BRITISH COLUMBIA
Ministry of Education

BIG IDEAS

| Language and **story** can be a source of creativity and joy. | **Stories** and other **texts** help us learn about ourselves and our families. | **Stories** and other **texts** can be shared through pictures and words. | Everyone has a unique **story** to share. |

| Through listening and speaking, we connect with others and share our world. | Playing with language helps us discover how language works. | Curiosity and wonder lead us to new discoveries about ourselves and the world around us. |

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Story**
• Use sources of information and **prior knowledge** to make meaning	• **structure of story**
• Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning	• **literary elements and devices**
• Explore **foundational concepts of print, oral, and visual texts**	**Strategies and processes**
• **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community	• **reading strategies**
• Recognize the importance of **story** in personal, family, and community identity	• **oral language strategies**
• Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning	• **metacognitive strategies**
• Recognize the **structure of story**	• writing processes
Create and communicate (writing, speaking, representing)	**Language features, structures, and conventions**
• **Exchange ideas and perspectives** to build shared understanding	• **concepts of print**
• Use language to identify, create, and share ideas, feelings, opinions, and preferences	• **letter knowledge**
• Create **stories** and other **texts** to deepen awareness of self, family, and community	• **phonemic and phonological awareness**
• **Plan and create stories and other texts** for different purposes and audiences	• **letter formation**
• Explore **oral storytelling processes**	• the relationship between reading, writing, and oral language

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

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  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **prior knowledge:** personal stories and experiences
- **reading, listening, and viewing strategies:** examples include distinguishing drawing from writing, asking questions to construct and clarify meaning, using active listening, predicting, making connections to self
- **foundational concepts of print, oral, and visual texts:** concepts include directionality of print, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship, understanding that pictures convey meaning, taking turns, expressing ideas and needs, and role-playing
- **engage actively as listeners, viewers, and readers:** connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking questions related to the topic at hand
- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **structure of story:** beginning, middle, end (or first, then, last)
- **exchange ideas and perspectives:** taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion
- **plan and create stories and other texts:** involves experimenting with print and storytelling; supporting communication, including through stories and the use of manipulatives such as puppets, storyboards, digital tools, and toys
- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text

- **structure of story:** beginning, middle, end (or first, then, last)
- **literary elements and devices:** examples include sound concepts (e.g., rhyme, rhythm, musical, and poetical qualities of language) and humorous and creative texts (e.g., tongue twisters, nursery rhymes, fables, traditional stories)
- **reading strategies:** making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge; retelling some elements of story; and recognizing familiar words/names and environmental print (e.g., street signs, food packaging)
- **oral language strategies:** adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **concepts of print:** the conventional features of written English, such as:
  – the symbolic nature of writing
  – the correspondence of spoken words to printed words (one-to-one matching)
  – the association of letters and sounds
  – the distinctive features of letters and words
  – the correspondence between uppercase and lowercase letters
  – left-to-right directionality
  – the use of space to mark word boundaries
  – the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark)
  – front and back of a book
- **letter knowledge:** recognizing and naming most letters of the alphabet, recognizing most letter-sound matches, recognizing some familiar words
- **phonemic and phonological awareness:** *Phonological* refers to the sounds of words (as opposed to their meanings):
  – Phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., *c / a / t*) and to blend phonemes into words indicates a developing phonemic awareness.
  – Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words.
- **letter formation:** the use of scribble writing or letter strings to communicate meaning; distinguishes drawing from writing

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Learning Standards

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

Learning Standards (continued)

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

	ENGLISH LANGUAGE ARTS
Big Ideas – Elaborations	**Grade 1**

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

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  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **read fluently at grade level:** reading with comprehension, phrasing, and attention to punctuation
- **prior knowledge:** personal stories and experiences
- **reading, listening, and viewing strategies:** examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others
- **foundational concepts of print, oral, and visual texts:** concepts include directionality of print, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship, understanding that pictures convey meaning, taking turns, expressing ideas and needs, role-playing, and phonological awareness
- **engage actively as listeners, viewers, and readers:** connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking questions related to the topic at hand
- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers
- **structure and elements of story:** Students can use the vocabulary needed to talk about a story, such as *beginning, middle, end*, and *main character*; and can follow events in sequence.
- **story in First Peoples cultures:** Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:
  - teaching (e.g., life lessons, community responsibilities, rites of passage)
  - sharing creation stories
  - recording personal, family, and community histories
  - "mapping" the geography and resources of an area
  - ensuring cultural continuity (e.g., knowledge of ancestors, language)
  - healing
  - entertainment
  (from *In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom,* FNESC/FNSA, 2012)
- **exchange ideas and perspectives:** involves taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion
- **communication forms:** examples include lists, journals, notes, simple stories, digital presentations, oral presentations, pictures, drama (e.g., puppet shows, dance, plays, storyboards) used to communicate ideas and information
- **conventions of Canadian spelling, grammar, and punctuation:** common practices in writing, such as capitals and small letters printed legibly; familiar words spelled correctly; and correct use of periods, question marks, and capitals (including capitalized *I*); introduction to Canadian spelling
- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text

