English Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.				
Guiding Questions	What is oral communication?	What are the different ways I can use my oral communication skills?	How can I refine my oral communication skills?	How can I refine my oral communication skills depending on context?	How can I refine my oral communication skills for a specific purpose and audience?
Learning Outcomes	Children experiment with ways oral communication is used.	Students apply oral communication skills when participating in discussions.	Students apply oral communication skills effectively in a variety of situations.	Students apply a variety of oral communication skills and strategies that enhance oral communication.	Students demonstrate a variety of effective oral communication skills and strategies for different audiences and purposes.
Conceptual Knowledge	• oral and body language convey messages • messages can be communicated orally • oral language changes when communicating with peers or adults • stories, experiences, and feelings can be shared orally • oral storytelling is used by a variety of cultures, including Francophone • oral storytelling is a traditional way First Nations, Métis, and Inuit communicate • listening involves the whole body	• oral and body language can be used to communicate a message • messages can be communicated orally in a variety of ways • oral language changes when participating in discussions with peers or adults • ideas about topics, experiences, and feelings can be shared orally • oral storytelling is used to share stories of cultures, including Francophone • oral storytelling is a traditional way First Nations, Métis, and Inuit share teaching and knowledge • listening is an active process that involves focus, attending, and responding	• oral, written, and visual communication are connected • oral and body language can be adjusted to enhance communication • oral language is adjusted to formal and informal situations • oral sharing builds upon ideas about a topic • oral storytelling varies by culture, including Francophone • First Nations, Métis, and Inuit stories are shared based on contexts, including seasons and audience • listening is an active process that involves focus, attending, and responding with intent	• oral, written, and visual communication, including body language, work together to enhance a message • oral language is adjusted to the situation and audiences • sharing using oral communication builds upon ideas and solves problems • oral storytelling is enhanced using a variety of strategies, including intonation, actions, and gestures • First Nations, Métis, and Inuit oral storytelling strengthens relationships • listening is an active process that involves body language, focusing, responding, and contributing	• oral, written, and visual communication, including body language, can be adjusted depending on purpose and audience • oral language and tone of voice are adjusted when communicating with peers and adults • oral language traditions have many purposes • oral language skills build relationships and solve problems • First Nations, Métis, and Inuit oral storytelling strengthens understandings of culture • listening is an active process that involves building upon ideas and providing feedback
Procedural Knowledge	• participate in a variety of oral communication experiences from a variety of cultures, including actions, songs, chants, oral story, or rhymes • share personal stories, artifacts, information, and experiences through sharing circles • communicate with peers and adults using familiar greetings and courtesy phrases • recognize the difference in language used in interactions with peers and adults • explore how tone of voice, volume, facial expressions, and body language communicate a message • use new vocabulary from listening, speaking, or viewing experiences • explore how posture, body position, and questions impact listening	• experiment with ways to orally communicate personal stories, events, and information informally • communicate using courtesy phrases, familiar phrases, and expressions • use language that reflects differences in interactions with peers and adults • experiment with tone of voice, volume, facial expressions, and gestures to enhance message and interest • experiment with simple sentence structure using new vocabulary from listening, speaking, or viewing experiences • demonstrate listening by turn taking and attending to the speaker • respond respectfully to the contributions of one another	• communicate the relevant details of stories, events, and information orally in different ways • monitor language when communicating with peers and adults in formal and informal situations • demonstrate use of tone of voice, volume, facial expressions, gestures, or pace to enhance message and interest • apply new vocabulary from listening, speaking, or viewing experiences • speak using a variety of sentence structures with increasing detail • experiment with listening strategies that support clarification • demonstrate when to listen and how to comment appropriately on topics or events	• experiment with innovative ways to orally communicate stories, events, experiences, and information with key details • add print and visuals that enhance the message and interest in oral presentations • adjust language in formal and informal situations when communicating with peers and adults • adjust tone of voice, volume, facial expressions, gestures, or pace, depending on the situation • apply new descriptive, subject-specific vocabulary and some academic words from listening, speaking, or viewing experiences • speak with a variety of complex sentences using specific details and word order to enhance clarity of the message • apply a variety of listening strategies and ask specific questions for clarification • communicate with peers and adults using strategies, including restating key points or	• choose a variety of ways to orally communicate stories, events, experiences, and information with details and images, considering audience and purpose • communicate for a variety of purposes, including to entertain, develop positive relationships, or explore solutions to problems • adjust language, tone of voice, volume, facial expressions, gestures, or pace intentionally for audience and purpose • communicate orally using a variety of descriptive, subject-specific, academic words, synonyms, and antonyms related to curricular content • apply a variety of strategies to listen for different purposes • communicate with peers and adults using strategies, including paraphrasing key points or ideas, making relevant comments, making personal connections to the conversation, and disagreeing constructively

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				ideas and connecting responses to the topic of conversation	
Competencies	• Communication • Managing Information	• Communication • Managing Information	• Communication • Managing Information	• Communication • Managing Information	• Communication • Managing Information
Literacy	• Purpose • Background Knowledge • Vocabulary • Audience • Intent	• Purpose • Participation • Conventions • Vocabulary • Comprehension Strategies • Clarity • Audience	• Purpose • Vocabulary • Comprehension Strategies • Clarity • Audience	• Purpose • Vocabulary • Comprehension Strategies • Clarity • Audience	• Purpose • Vocabulary • Comprehension Strategies • Clarity • Audience • Intent
Numeracy	• Communication	• Communication	• Communication	• Communication	• Communication
Guiding Questions	How does the sound structure of language help the construction and expression of meaning?	How does an understanding of the sound structure of language help the construction and expression of meaning?	How can an understanding of the complex sounds of language help the construction and expression of meaning?		
Learning Outcomes	Children experiment with the sound structure of oral language.	Students apply the sound structure of language when constructing and expressing meaning.	Students demonstrate an understanding of the complex sounds of language when constructing and expressing meaning.		
