

Learning Framework Continuum		September - December			January - June			
English Language Arts Grade K What students will know, do and understand	Students will understand...	Reading, Listening and Viewing <ul style="list-style-type: none"> Everyone has a unique story to share. Language and story can be a source of creativity and joy Playing with language helps us discover how language works. Stories and other texts help us learn about ourselves and our families. 			Reading, Listening and Viewing <ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words (<i>concepts of print</i>) Through listening we can connect with others and share our world Curiosity and wonder lead us to new discoveries about ourselves and the world around us 			
	Big Ideas							
		Sept- Oct		Nov - Dec	Jan - Feb		Mar - April	May - June
	Students will do / know...	<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning (<i>print awareness</i>) Use developmentally appropriate Strategies to make meaning (<i>phonemic and phonological awareness</i>) Explore foundational concepts of print, oral, and visual texts Engages actively as a listeners, viewers, and readers, as appropriate, to develop understanding of self, identify and community (<i>phonemic and phonological awareness</i>) 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Use source of information and prior knowledge to make meaning Use developmentally appropriate reading, listening and viewing strategies to make meaning Explore foundational concept of print, oral, and visual texts Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community 	<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of a story Recognize the importance of story in personal, family, and community identity Use developmentally appropriate reading, listening, and viewing strategies to make meaning Explore foundational concepts of print, oral and visual text Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Explore foundation concepts of print, oral, and visual texts Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community 	<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (<i>beginning, middle, end</i>) Use developmentally appropriate reading, listening, and viewing strategies to make meaning Explore foundational concepts of print, oral, and visual text Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identify, and community
Learning Standards	<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create, and share ideas, feelings, opinions and preferences. 		<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding Explore oral storytelling processes 	<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Create stories and other texts to deepen awareness of self, family, and community 		<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Create stories and other texts to deepen awareness of self, family, and community 	<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences 	
Students will be... Core Competencies	Communication			Thinking		Personal and Social		
	Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others I can ask questions 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my own world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness and Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve problems and ask for help I know other people can be different than me 	

Learning Framework Continuum		September - December			January - June		
English Language Arts Grade 1 What students will know, do and understand	Students will Understand... Big Ideas	Reading, Listening and Viewing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>letter knowledge and phonemic and phonological awareness</i>) Stories and other texts help us learn about ourselves and our families Writing, Speaking and Representing <ul style="list-style-type: none"> Language and story can be a source of creativity and joy Everyone has a unique story to share 			Reading, Listening and Viewing <ul style="list-style-type: none"> Stories and other texts can be shared through pictures and words (<i>concepts of print</i>) Through listening we can connect with others and share our world Curiosity and wonder lead us to new discoveries about ourselves and the world around us Writing, Speaking and Representing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>letter formation, sentence structure and conventions</i>) Through speaking and writing, we connect with others and share our world. 		
		Sept- Oct	Nov - Dec	Jan - Feb	Mar - April	May - June	
	Students will do / know... Learning Standards	<u>COMPREHEND AND CONNECT</u> Through reading, listening and Viewing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning (<i>print awareness</i>) Use developmentally appropriate strategies to make meaning (<i>phonemic and phonological awareness</i>) <u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use information and prior knowledge to make meaning (<i>connections</i>) Explore concepts of print, oral, and visual texts (<i>letter sounds and sight words</i>) 	<u>COMPREHEND AND CONNECT</u> Through reading, listening and Viewing students will: <ul style="list-style-type: none"> Use developmentally appropriate strategies to make meaning (<i>phonemic and phonological awareness</i>) Develop an understanding of self, identity and community <u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Communicate using letters and words and apply some conventions of Canadian spelling, grammar, and punctuation (<i>letter sounds, CVC and sight words</i>) Use language to identify, create, and share the ideas, feeling, opinions, and preferences 	<u>COMPREHEND AND CONNECT</u> Through reading, listening and Viewing students will: <ul style="list-style-type: none"> Recognize the structure of a story (<i>setting, character and events</i>) Use developmentally strategies to make meaning (<i>phonological awareness</i>) Show awareness of how story in First Peoples' cultures connects people to family and community story <u>CREATE AND COMMUNICATE</u> Through writing, speaking and Representing students will: <ul style="list-style-type: none"> Recognize literary elements and devices (<i>setting, character and events</i>) Recognize the importance of story in personal, family and community identity 	<u>COMPREHEND AND CONNECT</u> Through reading, listening and Viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (<i>setting, character and events</i>) Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>) Identity use personal experience and knowledge to connect stories and other texts to make meaning <u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create and share ideas, feelings and opinions Plan and create a variety of communication forms 	<u>COMPREHEND AND CONNECT</u> Through reading, listening and Viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (setting, character and events) Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>) <u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences Explore oral storytelling processes 	
	Students will be... Core Competencies	Communication			Thinking		Personal and Social
	Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others I can ask questions 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my own world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness and Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve problems and ask for help I know other people can be different than me