- **elements of story:** setting, character, events (few details)
- **literary elements and devices:** poetic language, figurative language, sound play, images, colour, symbols
- **vocabulary to talk about texts:** book, page, chapter, author, title, illustrator, pictures, web page, website, and search box
- **reading strategies:** using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual
- **oral language strategies:** adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; and making relevant contributions to discussion
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **concepts of print:** the conventional features of written English, such as:
  - the symbolic nature of writing
  - the correspondence of spoken words to printed words (one-to-one matching)
  - the association of letters and sounds
  - the distinctive features of letters and words
  - the correspondence between uppercase and lowercase letters
  - left-to-right directionality
  - the use of space to mark word boundaries
  - the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark)
- **print awareness:** understanding the nature and uses of print, including letters and print symbols; children's print awareness is closely associated with their word awareness (the ability to recognize words as distinct elements of oral and written communication) and is an important precursor to literacy development and early reading achievement; includes awareness of the differences between letters, words, and sentences
- **phonemic and phonological awareness:** *Phonological* refers to the sounds of words (as opposed to their meanings):
  - Phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., *c / a / t*) and to blend phonemes into words indicates a developing phonemic awareness.
  - Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words.
- **letter formation:** legible printing with spacing between letters and words
- **sentence structure:** the structure of simple sentences
- **conventions:** common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun *I*)

BIG IDEAS

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Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Story/text**
• **Read fluently at grade level**	• **elements of story**
• Use sources of information and **prior knowledge** to make meaning	• **literary elements and devices**
• Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning	• **text features**
• Recognize how different **text structures** reflect different purposes.	• **vocabulary associated with texts**
• **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community	**Strategies and processes**
• Demonstrate awareness of the role that **story** plays in personal, family, and community identity	• **reading strategies**
• Use personal experience and knowledge to connect to **stories** and other **texts** to make meaning	• **oral language strategies**
• Recognize the structure and elements of **story**	• **metacognitive strategies**
• Show awareness of how **story in First Peoples cultures** connects people to family and community	• **writing processes**
Create and communicate (writing, speaking, representing)	**Language features, structures, and conventions**
• **Exchange ideas and perspectives** to build shared understanding	• **features of oral language**
• Create **stories** and other **texts** to deepen awareness of self, family, and community	• word patterns, word families
• Plan and create a variety of **communication forms** for different purposes and audiences	• **letter formation**
• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation	• **sentence structure**
• Explore **oral storytelling processes**	• **conventions**

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
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  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **read fluently at grade level:** reading with comprehension, phrasing, and attention to punctuation
- **prior knowledge:** personal stories and experiences
- **reading, listening, and viewing strategies:** examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others
- **text structures:** examples include letters, recipes, maps, lists, web pages
- **engage actively as listeners, viewers, and readers:** being open-minded to differences; connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking meaningful questions; using active listening; and asking and answering *what if, how*, and *why* questions in narrative and non-fiction text
- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **story in First Peoples cultures:** Traditional and contemporary First Peoples stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:
  – teaching (e.g., life lessons, community responsibilities, rites of passage)
  – sharing creation stories
  – recording personal, family, and community histories
  – "mapping" the geography and resources of an area
  – ensuring cultural continuity (e.g., knowledge of ancestors, language)
  – healing
  – entertainment
  (from *In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom,* FNESC/FNSA, 2012)
- **exchange ideas and perspectives:** taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contributions of others
- **communication forms:** examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information
- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text

- **elements of story:** character, plot, setting, structure (beginning, middle, end), and dialogue
- **literary elements and devices:** language, poetic language, figurative language, sound play, images, colour, symbols
- **text features:** how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline)
- **vocabulary associated with texts:** book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams
- **reading strategies:** using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual
- **oral language strategies:** asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** including tone, volume, inflection, pace, gestures
- **letter formation:** legible printing with spacing between words
- **sentence structure:** the structure of compound sentences
- **conventions:** common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun *I*)

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BIG IDEAS

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Learning Standards

Curricular Competencies	**Content**
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Story/text**
• **Read fluently at grade level**	• **elements of story**
• Use sources of information and **prior knowledge** to make meaning	• functions and genres of stories and other texts
• Make connections between ideas from a variety of sources and **prior knowledge** to build understanding	• **text features**
• Use developmentally appropriate **reading, listening, and viewing strategies** to make meaning	• **literary elements and devices**
• Recognize how different **texts** reflect different purposes.	**Strategies and processes**
• **Engage actively as listeners, viewers, and readers**, as appropriate, to develop understanding of self, identity, and community	• **reading strategies**
• Explain the role that **story** plays in personal, family, and community identity	• **oral language strategies**
• Use personal experience and knowledge to connect to **text** and make meaning	• **metacognitive strategies**
• Recognize the **structure and elements of story**	• **writing processes**
• Show awareness of how **story in First Peoples cultures** connects people to family and community	**Language features, structures, and conventions**
• Develop awareness of **how story in First Peoples cultures connects people to land**	• **features of oral language**
Create and communicate (writing, speaking, representing)	• word patterns, word families
• **Exchange ideas and perspectives** to build shared understanding	• **legible handwriting**
• Create **stories** and other **texts** to deepen awareness of self, family, and community	• **sentence structure**
• Plan and create a variety of **communication forms** for different purposes and audiences	• **conventions**
• Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation	
• Develop and apply expanding **word knowledge**	
• Explore and appreciate aspects of First Peoples **oral traditions**	
• Use **oral storytelling processes**	