Conceptual Knowledge	• spoken words are made up of sounds • letters have names and represent sounds • words can be broken down into smaller units (phonemes)	• letters and sounds form words • letters and sounds are connected • sentences are made up of words • the structure of spoken words helps individuals to read and write	• letter combinations and sounds form words • words break down into parts: morphemes and syllables • words are made up of complex sounds and patterns		
Procedural Knowledge	• manipulate sounds in spoken words • blend initial sounds (onset) and the letters and sounds that follow (rime), up to three sounds • hear, clap, or count syllables in words • hear sound units (phonemes) in words • recognize words that rhyme	• identify initial and final sounds in words • blend the initial sound of a word (onset) and the letters and sounds that follow (rime), up to four sounds • segment the initial sound of a word (onset) and the letters and sounds that follow (rime) • clap or count the words or syllables in a sentence • blend syllables at the beginning and end of words into whole words • segment individual sounds in one-syllable words • blend individual sounds in one-syllable words • generate rhymes	• segment and blend parts of words • connect the initial, medial, and final sounds in words • identify the initial and final sounds in words (letters, syllables, morphemes) • use units of words in the medial position of words to aid in word identification • manipulate sounds orally through deletion or substitution • create words that rhyme or follow a pattern		

English Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Competencies	• Communication • Managing Information	• Communication • Managing Information	• Communication • Managing Information		
Literacy	• Word Formation	• Word Formation	• Word Formation		
Numeracy	• Using Numbers • Patterns and Relationships	• Using Numbers • Patterns and Relationships	• Using Numbers • Patterns and Relationships		
Guiding Questions	**How does knowledge of words help with the communication of meaning?**	**How does understanding of words help the construction and expression of meaning?**	**How do words and word units help the construction and expression of meaning?**	**How does context help the construction and expression of the meaning of words?**	**How can word analysis strategies support the construction and expression of meaning?**
Learning Outcomes	**Children experiment with and connect ways that letters, symbols, and words help with the communication of meaning.**	**Students apply knowledge of letter-sound relationships and patterns in the construction and expression of meaning.**	**Students demonstrate knowledge of words and word units in the construction and expression of meaning.**	**Students analyze how word units and context contribute to the construction and expression of meaning.**	**Students apply word analysis strategies in the construction and expression of meaning.**
Conceptual Knowledge	• letters form words • letters have unique features and names attached to them • initial letters and sounds help to recognize words • letters, symbols, and words help to make meaning	• letter-sound relationships and patterns are used to read and spell familiar and unfamiliar words • words have a correct (conventional) spelling • letter combinations represent units (phonemes) of sound • words convey meaning	• word units (morphemes) can be a single letter or a combination of letters that represent meaning • the relationship between sounds and letter combinations, including blends, digraphs, vowels, and patterns, supports reading and spelling of unfamiliar words in context	• suffixes (morphemes) convey and affect meaning • words can sound the same and have multiple meanings and spellings • context helps construct meaning of new words • the relationship between sounds and complex consonants, vowel letter combinations, and patterns supports reading and spelling of unfamiliar words in context	• prefixes (morphemes) convey and affect meaning • the development of English words has been influenced by other languages, including French • context helps interpretation of the meaning of new words • word analysis strategies support reading and spelling unfamiliar words
Procedural Knowledge	• make connections between letters and sounds in words • recognize the initial letter or sound of personally significant words • recognize that letters, symbols, or words in context have meaning	• make connections between letter combinations and sounds, including blends, digraphs, and vowels, to read and spell words in context • read and spell high-utility words in context • generalize knowledge of sound-symbol relationships, patterns, and phonics to read and spell familiar and unfamiliar words	• connect sounds with letter combinations, including blends, digraphs, vowels, and patterns, to read and spell unfamiliar words in context • read increasingly more complex patterns in text • read and spell high-utility words and some subject-specific words in context • generalize word knowledge, patterns, or phonics to read and spell familiar and unfamiliar words in context • construct meaning from word units (morphemes), including compound words, contractions, basic root words, and word endings	• analyze root words and suffixes for meaning • read and spell high-utility and subject-specific words in context • apply knowledge of the relationship of sounds and complex consonants, vowel letter combinations, and patterns to spell and read unfamiliar words in context	• apply strategies to read and spell unfamiliar and multisyllabic words in context • analyze word parts, including affixes and root words, for origins and meaning (etymology) • recognize that English words and expressions may come from other cultures and languages • spell high-utility and subject-specific words in context • construct meaning of high-utility words and subject-specific words in context while reading
Competencies	• Critical Thinking • Communication	• Critical Thinking • Communication	• Critical Thinking • Communication	• Critical Thinking • Communication	• Communication
Literacy	• Word Formation • Comprehension Strategies	• Purpose • Word Formation • Vocabulary	• Word Formation • Conventions • Vocabulary	• Word Formation • Conventions • Vocabulary	• Word Formation • Conventions • Comprehension Strategies
Numeracy	• None identified	• Patterns and Relationships	• Patterns and Relationships	• Patterns and Relationships	• None identified

English Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	What characteristics of texts help in the expression of meaning?	How are text forms organized with different features and elements for the expression of meaning?	How can text forms, features, and elements assist in the expression of meaning?	How can the communication of a variety of text forms, features, and story elements be connected to purpose?	How can the expression of a variety of text forms, features, and story elements be integrated for audience and purpose?
Learning Outcomes	Children explore and share characteristics of texts.	Students experiment with and discuss the different forms, features, and elements of texts.	Students communicate how different features and elements connect to text forms.	Students connect how text forms, features, and elements relate to purpose.	Students analyze how creators of text use text forms for a specific audience and purpose.