Learning Framework Continuum		September - December			January - June					
English Language Arts Grade 2 What students will know, do and understand	Students will understand...	Reading, Listening and Viewing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>phonological awareness, word patterns, word families</i>) Use stories and text to learn about ourselves, our families, and our communities Writing, Speaking and Representing <ul style="list-style-type: none"> Language and stories can be a source of creativity and joy Everyone has a unique story to share 			Reading, Listening and Viewing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>concepts of print</i>) Through listening we can connect with others and share our world Curiosity and wonder lead us to new discoveries about ourselves and the world around us Writing, Speaking and Representing <ul style="list-style-type: none"> Playing with language helps us discover how language works (<i>letter formation, sentence structure and conventions</i>) Through speaking and writing, we connect with others and share our world. 					
	Big Ideas	Sept - Oct			Nov - Dec		Jan - Feb		Mar - April	May - June
	Students will do / know...	<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Read fluently at grade level (<i>reading with comprehension, phrasing and attention to punctuation</i>) Recognize the importance of story in personal, family, and community. (<i>predictions, connections, inferences</i>) 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community. (<i>making predictions, connections, inferences</i>) Show awareness of how story in First Peoples' cultures connects people to family and community 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Show awareness of how story in First Peoples' cultures connect people to family and community story 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (setting, character and events) Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>) Identify use personal experience and knowledge to connect stories and other texts to make meaning 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure of story (setting, character and events) Use developmentally appropriate strategies to make meaning (<i>phonological awareness</i>)
	Learning Standards	<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use personal experiences and knowledge to connect to stories and other texts to make meaning <i>Explore concepts of print, oral and visual texts (CVC and sight words)</i> 		<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Communicate using letters and words and apply some conventions of Canadian spelling, grammar, and punctuation (<i>CVC and sight words</i>) <i>Explore oral story telling processes</i> 		<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Recognize literary elements and devices (setting, character and events) Recognize the importance of story in personal, family and community identity 		<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create and share ideas, feelings and opinions Plan and create a variety of communication forms 		<u>CREATE AND COMMUNICATE</u> Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences Explore oral storytelling processes
Students will be...	Communication			Thinking		Personal and Social				
Core Competencies	Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others I can ask questions 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my own world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness and Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve problems and ask for help I know other people can be different than me 			