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  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **read fluently at grade level:** reading with comprehension, phrasing, and attention to punctuation
- **prior knowledge:** personal stories and experiences
- **reading, listening, and viewing strategies:** examples include making logical predictions using prior knowledge and story structure; visualizing; making connections to text and self; making inferences; asking questions; engaging in conversation with peers and adults; showing respect for the contribution of others
- **engage actively as listeners, viewers, and readers:** offering relevant ideas, asking questions to find out and clarify others' views, sharing opinions supported by reasons
- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
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  – teaching (e.g., life lessons, community responsibilities, rites of passage)
  – sharing creation stories

- recording personal, family, and community histories
- "mapping" the geography and resources of an area
- ensuring cultural continuity (e.g., knowledge of ancestors, language)
- healing
- entertainment

(from *In Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom,* FNESC/FNSA, 2012)

- **how story in First Peoples cultures connects people to land:** First Peoples stories were created to explain the landscape, the seasons, and local events.

- **exchange ideas and perspectives:** offering ideas related to the problem, asking relevant questions to find out and clarify others' views, sharing opinions supported by reasons

- **communication forms:** examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information.

- **word knowledge:** morphology, including roots, affixes, and suffixes

- **oral traditions:** the means by which culture is transmitted over generations other than through written records
  - Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks.
  - In addition to expressing *spiritual* and *emotional* truth (e.g., by symbol and metaphor), it provides a record of *literal* truth (e.g., about events and situations).
  - The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.

- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text

- **elements of story:** character, plot, setting, conflict, and theme
- **text features:** how text and visuals are displayed (e.g., headings, diagrams, columns, and sidebars)
- **literary elements and devices:** descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration
- **reading strategies:** using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual
- **oral language strategies:** focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** including tone, volume, inflection, pace, gestures
- **legible printing:** legible handwriting with spacing between words
- **sentence structure:** the structure of compound sentences
- **conventions:** common practices in punctuation of sentences and in apostrophe use in contractions

BIG IDEAS

Language and **text** can be a source of creativity and joy.	Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.	**Texts** can be understood from different perspectives.	Using language in creative and playful ways helps us understand how language works.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

- **Access and integrate information and ideas** from a variety of sources and from **prior knowledge** to build understanding
- Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to deepen understanding of **text**
- Consider different purposes, audiences, and perspectives in exploring **texts**
- Apply a variety of **thinking skills** to gain meaning from **texts**
- Identify how differences in context, perspectives, and voice influence meaning in **texts**
- Recognize the role of language in personal, social, and cultural identity
- Use personal experience and knowledge to connect to **text** and deepen understanding of self, community, and world
- **Respond to text in personal and creative ways**
- Recognize how literary elements, techniques, and devices enhance meaning in **texts**
- Show an increasing understanding of the role of **organization in meaning**
- Demonstrate awareness of the **oral tradition in First Peoples cultures** and the **purposes of First Peoples texts**
- Identify how **story in First Peoples cultures connects people to land**

Content

Students are expected to know the following:

Story/text
- **forms, functions,** and **genres** of **text**
- **text features**
- **literary elements**
- **literary devices**
- evidence

Strategies and processes
- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions
- **features of oral language**
- **paragraph structure**
- sentence structure and **grammar**
- **conventions**

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • **Exchange ideas and perspectives** to build shared understanding • Use writing and design processes to plan, develop, and create **texts** for a variety of purposes and audiences • Use language in **creative and playful ways** to develop style • Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation • Develop and apply expanding **word knowledge** • Use **oral storytelling processes** • Transform ideas and information to create original texts	

ENGLISH LANGUAGE ARTS
Grade 4

Big Ideas – Elaborations

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text/texts:** *Text* and *texts* are generic terms referring all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **access and integrate information and ideas:** posing questions; locating information; identifying main ideas and supporting details; using text features (table of contents, headings, index, glossary, diagrams, tables, charts); organizing information into graphics such as t-charts, Venn diagrams, flow charts, and timelines
- **prior knowledge:** personal stories and experiences
- **comprehension strategies:** examples include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues
- **thinking skills:** examples include self-monitoring, reflecting, goal setting
- **respond to text in personal and creative ways:** expressing reactions and opinions, providing support for those, giving reasons for choice of favourite text
- **organization in meaning:** the use of paragraphing, chronological order, and order of importance to convey meaning in texts
- **oral tradition in First Peoples cultures:** the means by which culture is transmitted over generations other than through written records
  - Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks.
  - In addition to expressing *spiritual* and *emotional* truth (e.g., by symbol and metaphor), it provides a record of *literal* truth (e.g., about events and situations).
  - The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.
- **purposes of First Peoples texts:** including to teach life lessons and skills, to convey individual and community responsibilities, to share family and community histories, to explain the natural world, to record history, to map the geography of an area.
- **how story in First Peoples cultures connects people to land:** First Peoples stories were created to explain the landscape, the seasons, and local events.
- **exchange ideas and perspectives:** identifying opinions and viewpoints, asking clarifying questions, collaborating in large- and small-group activities, building on others' ideas, disagreeing respectfully
- **creative and playful ways:** taking risks in trying out new word choices and formats; playing with words, structures, and ideas
- **word knowledge:** morphology, including roots, affixes, and suffixes
- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout

- **forms:** such as narrative, exposition, report
- **functions:** purposes of text
- **genres:** literary or thematic categories such as fantasy, humour, adventure, biography
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **text features:** how text and visuals are displayed
- **literary elements:** theme, character, setting, plot, conflict, and purpose
- **literary devices:** sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)
- **reading strategies:** using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences
- **oral language strategies:** focusing on the speaker, asking questions to clarify; listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** including tone, volume, inflection, pace, gestures
- **paragraph structure:** use of a topic sentence and supporting details
- **grammar:** parts of speech; past, present, and future tenses; subject-verb agreement
- **conventions:** common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe

BIG IDEAS

Language and **text** can be a source of creativity and joy.	Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.	**Texts** can be understood from different perspectives.	Using language in creative and playful ways helps us understand how language works.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information and ideas from a variety of sources and from **prior knowledge** to build understanding
- Use a variety of **comprehension strategies** before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of **text**
- Synthesize ideas from a variety of sources to build understanding
- Consider different purposes, audiences, and perspectives in exploring **texts**
- Apply a variety of **thinking skills** to gain meaning from **texts**
- Identify how differences in context, perspectives, and voice influence meaning in **texts**
- Explain the role of language in personal, social, and cultural identity
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- **Respond to text in personal and creative ways**
- **Recognize how literary elements, techniques, and devices enhance meaning** in **texts**
- Show an increasing understanding of the role of **organization** in meaning
- Demonstrate awareness of the **oral tradition in First Peoples cultures** and the **purposes of First Peoples texts**
- Identify **how story in First Peoples cultures connects people to land**

Content

Students are expected to know the following:

Story/text

- **forms, functions,** and **genres** of **text**
- **text features**
- **literary elements**
- **literary devices**
- perspective/point of view

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraphing**
- sentence structure and **grammar**
- **conventions**

BRITISH
COLUMBIA
Ministry of Education

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • **Exchange ideas and perspectives** to build shared understanding • **Use writing and design processes** to plan, develop, and create **texts** for a variety of purposes and audiences • Use language in **creative and playful ways** to develop style • **Communicate in writing** using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation • Develop and apply expanding **word knowledge** • Use **oral storytelling processes** • Transform ideas and information to create original texts	

	ENGLISH LANGUAGE ARTS
Big Ideas – Elaborations	**Grade 5**

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **prior knowledge:** personal stories and experiences
- **comprehension strategies:** may include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues.
- **thinking skills:** may include exploring new ideas; determining the relative importance of ideas and information; considering alternative viewpoints; developing explanations; making and explaining connections; summarizing, analyzing, and synthesizing
- **respond to text in personal and creative ways:** beginning to question the author's viewpoint and intent; stating opinions with supporting reasons and explanations; using a variety of methods to respond (e.g., in writing, orally, and through drama)
- **recognize how literary elements, techniques, and devices enhance meaning:** explaining how literary devices contribute to meaning (e.g., sound devices, figurative language)
- **organization:** in texts, the use of paragraphing, chronological order, and order of importance
- **oral tradition in First Peoples cultures:** the means by which culture is transmitted over generations other than through written records
  – Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks.
  – In addition to expressing *spiritual* and *emotional* truth (e.g., by symbol and metaphor), it provides a record of *literal* truth (e.g., about events and situations).
  – The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.
- **purposes of First Peoples:** including to teach life lessons and skills, to convey individual and community responsibilities, to share family and community histories, to explain the natural world, to record history, to map the geography of an area
- **how story in First Peoples cultures connects people to land:** First Peoples stories were created to explain the landscape, the seasons, and local events.
- **exchange ideas and perspectives:** identifying opinions and viewpoints, asking clarifying questions, collaborating in large- and small-group activities, building on others' ideas, disagreeing respectfully
- **use writing and design processes**: planning, drafting, and editing compositions in a range of forms (e.g., opinion pieces, poetry, short stories, narrative, slams, spoken word, story boards and comic strips, masks, multimedia and multimodal forms)
- **creative and playful ways:** may include taking risks in trying out new word choices and formats; playing with words, structures, and ideas
- **communicate in writing:** using legible handwriting or a keyboard to convey texts
- **word knowledge:** morphology, including roots, affixes, and suffixes

- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout

- **forms:** such as narrative, exposition, report
- **functions:** purposes of text
- **genres:** literary or thematic categories such as fantasy, humour, adventure, biography
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **text features:** how text and visuals are displayed
- **literary elements:** narrative structures and characterization
- **literary devices:** sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile)
- **reading strategies:** using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences
- **oral language strategies:** focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** including tone, volume, inflection, pace, gestures
- **paragraphing:** development of paragraphs that have a topic sentence and supporting details
- **grammar:** parts of speech; past, present, and future tenses; subject-verb agreement
- **conventions:** common practices in punctuation (e.g., uses of the comma, quotation marks for dialogue, uses of the apostrophe in contractions); in capitalization in titles, headings, and subheadings; and in Canadian spelling

BIG IDEAS

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

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Understand how **literary elements, techniques, and devices** enhance and shape meaning
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and **oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view

Content

Students are expected to know the following:

Story/text

- **forms, functions,** and **genres** of **text**
- **text features**
- **literary elements**
- **literary devices**
- **techniques of persuasion**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraphing**
- **language varieties**
- **sentence structure and grammar**
- **conventions**
- **presentation techniques**

Learning Standards (continued)