Conceptual Knowledge	• texts give information or tell a story • text forms can include stories, poems, informational, artwork, or land • text features can include images, words, titles, or landmarks • story elements can include characters and events	• there are a variety of text forms • text forms are organized in different ways • texts have various features • story elements can include setting, characters, events (plot), or a teaching	• texts are found in many places in a variety of forms • text features are organized in different ways • story elements, including setting, characters, plot, or a teaching, are connected	• texts are created for different purposes • creators of text use various forms, features, and elements for different purposes • story elements, including setting, characters, and plot, can include a problem or teaching • First Nations, Métis, and Inuit text forms are connected to land and place	• texts have various purposes • stories have elements, including setting, characters, plot, and a problem or can include teachings, morals, or values • there are multiple ways to structure a story using different elements • forms, features, and story elements affect interpretations of text • First Nations, Métis, and Inuit text forms have specific elements and features that connect to land and place
Procedural Knowledge	• explore a variety of text forms • share text features, including images, words, titles, or icons • explore story elements, including characters and events	• discuss different text forms, including stories, poems, informational, or letters, and how they are organized • identify text features, including images, words, titles, icons, or layout • share story elements, including characters, setting, events (plot), and teachings, where appropriate	• examine various text forms, including stories, informational, letters, descriptive, or poems, and how they are organized • connect text features, including images, words, titles, icons, layout, or tables of contents, to text forms • connect story elements, including characters, setting, plot, or teachings	• recognize ways that creators of text use forms, features, and story elements to reflect purpose • examine various text forms, including stories, letters, informational, descriptive, persuasive, poetic, web pages, artifacts, or land • recognize how text features, including images, words, titles, icons, layout, tables of contents, captions, headings, glossaries, sidebar menus, or hyperlinks, support purpose • determine the purpose of texts, including to inform, persuade, and entertain, based on form, features, and story elements • connect how First Nations, Métis, and Inuit text forms hold purpose and significance to land and place	• explain how texts inform, persuade, entertain, and inspire • compare the text features and elements in various text forms, including stories, letters, informational, persuasive, descriptive, poetic, web pages, land, or artifacts • explain 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 • compare and contrast the ways creators of text use forms, features, and story elements • identify how specific elements and features connect to land or place in First Nations, Métis, and Inuit text forms
Competencies	• Communication • Managing Information	• Communication • Managing Information	• Communication	• Critical Thinking • Managing Information	• Critical Thinking • Managing Information
Literacy	• Purpose • Text Organization • Clarity	• Text Organization • Modes and Media	• Text Organization • Comprehension Strategies	• Text Organization • Comprehension Strategies	• Text Organization • Comprehension Strategies • Clarity • Intent

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Numeracy	• None identified	• Interpretation and Representation of Spatial Information	• Interpretation and Representation of Spatial Information	• Purpose • Interpretation and Representation of Spatial Information	• Purpose • Interpretation and Representation of Spatial Information
Guiding Questions	**How can we respond to the artistic expression in texts?**	**How can artistic expression in texts evoke a response?**	**How can artistic expression create an effect in texts?**	**How can artistic expression create an effect in a variety of texts?**	**In what ways does artistic expression in a variety of texts create an effect?**
Learning Outcomes	**Children explore the artistic expression in texts and share responses.**	**Students investigate and share the artistic expression in texts that evokes a response.**	**Students describe artistic expression in texts that evokes a response.**	**Students explain the effects of artistic expression in texts.**	**Students analyze a variety of ways artistic expression in texts can create an effect.**
Conceptual Knowledge	• texts express thinking and feelings • there are parts in texts that create a response	• texts express thinking, feelings, and emotions • literary techniques, including word choice, images, language patterns, and rhyme, evoke responses • exclamation marks and question marks can evoke a response	• different texts evoke different responses • responses are connected to personal experiences • literary techniques, including word choice, images, and alliteration, evoke a response • capital letters, periods, question marks, and exclamation marks (conventions) can be used in texts to evoke responses	• each text evokes a different effect • authors make choices to create an effect • punctuation and font can create an effect • literary techniques, including word choice, images, onomatopoeia, and sensory details, can be used to create an effect	• authors craft texts in a variety of ways for an effect • literary techniques, including word play, alliteration, sensory details, and onomatopoeia, can be combined to create an effect
Procedural Knowledge	• share responses evoked from texts • share what aspects of texts create responses • explore the ways that images, symbols, body language, oral language, sounds, and land can evoke a response • explore rhythm and rhyme (literary techniques)	• share thinking and feelings evoked from texts • recognize literary techniques, including language patterns, repetition, rhythm, and rhyme • discuss responses to literary techniques, including word choice, images, sensory details, and fonts • explore the effects of exclamation marks and question marks	• connect responses to literary techniques to personal experiences • discuss the effects of literary techniques, including word choice, images, alliteration, and sensory details • discuss the effects of layout, font, and punctuation, including capital letters, periods, question marks, and exclamation marks	• describe how personal experiences influence responses to texts • explain the effects of images, punctuation, font, and layout • describe images created from literary techniques, including word choice, word play, alliteration, and sensory details • explore the effects of combining literary techniques	• explain how personal responses are affected by artistry in texts • explain ways that authors use words, images, punctuation, and font to create an effect • describe images created from literary techniques, including word choice, word play, alliteration, sensory details, and onomatopoeia • compare the effects of word and image choice • explain the effects of combining literary techniques
Competencies	• Communication • Managing Information	• Communication • Managing Information	• Communication • Managing Information	• Communication • Managing Information	• Communication • Critical Thinking
Literacy	• Purpose • Background Knowledge • Clarity	• Purpose • Conventions • Clarity • Media Influence	• Conventions • Background Knowledge • Media Influence	• Conventions • Clarity • Media Influence	• Conventions • Clarity • Comprehension Strategies • Media Influence
Numeracy	• Patterns and Relationships	• NKU1d.1: Patterns and Relationships • NKU3b.1: Interpretation and Representation of Spatial Information	• Interpretation and Representation of Spatial Information	• Interpretation and Representation of Spatial Information	• None identified

English Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	What meaning do I construct from texts?	What are ways that I make meaning of texts?	How do I construct meaning from texts?	How do texts help me to construct meaning?	How do my interpretations of texts support my construction of meaning?
Learning Outcomes	Children share the meaning that they construct from texts.	Students experiment with processes and cues and communicate meaning constructed from texts.	Students apply processes and cues and explain meaning constructed from texts.	Students demonstrate fluency in applying processes and cues and communicate meaning with evidence from texts.	Students analyze and evaluate how personal interpretations of texts are formed.
