connections between personal roles and responsibilities to those found in First Nations, Métis, and Inuit texts</li> </ul>	<ul style="list-style-type: none"> <li>recognizing how diverse texts reveal the ways First Nations, Métis, and Inuit families and communities support belonging</li> <li>making connections between personal and cultural stories that teach about belonging</li> <li>describing different ways to support belonging within communities</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Cultural and Global Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Cultural and Global Citizenship</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>LKU3a.K: Background Knowledge</li> <li>LKU3d.K: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.1: Background Knowledge</li> <li>LKU3d.1: Comprehension Strategies</li> <li>LKU4a.1: Clarity</li> </ul>	<ul style="list-style-type: none"> <li>LKU3a.2: Background Knowledge</li> <li>LKU3d.2: Comprehension Strategies</li> <li>LKU4a.2: Clarity</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>	<ul style="list-style-type: none"> <li>None identified</li> </ul>
<b>Guiding Questions</b>	<b>How can language in texts be used to contribute to relationships?</b>	<b>How can language in texts be used to develop relationships?</b>	<b>How can language be used to develop productive relationships?</b>	<b>How can language in texts demonstrate ways to nurture relationships?</b>	<b>How can language be used to enhance relationships?</b>
<b>Learning Outcomes</b>	<b>Children explore collaborative relationships through texts and experiences.</b>	<b>Students investigate and share language and actions that build collaboration.</b>	<b>Students describe and apply language and actions that support collaboration.</b>	<b>Students explain and demonstrate how language and actions can be used to support collaboration.</b>	<b>Students apply their knowledge of how language and actions foster collaboration.</b>
<b>Conceptual Knowledge</b>	<ul style="list-style-type: none"> <li>texts can teach how people work together</li> <li>each person's participation in a group is important</li> </ul>	<ul style="list-style-type: none"> <li>texts can teach how people work together</li> <li>collaboration means working together toward a common goal</li> <li>each person's participation in a group is important</li> </ul>	<ul style="list-style-type: none"> <li>texts can teach how people collaborate</li> <li>each person can work collaboratively in a variety of partnerships and groups toward a common goal</li> </ul>	<ul style="list-style-type: none"> <li>texts can teach ways to support collaborative work</li> <li>individual roles and responsibilities help groups work collaboratively toward a common goal</li> </ul>	<ul style="list-style-type: none"> <li>texts can teach ways to enhance collaborative work</li> <li>respectful language can strengthen relationships within a group</li> </ul>

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	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>
					<ul style="list-style-type: none"> <li>• having specific roles and responsibilities can foster collaboration toward a common goal</li> </ul>
<b>Procedural Knowledge</b>	<ul style="list-style-type: none"> <li>• exploring a variety of collaborative relationships presented in texts</li> <li>• participating in collaborative experiences</li> <li>• exploring how people work together</li> </ul>	<ul style="list-style-type: none"> <li>• discussing collaborative relationships presented in texts</li> <li>• sharing own words and actions that support collaboration</li> <li>• recognizing what it means to work collaboratively toward a common goal</li> </ul>	<ul style="list-style-type: none"> <li>• reflecting upon collaborative relationships presented in texts</li> <li>• describing and applying language and actions that build collaboration</li> <li>• describing what it means to work collaboratively toward a common goal</li> <li>• self-assessing words and actions when working collaboratively toward a common goal</li> </ul>	<ul style="list-style-type: none"> <li>• adjusting own language, including tone of voice, to build collaboration</li> <li>• explaining how language usage builds collaboration</li> <li>• sharing responsibilities as a group member</li> <li>• self-assessing individual accomplishments in collaboration according to set criteria</li> </ul>	<ul style="list-style-type: none"> <li>• encouraging and recognizing each person’s contributions toward a common goal</li> <li>• demonstrating responsibility for a role when collaborating with one another to achieve a common goal</li> <li>• creating criteria to self-assess one’s role in collaboration</li> </ul>
<b>Competencies</b>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Communication</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• LA3a.K: Task Analysis</li> <li>• LKU4a.K: Audience</li> </ul>	<ul style="list-style-type: none"> <li>• LA2a.1: Personal Insight</li> <li>• LA3a.1: Task Analysis</li> <li>• LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>• LA2a.1: Personal Insight</li> <li>• LA3a.1: Task Analysis</li> <li>• LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>• LA2a.1: Personal Insight</li> <li>• LA3a.1: Task Analysis</li> <li>• LKU4b.1: Audience</li> </ul>	<ul style="list-style-type: none"> <li>• LA2a.2: Personal Insight</li> <li>• LA3a.2: Task Analysis</li> <li>• LKU4b.2: Audience</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>	<ul style="list-style-type: none"> <li>• None identified</li> </ul>

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