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

	ENGLISH LANGUAGE ARTS
Big Ideas – Elaborations	**Grade 6**

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **diverse purposes:** may include to inquire, to explore, to inform, to interpret, to explain, to take a position, to propose a solution, to entertain
- **variety of sources:** includes digital sources; students need to develop the language and tools to successfully navigate digital media (e.g., be familiar with terms and concepts such as browser, cookie, browsing history, hyperlinked text, thread, URL, posting etiquette, privacy)
- **relevance:** Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information?
- **accuracy:** Students should be prompted to distinguish fact from opinion and to consider the source of the information.
- **reliability:** Students should be prompted to consider the credibility of the source
- **inquiry:** asking creative and critical questions supported and inspired by texts
- **extend thinking:** may include questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving
- **different features, forms, and genres of texts:** vary depending on the purpose and audience of the text; students should be encouraged to consider the role of elements used in various texts (e.g., illustration in graphic novels, advertisements on websites, use of music, paragraph length, pause and pace in spoken word, use of colour)
- **think critically, creatively, and reflectively:** questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); useful strategies for students include "exit slips," "one star, one wish," and quick activities to identify thinking
- **personal, social, and cultural contexts, values, and perspectives:** Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context.
- **how language constructs personal, social, and cultural identity:** Our sense of individuality and belonging is a product of, for example, the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.
- **personal, creative, and critical ways:** Students should be prompted to analyze their personal connection to text, explain their responses (rational and emotional), and consider texts from different points of view.
- **literary elements, techniques, and devices:** may include characterization, mood, foreshadowing, conflict, protagonist/antagonist, theme, imagery, sound devices
- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

- **oral tradition:** the means by which culture is transmitted over generations other than through written records
  - Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks.
  - In addition to expressing *spiritual* and *emotional* truth (e.g., by symbol and metaphor), it provides a record of *literal* truth (e.g., about events and situations).
  - The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.
- **literary and informational texts:** may include opinion pieces; poetry; short stories; narrative; slams; spoken word; storyboards and comic strips; masks; multimedia and multimodal forms.
- **audience/audiences:** students at this level expand their understanding of the range of audiences to include peers and authorities, and use formal and informal language according to audience
- **refine texts:** using techniques such as using verbs effectively, using repetition and substitution for effect, adding modifiers, varying sentence types, using precise diction
- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout

- **forms:** such as narrative, exposition, report
- **functions:** purposes of text
- **genres:** literary or thematic categories such as fantasy, humour, adventure, biography
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **text features:** how text and visuals are displayed
- **literary elements:** narrative structures, characterization, and setting
- **literary devices:** sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile)
- **techniques of persuasion:** the use of emotional and logical appeals to persuade
- **reading strategies:** using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences
- **oral language strategies:** focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** including tone, volume, inflection, pace, gestures
- **paragraphing:** developing paragraphs that are characterized by unity, development, and coherence
- **language varieties:** regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing)
- **sentence structure and grammar:** varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences and sentence fragments
- **conventions:** common practices in all standard punctuation use, in capitalization, and in Canadian spelling
- **presentation techniques:** Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.

BIG IDEAS

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

Learning Standards

Curricular Competencies	**Content**
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Story/text**
• Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**	• **forms, functions,** and **genres** of **text**
• Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**	• **text features**
• Synthesize ideas from a variety of sources to build understanding	• **literary elements**
• Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages	• **literary devices**
• **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**	• argument
• Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**	**Strategies and processes**
• Recognize **how language constructs personal, social, and cultural identity**	• **reading strategies**
• Construct meaningful personal connections between self, **text**, and world	• **oral language strategies**
• Respond to **text** in **personal, creative, and critical ways**	• **metacognitive strategies**
• Understand **how literary elements, techniques, and devices enhance and shape meaning**	• **writing processes**
• Recognize an increasing range of **text** structures and how they contribute to meaning	**Language features, structures, and conventions**
• Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	• **features of oral language**
• Recognize the **validity of First Peoples oral tradition** for a range of purposes	• **paragraphing**
	• **language varieties**
	• **syntax and sentence fluency**
	• **conventions**
	• **presentation techniques**

Learning Standards (continued)

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

	ENGLISH LANGUAGE ARTS
Big Ideas – Elaborations	**Grade 7**

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **diverse purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to propose a solution, to entertain
- **variety of sources:** includes digital sources; students need to develop the language and tools to successfully navigate digital media (e.g., be familiar with terms and concepts such as browser, cookie, browsing history, hyperlinked text, thread, URL, posting etiquette, following social media, tweeting, privacy, digital identity)
- **relevance:** Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information?
- **accuracy:** Students should be prompted to distinguish fact from opinion and to consider the source of the information.
- **reliability:** Students should be prompted to consider the authority of the source and whether it is a primary or secondary source.
- **inquiry:** asking creative and critical questions supported and inspired by texts
- **extend thinking:** questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving
- **different features, forms, and genres of texts:** vary depending on the purpose and audience of the text; students should be encouraged to focus on the relationship between form and function (e.g., considering the role in various texts of elements such as illustration in graphic novels; advertisements on websites; lighting in film and photography; use of music, paragraph length, line breaks in poetry; pause and pace in spoken word; symbolic and emotional use of colour)
- **think critically, creatively, and reflectively:** questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); students should be encouraged to think outside the box, moving beyond the text and comparing texts; useful strategies include "exit slips," "one star, one wish," and quick activities to identify thinking
- **personal, social, and cultural contexts, values, and perspectives:** Students should be prompted to consider the influence of family, friends, activities, education, religion, gender, age, and place; to develop awareness that authors write from a perspective or point of view; and to consider the relationship between text and context.
- **how language constructs personal, social, and cultural identity:** Our sense of individuality and belonging is a product of the language we use; oral tradition, story, recorded history, and social media; voice; cultural aspects; and register. Students should recognize the impact of language in their lives.
- **personal, creative, and critical ways:** for example, students should be prompted to analyze their personal connection to text, explain their responses (rational and emotional), and consider texts from different points of view.
- **how literary elements, techniques, and devices enhance and shape meaning:** for example, metaphor brings a fresh perspective to the common; diction influences emotional response, persuasiveness, and meaning; hyperbole exaggerates for emphasis; sound devices can add to or disrupt the aesthetics of a text; imagery evokes sensory experiences in response to text