Conceptual Knowledge	• texts share ideas and feelings • discussions about texts assist in making meaning • personal experiences help make meaning of texts • text features, including images, symbols, and words, help to make meaning of texts • books are read from left to right and top to bottom	• texts share information, ideas, and feelings • thinking processes help to engage with and make meaning of texts • personal experiences and background knowledge support making connections to and meaning of texts • when reading, it is important to ask if it makes sense (semantics), if it looks right (graphophonics), and if it sounds right (syntax) • words create images in our mind (visualization) • text features, including titles, images, layout, labels, icons, and landmarks, contribute to constructing meaning • story elements, including setting, characters, and events, contribute to making meaning of texts • periods, question marks, and exclamation marks (punctuation) assist in making meaning of texts	• interactions with texts can confirm understandings and create new ones • thinking processes enhance engagement with texts and help construct meaning • connections to personal experiences and background knowledge support the construction of meaning • when reading, it is important to confirm if it makes sense (semantics), if it looks right (graphophonics), and if it sounds right (syntax) • words and figurative language, including alliteration, support visualization • text features, including titles, images, layout, labels, icons, captions, tables of contents, or landmarks, support the construction of meaning • story elements, including setting, characters, and plot, support the construction of meaning	• interactions with people who have different points of view help people gain insight into the meaning of texts • thinking processes can enhance understanding of texts • personal experiences and background knowledge of self and one another supports the construction of meaning • figurative language, including alliteration and onomatopoeia, supports visualization • text features, including images, layout, labels, icons, captions, tables of contents, headings, glossaries, sidebar menus, hyperlinks, or landmarks, contribute to constructing meaning • story elements, including setting, characters, plot, and a problem, contribute to constructing meaning • quotation marks, commas, and other punctuation assist in the construction of meaning	• interactions with people who have diverse perspectives provide insight into personal interpretations of texts • thinking processes support the personal interpretations of texts • text evidence supports and enhances personal interpretations • context contributes to meaning • figurative language, including similes, onomatopoeia, and alliteration, supports visualization • text features, including images, captions, tables of contents, headings, glossaries, sidebar menus, hyperlinks, or landmarks, contribute to understanding • story elements, including setting, characters, plot, problem and teachings, morals, and values, can contribute to understanding
Procedural Knowledge	• share personal feelings and ideas about texts while listening and viewing • communicate personal experiences that connect to ideas and characters in texts • make predictions using text cues and personal experiences • explore text features, including images, words, titles, landmarks, or icons • recognize the connection between words and images • read images, the land, and words encountered in immediate surroundings (environmental print) • track print from top to bottom and left to right	• communicate ideas and background knowledge about texts • monitor reading by using cueing systems, checking if it sounds right (syntax), if it makes sense (semantics), and if it looks right (graphophonics) • connect key events or characters in a story to personal experiences • make predictions with evidence from texts or personal experiences • retell the sequence of main events (plot) • read texts with increasing fluency • use text features to construct meaning • read high-utility words and new vocabulary • attend to periods, question marks, and exclamation marks when reading • demonstrate directionality of print, return sweep, and one-to-one word correspondence	• communicate confirmed understandings • explain new feelings, ideas, or information • experiment with strategies that support thinking processes • apply cueing systems flexibly to monitor reading, checking to see if it sounds right (syntax), if it makes sense (semantics), and if it looks right (graphophonics) • connect background knowledge and personal experiences to support understanding of a topic, character, or new idea • make predictions and inferences with evidence from background knowledge, personal experiences, or text clues • describe visualizations created through words and figurative language • summarize the key events and main ideas • read a variety of texts with increasing fluency	• analyze evidence from texts, personal experiences, and one another to support meaning of texts • choose strategies that support thinking processes • apply cueing systems fluently while reading to make meaning in texts • infer a character's actions or feelings with evidence from background knowledge, personal experiences, or text clues • explain mental images created through figurative language • communicate how events relate to the problem and solution • summarize key events and main idea(s) with relevant details • share constructed meaning and personal views about texts • read a variety of texts fluently • construct meaning using text features	• determine evidence to support personal interpretations • communicate how personal interpretations of texts are formed • apply strategies that support thinking processes • make inferences and predictions about a character's motives, thoughts, and feelings using supporting evidence from text • explain visualizations that support the interpretation of text • synthesize how key events in a story relate to the resolution • explain the relationship between the main idea and details in texts • explain how text features support personal interpretations of meaning • read an increasing variety of high-utility and topic-specific words

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			• use text features to construct meaning • read high-utility words and descriptive vocabulary • demonstrate how periods, question marks, and exclamation marks support the construction of meaning when reading	• read an increasing variety of high-utility and topic-specific words • attend to punctuation	
Competencies	• Critical Thinking • Communication	• Critical Thinking • Communication	• Critical Thinking • Communication	• Critical Thinking • Communication	• Critical Thinking • Managing Information
Literacy	• Purpose • Background Knowledge • Text Organization • Comprehension Strategies	• Purpose • Conventions • Background Knowledge • Vocabulary • Text Organization • Comprehension Strategies	• Personal Insight • Conventions • Task Analysis • Background Knowledge • Vocabulary • Text Organization • Comprehension Strategies • Clarity	• Personal Insight • Task Analysis • Background Knowledge • Vocabulary • Text Organization • Comprehension Strategies	• Personal Insight • Task Analysis • Background Knowledge • Vocabulary • Text Organization • Comprehension Strategies
Numeracy	• Management of Space	• Using Numbers • Management of Space • Interpretation and Representation of Spatial Information	• Interpretation and Representation of Spatial Information	• Interpretation and Representation of Spatial Information	• None identified
Guiding Questions	How can my feelings, ideas, and experiences be shared through various representations?	How can my feelings, ideas, experiences, and information be shared through various forms of communication?	How can effective communication of feelings, ideas, experiences, and information be expressed?	How can effective communication of feelings, ideas, experiences, and information be expressed for a variety of purposes?	How can considering audience and purpose shape communication of our feelings, ideas, experiences, and information?
Learning Outcomes	Children create various representations to communicate feelings, ideas, and experiences.	Students create texts to communicate feelings, ideas, experiences, and information.	Students create a variety of texts using literary techniques, features, and elements to support effective communication.	Students create a variety of text forms for specific purposes.	Students create texts for a specific audience and purpose.
Conceptual Knowledge	• personal experiences help generate ideas for text creation • texts provide ideas and information to support text creation • communication of a message can be represented in many ways	• feelings, ideas, personal experiences, and information help generate ideas for text creation • the writing process includes generating, planning, drafting, and making changes to ideas (revising) • text features, including titles and images, add to the message of texts • the order and placement of words and images can help with clear communication	• feelings, ideas, personal experiences, information, and interactions with texts and one another support text creation • the writing process includes generating, planning, drafting, and revising ideas • words and images (literary techniques); characters and plot (story elements); and titles, images, and labels (text features) add interest to text creation • the order and organization of words and images contribute to a clear message • sentence structure and punctuation clarify messages	• feelings, ideas, personal experiences, information, interactions with texts, and ideas of one another add interest to texts • the writing process is a cycle that includes generating, planning, drafting, revising, and checking spelling and punctuation (editing) • texts are created for different purposes, including to inform, persuade, or entertain • 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 • the order and organization of words, sentences, and images contribute to clear messages • revising and editing makes texts clear	• drawing on feelings, ideas, personal experiences, information, and diverse texts supports the crafting of texts for a variety of purposes • the writing process is a cycle that can be individualized • story elements, literary techniques, text forms, and text features can be selected to create desired effects for the audience • the order and organization of words, sentences, paragraphs, and images contribute to and affect the message • revising is an ongoing process that provides clarity to and interest in texts • editing is an ongoing process that helps to communicate ideas more clearly

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
				• writing conventions are needed to communicate effectively	
Procedural Knowledge	• explore different forms of communication, including pictures, non-conventional print, copying, and symbols • experiment with letter formation • explore the keyboard, using letters, numbers, and the space bar • generate ideas for text creation • record environmental print and words that have personal significance • discuss the message conveyed in personal texts • express thoughts, feelings, and personal experiences through various representations	• represent feelings, ideas, personal experiences, and information in a variety of texts, including stories, letters, informational texts, or poems • explore a variety of ways to generate ideas with one another • share personal texts with one another • create texts with story elements, including characters and events (simple plot) • experiment with word choice • apply high-utility words when creating texts • experiment with text features, including titles, images, and labels • print letters and words, formed legibly with spacing, with or without digital tools • explore the keyboard to create text • check whether or not text makes sense and consider changes • experiment with capital letters and periods when writing simple statements • experiment with strategies to spell unknown words	• communicate feelings, ideas, personal experiences, and information in a variety of texts, including stories, letters, informational texts, descriptive texts, or poems • experiment with ways to generate, organize, and record ideas • create texts with story elements, including settings, characters, key details, and simple plots • apply high-utility words and new vocabulary appropriately when creating texts • apply literary techniques being explored, including words, rhymes, sounds, language patterns, or alliteration • apply text features, including images, labels, tables of contents, or layout • print letters and words, formed legibly with spacing and increasing fluency, with or without digital tools • experiment with the keyboard to create and revise text • write with connecting words to join related ideas in a sentence • revise to check whether or not texts make sense and change words or sentences to improve the message • apply feedback to ensure that details are on topic • write simple sentences, including nouns and verbs, capital letters, end punctuation, and commas in a series • apply strategies to spell unknown words	• choose the text form by considering purpose, including to inform, persuade, inspire, or entertain • experiment with ways of generating, planning, and organizing ideas for writing • apply high-utility words and descriptive vocabulary to communicate meaning • apply literary techniques, including descriptive words, rhymes, sensory details, alliteration, and onomatopoeia • integrate story elements, including setting, characters, and plot • choose text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, to support purpose • use legible cursive writing • use keyboarding skills to create and revise text • explore personal voice where appropriate • compose sentences using different lengths and beginnings • revise by adding, deleting, or changing words or sentences to improve clarity • add literary techniques and text features to clarify the message • apply feedback to clarify meaning and add interest • write simple sentences with nouns, verbs, adjectives, adverbs, capital letters, end punctuation, and apostrophes • choose strategies to spell words correctly	• choose the text form by considering audience and purpose, including to inform, persuade, inspire, or entertain • apply a variety of strategies for generating, organizing, and recording ideas • apply an increasing variety of descriptive and topic-specific vocabulary, depending on purpose • apply literary techniques being explored, including onomatopoeia, alliteration, similes, descriptive words, and rhymes that enhance effect • create stories with elements, including setting, characters, and plot, or elements that may reflect different cultures or authors' styles • choose text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, appropriate to audience and purpose • use legible cursive writing with increasing fluency • use keyboarding skills to create and revise texts, using features within digital tools to format texts • adapt personal voice where appropriate, considering audience • write a variety of sentences that vary in length and complexity • revise texts to ensure a logical progression of ideas and information and to add interest • write with commas after introductory words and consistently apply capital letters, end punctuation, and correct spelling • apply a variety of strategies to accurately spell words
Competencies	• Communication • Creativity and Innovation	• Communication • Creativity and Innovation	• Communication • Creativity and Innovation	• Communication • Creativity and Innovation	• Communication • Creativity and Innovation

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Literacy	• Task Analysis • Purpose • Comprehension Strategies • Clarity • Modes and Media	• Task Analysis • Conventions • Vocabulary • Text Organization • Clarity • Intent • Modes and Media	• Task Analysis • Conventions • Vocabulary • Clarity • Modes and Media	• Task Analysis • Conventions • Vocabulary • Clarity • Intent • Modes and Media	• Personal Insight • Task Analysis • Conventions • Vocabulary • Clarity • Audience • Intent • Modes and Media
Numeracy	• Spatial Visualization	• Patterns and Relationships • Management of Space	• Patterns and Relationships • Management of Space	• Patterns and Relationships • Management of Space	• Patterns and Relationships • Management of Space
Guiding Questions	How can curiosity help me explore and make meaning of my world through texts?	How can curiosity help me gather and organize information from texts to explore and make meaning of my world?	How can curiosity encourage us to gather, organize, and evaluate information from texts in the construction of meaning?	How does following an inquiry process help me gather, organize, and evaluate information from texts in the construction of meaning?	How can refining the inquiry process help me manage information from texts and shape my understanding?
Learning Outcomes	Children explore how curiosity helps in the construction and expression of meaning.	Students experiment with processes that satisfy curiosity in the construction and expression of meaning.	Students implement a process that satisfies and encourages curiosity about a specific topic in the construction and expression of meaning.	Students apply an inquiry process that satisfies and encourages curiosity about a chosen topic in the construction and expression of meaning.	Students apply and refine an inquiry process that satisfies and encourages curiosity about a chosen topic in the construction and expression of meaning.
Conceptual Knowledge	• curiosity can be explored through texts • asking questions can help one to find information in texts • information comes from more than one source, including people, land, books, or digital texts	• curiosity helps one to explore the world through texts • texts can answer questions and provide new information • information comes from a variety of sources, including people, land, books, or digital texts	• curiosity about a specific topic encourages the gathering of information and the discovery of new ideas • questions and statements are different • fact and fiction are different • a variety of sources are needed to respond to a question, topic, or problem	• curiosity about a chosen topic helps one to solve problems and discover new ideas • inquiry can support problem solving and discovery of new ideas • the inquiry process includes various steps • opinions and facts are different • information about a chosen topic can be collected from a variety of sources, including people, land, books, or digital texts	• the inquiry process helps manage information and shape understandings about a chosen topic • inquiry is a process that can be influenced by choices • information can be ranked, sorted, and validated when consulting a variety of sources, including people, land, books, or digital texts • information can be relevant or irrelevant, reliable or unreliable