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

- **validity of First Peoples oral tradition:** Students should be prompted to recognize the similarities and differences between oral and written records, and to understand that oral tradition has the same validity, importance, and permanence for First Peoples as written texts do for other cultures.

- **exchange ideas and viewpoints:** collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others' ideas; disagreeing respectfully; and extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)

- **literary and informational texts:** examples include opinion pieces; poetry; short stories; narrative; slams; spoken word; storyboards and comic strips; masks; multimedia and multimodal forms

- **audience/audiences:** Students at this level expand their understanding of the range of audiences to include peers, authorities, and professional audiences.

- **refine texts:** using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, using active instead of passive voice, maintaining parallelism, adding modifiers, replacing *be* verbs with stronger verbs, varying sentence types, using precise diction, and eliminating wordiness

- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout, using an expanding repertoire of techniques to enhance audience experience

- **forms:** such as narrative, exposition, report
- **functions:** purposes of text
- **genres:** literary or thematic categories such as fantasy, humour, adventure, biography
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **text features:** how text and visuals are displayed
- **literary elements:** narrative structures, characterization, and setting
- **literary devices:** sensory detail (e.g., imagery, sound devices) and figurative language (e.g., metaphor, simile)
- **reading strategies:** using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences
- **oral language strategies:** focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop one's awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** including tone, volume, inflection, pace, gestures
- **paragraphing:** developing paragraphs that are characterized by unity, development, and coherence
- **language varieties:** regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (e.g., texting versus essay writing)
- **syntax and sentence fluency:** use of a mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; and awareness of run-on sentences and sentence fragments
- **conventions:** common practices in all standard punctuation use, in capitalization, and in Canadian spelling
- **presentation techniques:** Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the audience, and demonstrate thought and care in organization.

BIG IDEAS

Language and **text** can be a source of creativity and joy.	Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.	People understand text differently depending on their worldviews and perspectives.	**Texts** are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a variety of sources and evaluate their **relevance**, **accuracy**, and **reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Recognize **how literary elements, techniques, and devices enhance and shape meaning**
- Recognize an increasing range of text structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the **protocols** and ownership associated with First Peoples **texts**

Content

Students are expected to know the following:

Story/text

- **forms, functions,** and **genres** of **text**
- **text features**
- **literary elements**
- **literary devices**
- **elements of visual/graphic texts**
- relevance, accuracy, reliability

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **multi-paragraphing**
- **language usage and context**
- **elements of style**
- **syntax and sentence fluency**
- **conventions**
- **presentation techniques**

Learning Standards (continued)

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

	ENGLISH LANGUAGE ARTS
Big Ideas – Elaborations	**Grade 8**

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **diverse purposes:** examples include to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain

- **relevance:** Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information?

- **accuracy:** Students should be prompted to distinguish fact from opinion and to consider the source of the information, whether it is supported by evidence, whether it is factually correct, and whether other sources support it.

- **reliability:** Students should be prompted to consider the credibility of voice, whether it is a primary or a secondary source, and the trustworthiness and authority of the source.

- **inquiry:** asking creative and critical questions supported and inspired by texts

- **extend thinking:** may include questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, and problem solving

- **different features, forms, and genres of texts:** vary depending on the purpose and audience of the text; students should be encouraged to focus on the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels; advertisements on websites; lighting and camera angles in film and photography; use of music, paragraph length, line breaks in poetry; silence and intonation in spoken word; and colour)

- **think critically, creatively, and reflectively:** questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); students should be encouraged to think outside the box, moving beyond the text and comparing texts; useful strategies include "exit slips," "one star, one wish," and quick activities to identify thinking

- **personal, social, and cultural contexts, values, and perspectives:** Students should be prompted to recognize the influence of family, friends, activities, education, religion, gender, age, place, settlement patterns, immigration, economic factors, and political events (local and beyond); to recognize that authors write from a perspective influenced by such factors; and to consider the relationship between text and context.

- **how language constructs personal, social, and cultural identity:** Our sense of individuality and belonging is a product of the language we use; oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); register; and language as a system of meaning. Students should recognize that how we use language defines who we are in the world.

- **personal, creative, and critical ways:** Students should be prompted to demonstrate comprehension, understanding of connection, and thoughtfulness; support positions with evidence/reasoning; identify and challenge their own assumptions; show awareness of their emotional and cognitive reactions and of their own point of view; and show they can consider texts from different point of views.