Procedural Knowledge	• share questions and predictions related to texts • explore ways to share information and observations • explore differences between real and imaginary	• share questions and predictions about information gathered from texts and experiences • explore differences between a question and a statement • identify differences between fact and fiction • explore differences between navigating digital tools and other texts • record observations in various ways, including pictures and words • sort information into suggested categories • describe experiences related to gathering information	• share questions and predictions about a specific topic • verify predictions about information gathered from texts and experiences • recognize when information answers questions related to a specific topic • compare differences between fact and fiction • make connections between background knowledge and new ideas • recognize the differences between navigating digital texts and other texts • record observations in various ways, including pictures, words, and simple phrases	• ask questions relevant to a chosen topic • formulate predictions about a chosen topic • select topics and sources based on preference or purpose • apply background knowledge and new ideas to the topic of inquiry • identify differences between opinions and facts • use different skills to navigate digital texts and other texts • record main ideas in a variety of ways, including pictures, words, and simple sentences • generate categories to sort information related to a chosen topic	• ask questions to focus inquiry about a chosen topic • choose topics and sources to focus inquiry based on preference or purpose • generate appropriate categories to sort information • explore ways to determine relevance and reliability of information related to a chosen topic • connect background knowledge and new ideas to a chosen topic • apply a variety of skills when navigating digital texts and other texts • summarize main ideas in a variety of ways, including pictures, words, and complete sentences

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
			• sort information about a specific topic into suggested categories • describe experiences and reflections related to gathering information	• experiment with ways to determine usefulness of information • adjust the inquiry process based on criteria	• reflect on strengths and areas for improvement to adjust an inquiry process
Competencies	• Critical Thinking • Communication	• Critical Thinking • Communication	• Communication • Critical Thinking	• Critical Thinking • Managing Information	• Critical Thinking • Managing Information
Literacy	• Purpose • Access • Evaluate • Comprehension Strategies	• Purpose • Develop Questions • Access • Evaluate • Clarity • Modes and Media	• Purpose • Develop Questions • Access • Evaluate • Background Knowledge • Clarity • Modes and Media	• Purpose • Personal Insight • Task Analysis • Develop Questions • Access • Evaluate • Background Knowledge • Modes and Media	• Purpose • Personal Insight • Task Analysis • Develop Questions • Access • Evaluate • Comprehension Strategies
Numeracy	• None identified	• Organization of Data	• Organization of Data	• Organization of Data	• Organization of Data
Guiding Questions	**Why do we need to acknowledge the ownership of created texts?**	**How do we acknowledge the ownership of created texts?**	**What is our responsibility to acknowledge creators of texts?**	**What are ethical ways we acknowledge the creators of texts?**	**How do we acknowledge creators of texts in an ethical way?**
Learning Outcomes	**Children acknowledge self and one another as creators of text.**	**Students describe the importance of acknowledging the ownership of created texts.**	**Students locate and record the creators of texts.**	**Students record information and ideas from texts in an ethical way.**	**Students demonstrate ethical ways to acknowledge creators of texts.**
Conceptual Knowledge	• creators of text need to be acknowledged	• the owner of texts needs to be acknowledged • students can own texts that they create	• texts have creators or owners • it is important to recognize the creators or owners when borrowing ideas and information from text • there are laws that dictate what images can be viewed or copied	• laws dictate how information and ideas can be used • people can make choices about having their images recorded • codes of etiquette (protocols) demonstrate appropriate and respectful ways of communicating and working with First Nations, Métis, and Inuit	• laws dictate how sources of information and ideas are credited • people must be asked permission to have their name used and image recorded in some contexts • images and other sources of information must be credited • credit is given to First Nations, Métis, and Inuit knowledge and teachings by referencing sources
Procedural Knowledge	• acknowledge creators of text and where stories come from • identify own work	• recognize creators of text and where stories come from • credit own work	• locate sources of information and ideas • name sources of information and ideas • record key facts and ideas in own words and pictures	• record titles and authors of sources of information in a list • recognize when texts and ideas can be used by one another • recognize why people can choose to have their images recorded • record key ideas and information from sources • explore First Nations, Métis, and Inuit protocols in appropriate contexts	• acknowledge sources in alphabetical order • explore criteria to examine trustworthy sources • recognize when copyright laws apply to texts • explain why permission is needed when recording images of another person, in certain contexts • paraphrase ideas from trustworthy sources • respect First Nations, Métis, and Inuit protocols in appropriate contexts

English Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Competencies	• Managing Information • Communication	• Managing Information • Communication	• Managing Information • Communication	• Managing Information • Communication	• Managing Information • Communication
Literacy	• Ethical Use	• Ethical Use	• Access • Ethical Use	• Access • Ethical Use	• Ethical Use • Comprehension Strategies
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified
Guiding Questions	How can I use language to speak up for myself?	Why is it important to use my language to speak up for myself?	Why is it important to use my language to speak up for myself and one another?	How can language be used to speak up for myself and one another?	How can my language influence myself and one another?
Learning Outcomes	Children experiment with appropriate ways to use language when expressing themselves.	Students describe why language is needed for self-expression.	Students investigate and communicate why language is needed to speak up for themselves and one another.	Students analyze how language can be used to speak up for themselves and one another.	Students explain how language has the power to influence themselves and one another.
Conceptual Knowledge	• it is important to speak up for oneself • thoughts and ideas can express self	• it is important to speak up for oneself to express thoughts, ideas, and views • an individual's voice, thoughts, and ideas matter	• it is important to speak up for oneself and one another (advocating) • there are respectful ways for speaking up for oneself and one another • a person's thoughts, ideas, and views may differ from one another	• there are different techniques to use when speaking up for oneself and one another (advocating) • there are different forms for speaking up for oneself and one another • speaking up for oneself or one another helps to build a sense of belonging	• language can influence oneself and one another in positive and negative ways • individuals are responsible for the language they use • an individual's voice can have influence • a united voice can be persuasive
Procedural Knowledge	• explore appropriate ways to express self • recognize that personal thoughts and ideas are important and can be shared	• share why words, body language, and images are important forms of self-expression • express why it is important to share thoughts, ideas, and views	• explain how words, body language, or images can be used to appropriately speak up for oneself and one another • describe the importance of speaking up for oneself and one another • listen respectfully to one another as thoughts and ideas are expressed	• determine when tone, volume, or emphasis is needed to effectively communicate thoughts and ideas • choose appropriate forms of self-expression to fit the situation • choose respectful language when advocating for oneself and one another	• analyze how tone, volume, word choice, or emphasis can be used to influence • describe how persuasion can be used as a technique to influence • describe the effects that language has on oneself and one another • explore the influence of united voices
Competencies	• Personal Growth and Well-being • Communication	• Personal Growth and Well-being • Critical Thinking	• Critical Thinking • Personal Growth and Well-being	• Critical Thinking • Personal Growth and Well-being	• Managing Information • Personal Growth and Well-being
Literacy	• Purpose • Participation • Clarity	• Participation • Clarity	• Participation • Clarity	• Participation • Audience	• Participation • Clarity • Intent • Audience
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Developing and affirming identity contributes to well-being and understandings of self and one another.				
Guiding Questions	What texts do I find enjoyable and engaging?	What are the ways I can enjoy and engage with a variety of texts?	How does my engagement with and enjoyment of texts increase my confidence in my literacy abilities?	What habits can help me achieve my literacy goals and support my enjoyment of and confidence to engage with a variety of texts?	What habits can I confidently demonstrate to achieve my literacy goals and support my enjoyment of and engagement with a variety of texts?
Learning Outcomes	Children choose and share texts that provide enjoyment.	Students investigate and communicate ways to find enjoyment when engaging with a variety of texts.	Students explain how choice of texts based on preference, purpose, and goals can build self-confidence in literacy skills.	Students experiment with and apply strategies that support enjoyment of and self-confidence to engage with a variety of texts.	Students demonstrate the use of strategies that support enjoyment of and engagement and perseverance with a variety of texts.
Conceptual Knowledge	• texts can provide enjoyment • language is everywhere and can provide enjoyment	• choosing preferred texts can provide enjoyment • there are many ways to engage with texts when reading, writing, listening, speaking, viewing, or representing • genres, features, vocabulary, and amount of text (literacy demands) can affect engagement	• selection of preferred texts supports engagement with and enjoyment of texts when reading, writing, listening, speaking, viewing, or representing • confidence in literacy skills is connected to enjoyment and engagement with texts • literacy demands of texts can affect engagement and enjoyment • goal setting can support engagement with a variety of texts	• text choice, goal setting, and reflection are strategies used to engage when reading, writing, listening, speaking, viewing, or representing • routines help reinforce engagement with texts • literacy is the ability to confidently use strategies to engage with texts • being literate supports participation in local communities	• text choices can vary based on preference, purpose, and goals when reading, writing, listening, speaking, viewing, or representing • literacy involves the ability to confidently use a variety of strategies to persevere when engaging with texts • being literate supports participation in local and global communities
Procedural Knowledge	• choose texts for enjoyment based on preference • share likes and dislikes about texts • share favourite images, words, phrases, or ideas in texts	• select texts related to the literacy demands and purpose • identify what makes a text enjoyable • express what makes a text engaging or enjoyable for oneself	• explain reasons for text choices related to the purpose, preference, and literacy goals • set goals to engage with a variety of texts • connect how enjoyment and engagement with texts builds self-confidence in literacy skills • reflect on how text choices and preferences relate to engagement or enjoyment	• choose texts for enjoyment and engagement based on preference, purpose, and literacy goals • set goals that support enjoyment and engagement with a variety of texts • reflect on how the goals set support self-confidence, enjoyment, and engagement • follow routines to support engagement with and enjoyment of texts • recognize that literacy skills support participation in local communities	• choose challenging texts and apply strategies that support perseverance • set goals that support perseverance, enjoyment, and engagement when interacting with texts • reflect on strategies that support self-confidence, engagement, and enjoyment • follow routines that support enjoyment of and engagement and perseverance with texts • recognize that literacy skills support participation in local and global communities
Competencies	• Personal Growth and Well-being • Communication	• Critical Thinking • Personal Growth and Well-being	• Personal Growth and Well-being • Communication	• Critical Thinking • Personal Growth and Well-being	• Personal Growth and Well-being • Managing Information
Literacy	• Purpose • Background Knowledge • Modes and Media	• Purpose • Background Knowledge • Clarity	• Purpose • Personal Insight • Task Analysis • Background Knowledge • Clarity	• Participation • Personal Insight • Vocabulary	• Participation • Personal Insight
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified

English Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Guiding Questions	How can engaging with texts help me develop an awareness of self?	How can engaging with diverse texts help me build an awareness of self?	How can engaging with diverse texts help me develop an understanding of self?	How can engaging with diverse texts help me build an awareness of self and one another?	How can engaging with diverse texts expand an understanding of self and one another?
Learning Outcomes	Children explore and share diverse texts that help develop an awareness of self.	Students explore and share diverse texts and personal experiences that contribute to an awareness of self.	Students explore and share connections between diverse texts and personal experiences that develop an understanding of self.	Students describe connections between diverse texts and experiences that develop an awareness of self and one another.	Students explain connections between personal experiences, one another, and diverse texts that develop an awareness of identity.
Conceptual Knowledge	• personal stories represent self	• stories and personal experiences contribute to an awareness of self	• stories of home, community, and culture represent self • connections between texts and personal experiences build awareness of self	• unique stories of self, home, family, community, and culture shape an awareness of self	• unique stories of self, home, family, community, and culture contribute to identity • an awareness of self and one another can be expanded by exploring diverse texts • diversity can strengthen an understanding of identity • identity develops over time
Procedural Knowledge	• explore self through engagement with diverse texts • share personal experiences to explore an awareness of self • share personal experiences of home, community, or culture to explore an awareness of self	• share personal experiences related to those represented in texts • explore an awareness of self through texts • connect experiences of home, family, community, or culture to an awareness of self	• connect texts and personal experiences, recognizing that personal experiences of home, community, and culture influence self • express awareness of self through engagement with and creation of texts	• investigate the connections between experiences and an awareness of self • describe how connecting to diverse texts contributes to an awareness of self • recognize that culture is expressed through a variety of texts • express self through engagement with and creation of texts	• explain how experiences of self, home, family, community, or culture influence identity • investigate how experiences with diverse texts and one another can expand an awareness of identity • explore identity through engagement with and creation of texts
Competencies	• Personal Growth and Well-being • Communication	• Personal Growth and Well-being • Communication	• Personal Growth and Well-being • Communication	• Personal Growth and Well-being • Communication	• Personal Growth and Well-being • Communication
Literacy	• Background Knowledge • Clarity	• Background Knowledge • Clarity	• Personal Insight • Background Knowledge • Intent	• Purpose • Personal Insight • Background Knowledge • Clarity • Intent	• Background Knowledge • Clarity
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified

English Language Arts DRAFT Kindergarten to Grade 4 Curriculum

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.				
Guiding Questions	How can sharing texts help us understand one another?	How are my views connected to texts and my personal experiences?	How can engaging with one another and diverse texts help us to consider different views?	How can engaging with diverse texts help us understand one another's views?	How can engaging with diverse texts help us build an understanding of different perspectives?
Learning Outcomes	Children explore and share personal views about information and ideas encountered in diverse texts.	Students connect personal views to those represented in diverse texts and personal experiences.	Students compare personal views to those represented in diverse texts and those of one another.	Students examine diverse texts and consider how an awareness of different views can build compassion.	Students examine a variety of perspectives found in diverse texts.
Conceptual Knowledge	• personal views are an individual's opinion • personal views about texts can be similar or different	• views can be similar or different • views in texts can be similar or different from personal views • views are connected to personal experiences	• everyone has a view that is shaped by personal experiences and connections with one another • texts represent views that are similar to or different from personal views or the views of one another	• compassion is feeling sympathetic toward one another • being open to another's views requires compassion	• a perspective is a particular way of viewing something • everyone has a perspective that is shaped by personal experiences and interactions with one another • perspective taking is seeing a view other than one's own view
Procedural Knowledge	• share personal views about information and ideas	• connect personal views to personal experiences • connect personal views to those found in texts • recognize how personal views and those of characters from texts can be the same or different	• acknowledge various views • listen respectfully to consider one another's views • compare views found in diverse texts to personal views • connect personal views to those of one another	• explain views found in diverse texts and recognize one's feelings in response to diverse texts • identify with the feelings and actions of one another • listen respectfully to one another's views	• connect personal perspectives to those found in diverse texts • explore and reflect upon the feelings and actions of characters who have different perspectives (empathy)
Competencies	• Personal Growth and Well-being • Communication	• Personal Growth and Well-being • Critical Thinking	• Personal Growth and Well-being • Critical Thinking	• Critical Thinking • Communication	• Critical Thinking • Communication
Literacy	• Background Knowledge • Vocabulary	• Background Knowledge • Comprehension Strategies	• Participation • Background Knowledge • Comprehension Strategies	• Purpose • Participation • Evaluate • Background Knowledge • Comprehension Strategies • Clarity	• Evaluate • Background Knowledge • Vocabulary • Comprehension Strategies
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Essential Understanding	Exploring connections strengthens our understandings of relationships to help us make meaning of the world.				