- **how literary elements, techniques, and devices enhance and shape meaning:** for example, metaphor brings a fresh perspective to the common; irony can add social critique to an argument; allusion suggests connections between diverse elements; form often reflects function; diction influences emotion, persuasiveness, and meaning

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

- **protocols:** as applied to local stories, protocols are recognized customs and practices about when and where the stories can be shared, who owns them, and who can share them, because the stories have been passed down through generations

- **exchange ideas and viewpoints:** collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others' ideas; disagreeing respectfully; and extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)

- **literary and informational texts:** students should be supported in planning, drafting, and editing multimedia and multimodal texts, such as paragraph compositions that include a theme (subject and author's opinion) and TAG (title, author, genre); other examples of texts include opinion pieces, poetry, short stories, narratives, slams, spoken word texts, storyboards and comic strips, and masks

- **audience/audiences:** Students at this level expand their understanding of the range of audiences to include peers, authorities, and technical audiences.

- **refine texts:** using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, using active instead of passive voice, maintaining parallelism, adding modifiers, replacing *be* verbs with stronger verbs, varying sentence types, using precise diction, eliminating wordiness

- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout, using an expanding repertoire of techniques to enhance audience experience

- **forms:** such as narrative, exposition, report

- **functions:** purposes of text

- **genres:** literary or thematic categories such as fantasy, humour, adventure, biography

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:
    - Oral texts include speeches, poems, plays, and oral stories.
    - Written texts include novels, articles, and short stories.
    - Visual texts include posters, photographs, and other images.
    - Digital texts include electronic forms of all the above.
    - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text features:** how text and visuals are displayed

- **literary elements:** characterization, character types, story structures (e.g., linear, cyclical, iterative), and setting

- **literary devices:** sensory detail (e.g., imagery, sound devices), and figurative language (e.g., metaphor, simile, hyperbole)

- **elements of visual/graphic texts:** may include layout, infographics, emoticons, icons, symbols, interactive visuals, hypertext, and colour, illustration styles (e.g., realism, cartoon, sketch, outline)

- **reading strategies:** using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences

- **oral language strategies:** focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns

- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer

- **writing processes:** may include revising, editing, considering audience

- **features of oral language:** including tone, volume, inflection, pace, gestures

- **multi-paragraphing:** developing multi-paragraph compositions that are characterized by unity, development, and coherence

- **language usage and context:** refers to the impact of context on choice of language usage (e.g., when texting, using informal short-form language; when writing an essay, using more formal standard Canadian English)

- **elements of style:** diction, figurative language, tone, inclusive language, degree of formality

- **syntax and sentence fluency:** use of a mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; and awareness of run-on sentences and sentence fragments

- **conventions:** common practices in all standard punctuation use, in capitalization, in quoting, and in Canadian spelling

- **presentation techniques:** Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the audience, and demonstrate thought and care in organization.

BRITISH
COLUMBIA
Ministry of Education

BIG IDEAS

Language and **story** can be a source of creativity and joy.	Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.	People understand **text** differently depending on their worldviews and perspectives.	**Texts** are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	Content
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Explain **how literary elements, techniques, and devices enhance and shape meaning**
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Develop an awareness of the **diversity within and across First Peoples societies** represented in **texts**
- Recognize the influence of place in First Peoples and other Canadian texts

Content

Students are expected to know the following:

Story/text

- **forms, functions,** and **genres** of **text**
- **text features**
- **literary elements**
- **literary devices**
- **elements of visual/graphic texts**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **multi-paragraphing**
- **language change**
- **elements of style**
- **usage**
- **syntax and sentence fluency**
- **conventions**
- **presentation techniques**
- **rhetorical devices**
- connotation and denotation

Learning Standards (continued)

Curricular Competencies	Content
- Create and communicate (writing, speaking, representing) **Exchange ideas and viewpoints** to build shared understanding and extend thinking - Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences** - Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message - Use an increasing repertoire of conventions of Canadian **spelling**, grammar, and punctuation - Use and experiment with **oral storytelling processes** - Select and use appropriate features, forms, and genres according to audience, purpose, and message - Transform ideas and information to create original **texts** - Express an opinion and support it with credible evidence	

	ENGLISH LANGUAGE ARTS
Big Ideas – Elaborations	**Grade 9**

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - Oral texts include speeches, poems, plays, and oral stories.
  - Written texts include novels, articles, and short stories.
  - Visual texts include posters, photographs, and other images.
  - Digital texts include electronic forms of all the above.
  - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **diverse purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain
- **variety of sources:** includes digital sources; students need to develop the language and tools to successfully navigate digital media (e.g., be familiar with terms and concepts such as browser, cookie, browsing history, hyperlinked text, thread, URL, fair use/copyright, plagiarism, posting etiquette, following social media, tweeting, privacy, digital identity, predictive text, evaluating digital resources, how search engines work, collaborative writing online, the language register of texting versus standard Canadian English, digital ownership, data mining)
- **relevance:** Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information?
- **accuracy:** Students should be prompted to distinguish fact from opinion and to consider the source of the information, whether it is supported by evidence, whether it is factually correct, and whether other sources support it.
- **reliability:** Students should be prompted to consider the credibility of the source's voice, whether it is a primary or secondary source, and the trustworthiness and authority of the source.
- **inquiry:** asking creative and critical questions supported and inspired by texts
- **extend thinking:** may include questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving
- **different features forms, and genres of texts:** vary depending on the purpose and audience of the text; students should be encouraged to focus on the relationship between form and function (e.g., considering the role in various texts of elements such as negative space in graphic novels, advertisements on websites, lighting and camera angles in film and photography, use of music, paragraph length, line breaks in poetry, silence and intonation in spoken word, and colour)
- **think critically, creatively, and reflectively:** questioning, interpreting, comparing, and contrasting a range of texts (e.g., narrative, poetry, visual texts); students should be encouraged to think outside the box, moving beyond the text and comparing texts; useful strategies include "exit slips," "one star, one wish," and quick activities to identify thinking
- **personal, social, and cultural contexts, values, and perspectives:** Students should be prompted to understand the influence of family, friends, activities, education, religion, gender, age, place, settlement patterns, immigration, economic factors, and political events (local and beyond); to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context.
- **how language constructs personal, social, and cultural identity:** Our sense of individuality and belonging is a product of the language we use; oral tradition, story, recorded history, and social media; voice; cultural aspects; literacy history; linguistic background (English as first or additional language); register; and language as a system of meaning. Students should recognize that how we use language defines who we are in the world.
- **personal, creative, and critical ways:** Students should be prompted to demonstrate comprehension, understanding of connection, and thoughtfulness; support positions with evidence/reasoning; identify and challenge their own assumptions; show awareness of their emotional and cognitive reactions and of their own point of view; and show they can consider texts from different point of views.

- **how literary elements, techniques, and devices enhance and shape meaning:** for example, metaphor brings a fresh perspective to the common; irony can add social critique to an argument; allusion suggests connections between diverse elements; form often reflects function; diction influences emotion, persuasiveness, and meaning

- **story/stories:** narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

- **diversity within and across First Peoples societies:** variety of worldviews and perspectives, diverse traditions, range of historical experiences, wealth of human experiences

- **exchange ideas and viewpoints:** collaborating in large and small groups through activities such as think-pair-share, debates, four corners, quiet conversation, and lit circles (in which students take on new roles); using active listening skills and receptive body language; paraphrasing and building on others' ideas; disagreeing respectfully; extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments)

- **literary and informational texts:** Students should be supported in planning, drafting, and editing multimedia and multimodal texts, such as paragraph compositions that include a theme (subject and author's opinion) and TAG (title, author, genre); other examples of texts include opinion pieces, poetry, short stories, narratives, slams, spoken word texts, storyboards and comic strips, and masks

- **refine texts:** using techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, using active instead of passive voice, maintaining parallelism, adding modifiers, replacing *be* verbs with stronger verbs, varying sentence types, using precise diction, eliminating wordiness

- **audience/audiences:** Students at this level expand their understanding of the range of audiences to include children, peers, authorities, and technical and business audiences, and are introduced to evidence-based writing for a variety of audiences.

- **spelling:** focus is on Canadian spelling (e.g., -*our*, -*re*, and –*ize* endings; doubled consonants in words such as *counselled* and *travelled;* words such as *grey, licence*)

- **oral storytelling processes:** creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller's natural voice from the characters' voices, presenting the story efficiently, keeping the listener's interest throughout, using an expanding repertoire of techniques to enhance audience experience

- **forms:** such as narrative, exposition, report
- **functions:** purposes of text
- **genres:** literary or thematic categories such as fantasy, humour, adventure, biography
- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  – Oral texts include speeches, poems, plays, and oral stories.
  – Written texts include novels, articles, and short stories.
  – Visual texts include posters, photographs, and other images.
  – Digital texts include electronic forms of all the above.
  – Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **text features:** how text and visuals are displayed
- **literary elements:** characterization, narrative structures, setting
- **literary devices:** sensory detail (e.g., imagery, sound devices); figurative language (e.g., metaphor, simile, hyperbole); irony, paradox, oxymoron
- **elements of visual/graphic texts:** layout, infographics, emoticons, icons, symbols, interactive visuals, hypertext, colour; illustration style (realism, cartoon, sketch, outline)
- **reading strategies:** using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences
- **oral language strategies:** focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns
- **metacognitive strategies:** talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer
- **writing processes:** may include revising, editing, considering audience
- **features of oral language:** such as tone, volume, inflection, pace, gestures
- **multi-paragraphing:** developing multi-paragraph compositions that are characterized by unity, development, and coherence
- **language change:** Languages change slowly but continually (e.g., Old English to Modern English):
  – Changes are evident in different dialects.
  – New words and new ways of saying things emerge as culture and society change.
  – New media accelerates change.
- **elements of style:** diction, figurative language, tone, inclusive language, and degree of formality
- **usage:** such as avoiding double negatives, mixed metaphors, malapropisms, word misuse
- **syntax and sentence fluency:** use of a mix of simple, compound, and complex sentences; correct pronoun use; subject-verb agreement; use of transitional words; awareness of run-on sentences and sentence fragments
- **conventions:** common practices in all standard punctuation use, in capitalization, in quoting, and in Canadian spelling
- **presentation techniques:** Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and the audience, and demonstrate thought and care in organization.
- **rhetorical devices:** figurative language, parallelism, repetition, irony, humour, exaggeration, emotional language, logic, direct address, rhetorical questions, and allusion