Guiding Questions	How are personal experiences and feelings connected to language?	How are personal experiences connected to language and feelings?	In what ways does the relationship between thought and language connect to personal experiences?	What is the relationship between thought and language?	How can an awareness of language influence thought?
Learning Outcomes	Children make connections between language and feelings.	Students share connections between language, feelings, and personal experiences.	Students communicate the connections between thought, language, and personal experiences.	Students explain the connections between thought and language.	Students connect and explain how language influences thought.
Conceptual Knowledge	• language (verbal and non-verbal) is connected to feelings	• language (verbal and non-verbal) is connected to feelings and personal experiences	• individuals use language (verbal and non-verbal) that reflects personal experiences • individuals can think differently about words and their meanings	• language and thought are connected • individuals use language (verbal and non-verbal) that reflects their thinking • language is connected to how one thinks about oneself and one another	• language can influence thought • perceptions of oneself and one another are influenced by language • when personal experiences change, language and thought can change
Procedural Knowledge	• recognize that language used is connected to feelings • share connections made between language and feelings	• recognize that language used is connected to personal experiences • share connections between language, feelings, and personal experiences	• connect personal experiences to thought and language • share how language and thought are connected to personal experiences	• reflect on how language is connected to thinking about self and one another • explain the connections between thought and language	• explain how language changes when one thinks about their thinking • connect how language used can affect perceptions of self and one another • reflect on how language can influence the thinking of self and one another
Competencies	• Critical Thinking • Communication	• Communication • Personal Growth and Well-being	• Communication • Critical Thinking	• Communication • Critical Thinking	• Critical Thinking • Communication
Literacy	• Purpose • Background Knowledge	• Background Knowledge	• Background Knowledge	• Personal Insight • Clarity	• Personal Insight • Background Knowledge • Clarity
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified
Guiding Questions	How can texts be used to explore First Nations, Métis, and Inuit kinships?	How can texts reflect how First Nations, Métis, and Inuit build and maintain connections within and among communities?	How can texts show how First Nations, Métis, and Inuit communities live in harmonious relationships?	How can texts be used to learn about kinship in First Nations, Métis, and Inuit communities?	How can texts be used to demonstrate how kinship fosters a sense of belonging for First Nations, Métis, and Inuit?
Learning Outcomes	Children explore various texts that show how First Nations, Métis, and Inuit value relationships.	Students connect to various texts that show how to build and maintain relationships within First Nations, Métis, and Inuit communities.	Students explain various texts about First Nations, Métis, and Inuit teachings that depict living well together on the land.	Students examine kinship in various First Nations, Métis, and Inuit texts.	Students examine various texts that explain how kinship fosters belonging in First Nations, Métis, and Inuit communities.
Conceptual Knowledge	• First Nations, Métis, and Inuit value respectful relationships between self and one another (kinship)	• texts show how ceremonies and celebrations connect people within communities (kinship)	• First Nations, Métis, and Inuit texts can illustrate how people, land, plants, and animals are all related and support one another (kinship)	• kinship involves sharing roles and responsibilities • First Nations, Métis, and Inuit texts can depict roles and responsibilities	• kinship involves supporting one another • First Nations, Métis, and Inuit texts can include teachings that demonstrate how to build a sense of belonging • kinship is connected to a sense of belonging

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Procedural Knowledge	• explore and discuss diverse texts that show how First Nations, Métis, and Inuit support one another (kinship)	• experience texts that show the diversity of First Nations, Métis, and Inuit communities • explain how gatherings and celebrations strengthen relationships within communities	• explore First Nations, Métis, and Inuit teachings about how to respect people, plants, animals, and the land • examine diverse texts that show the relationship between people, plants, animals, and the environment	• explain how characters in First Nations, Métis, and Inuit texts share roles and responsibilities • describe the connections between personal roles and responsibilities and those found in First Nations, Métis, and Inuit texts	• recognize how diverse texts reveal the ways First Nations, Métis, and Inuit families and communities support belonging • make connections between personal experiences and stories about belonging • describe different ways to support belonging within communities
Competencies	• Communication • Cultural and Global Citizenship	• Communication • Cultural and Global Citizenship	• Communication • Cultural and Global Citizenship	• Cultural and Global Citizenship • Communication	• Critical Thinking • Cultural and Global Citizenship
Literacy	• Access	• Background Knowledge • Access • Clarity • Comprehension Strategies	• Access • Clarity	• Background Knowledge • Vocabulary • Comprehension Strategies • Clarity	• Background Knowledge • Vocabulary • Comprehension Strategies • Clarity
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified
Guiding Questions	How can language be used to contribute to relationships?	How can language be used to develop relationships?	How can language be used to develop productive relationships?	How can language demonstrate ways to nurture relationships?	How can language be used to enhance relationships?
Learning Outcomes	Children explore relationships through texts and experiences that build collaboration.	Students share language and actions that build collaboration.	Students describe and apply language and actions that support collaboration.	Students demonstrate language and actions that support collaboration.	Students apply knowledge of how language and actions foster collaboration.
Conceptual Knowledge	• texts can teach how people work together • each person's participation in a group is important	• collaboration means working together toward a common goal • each person's participation in a group is important for collaboration	• each person can work collaboratively in a variety of partnerships and groups toward a common goal • taking turns, sharing ideas, and listening to one another develops collaborative relationships	• each person's participation in a group is important • individual roles and responsibilities help groups work collaboratively toward a common goal	• respectful language can strengthen relationships within a group • having specific roles and responsibilities can foster collaboration toward a common goal
Procedural Knowledge	• explore a variety of collaborative relationships presented in texts • participate in collaborative experiences • explore how people work together	• discuss collaborative relationships presented in texts • share words and actions that support collaboration • use language that supports working collaboratively toward a common goal	• describe collaborative relationships presented in texts • describe what it means to work collaboratively toward a common goal • self-assess words and actions when working collaboratively toward a common goal	• explain how language and actions in texts support collaboration • adjust own language, including tone of voice, to build collaboration • explain how language usage supports collaboration • share responsibilities as a group member • self-assess contributions in collaboration according to set criteria	• interpret how relationships in text are enhanced through collaboration • recognize and encourage each person's contributions toward a common goal • demonstrate responsibility for a role when collaborating with one another to achieve a common goal • create criteria to assess own role in collaboration
Competencies	• Collaboration • Communication	• Collaboration • Communication	• Collaboration • Communication	• Collaboration • Communication	• Collaboration • Communication
Literacy	• Purpose • Participation	• Participation • Personal Insight • Task Analysis • Audience	• Participation • Personal Insight • Clarity	• Participation • Personal Insight • Clarity • Audience	• Participation • Personal Insight • Comprehension Strategies
Numeracy	• None identified	• None identified	• None identified	• None identified	• None identified