Learning Framework Continuum		September - December				January - June					
English Language Arts Grade 3 What students will know, do and understand	Students will Understand... Big Ideas	Reading, Listening and Viewing <ul style="list-style-type: none"> Using language in creative and playful ways helps us understand how language works Stories and other texts help us learn about ourselves, our families, and our communities Writing, Speaking and Representing <ul style="list-style-type: none"> Language and story can be a source of creativity and joy Using language in playful ways helps us understand how language works 				Reading, Listening and Viewing <ul style="list-style-type: none"> Stories and texts help us learn about ourselves, our families and our communities Curiosities and wonder lead us to new discoveries about ourselves and the world around us Writing, Speaking and Representing <ul style="list-style-type: none"> Stories can be understood from different perspectives 					
		Sept- Oct		Nov - Dec		Jan - Feb		Mar - April		May - June	
	Students will do / know... Learning Standards	<u>COMPREHEND AND CONNECT</u> Through reading, listening and Viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Develop an understanding of self, identity, and community Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Explore concepts of print, oral, and visual texts (<i>word patterns and word families</i>) Explore oral storytelling processes 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Show awareness of how story in First Peoples' cultures connects people to family and community Recognize how different text structures reflect different purposes Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use personal experience and knowledge to connect to stories and other texts to make meaning Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (<i>compound sentences</i>) Explore concepts of print, oral, and visual texts (<i>word families and sight words</i>) Develop and apply expanding word knowledge Explore oral storytelling processes 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity (<i>predictions, connections, inferences</i>) Identify use personal experience and knowledge to connect to stories and other texts to make meaning (<i>text features and vocabulary associated with texts</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Use language to identify, create, and share ideas, feelings, opinions, and preferences Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>). Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure</i>) 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure and elements of a story (<i>setting, plot & character development</i>) Show awareness of how story in First Peoples' cultures connects people to family and community (<i>empathy and connections</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Develop and apply expanding word knowledge 		<u>COMPREHEND AND CONNECT</u> Through reading, listening and viewing students will: <ul style="list-style-type: none"> Recognize the structure and elements of a story (<i>setting, plot & character development</i>) Show awareness of how story in First Peoples' cultures connects people to family and community (<i>empathy and connections</i>) Through writing, speaking and representing students will: <ul style="list-style-type: none"> Plan and create a variety of communication forms for different purposes and audiences (<i>sentence structure and vocabulary</i>) Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation Develop and apply expanding word knowledge 	
	Students will be... Core Competencies	Communication				Thinking		Personal and Social			
	Communicating <ul style="list-style-type: none"> I can share my ideas I can listen to others. I can ask questions 	Collaborating <ul style="list-style-type: none"> I can work in a group I can cooperate I am respectful 	Creative Thinking <ul style="list-style-type: none"> I get ideas when I play I can solve problems I can think of a new idea 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can show if I like something or not I can explore my own world I can reflect on my learning 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can share my feelings I can celebrate my efforts I can make choices that keep me happy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can tell you about myself I know some of my strengths I can share things important to me 	Social Awareness and Responsibility <ul style="list-style-type: none"> I am kind and respectful to others I can solve problems and ask for help I know other people can be different than me 				



English Language Arts Grade 4

What students will know, do and understand

Students will Understand...

Big Ideas

- Reading, Listening and Viewing**
- 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
- Writing, Speaking and Representing**
- Language and text can be a source of creativity and joy
 - Using language in creative and playful ways helps us understand how language works

- Reading, Listening and Viewing**
- Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens
- Writing, Speaking and Representing**
- Stories can be understood from different perspectives
 - Using language in creative and playful ways helps us understand how language works

Sept- Oct

Nov - Dec

Jan - Feb

Mar - April

May - June

Students will do / know...

Learning Standards

	Sept- Oct	Nov - Dec	Jan - Feb	Mar - April	May - June
COMPREHEND AND CONNECT	COMPREHEND AND CONNECT				
Through reading, listening and viewing students will:	Through reading, listening and viewing students will:				
<ul style="list-style-type: none"> • Access and integrate information and ideas from a variety of sources and form prior knowledge to building understanding • Use a variety of comprehension strategies before, during, and after reading to deepen their understand of text (<i>main ideas and supporting details</i>) 	<ul style="list-style-type: none"> • Consider different purposes, audiences, and perspectives in exploring texts (<i>visualizing, questioning, predicting, summarizing</i>) • Use personal experience and knowledge to connect to text and depend their understanding of self, community, and world (<i>predictions, connections, inferences</i>) • Respond to text in personal and creative ways (<i>forms, functions and genres of stories</i>) 				
CREATE AND COMMUNICATE	CREATE AND COMMUNICATE				
Through writing, speaking and representing students will:	Through writing, speaking and representing students will:				
<ul style="list-style-type: none"> • Exchange ideas and perspectives to build shared understanding • Using language in creative and playful ways to develop style • Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation • Develop expanding word knowledge (<i>using phonics and word structure</i>) 	<ul style="list-style-type: none"> • Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences • Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure</i>) • Develop expanding word knowledge (<i>using phonics and word structure</i>) 				



Communication



Thinking



Personal and Social

Students will be...

Core Competencies

Communicating	Collaborating	Creative Thinking	Critical & Reflective Thinking	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness and Responsibility
<ul style="list-style-type: none"> • I can listen to and contribute ideas in conversation • I can ask questions to further my understanding • I can present my ideas clearly in an organized way 	<ul style="list-style-type: none"> • I can work with others to carry out a goal • I can play an active roles in a group • I can reflect on our group efforts and our results 	<ul style="list-style-type: none"> • I form ideas as I explore interests • I build on others' ideas to create new things • I use my strategies to think creatively 	<ul style="list-style-type: none"> • I can explore and ask open-ended questions to gather information • I can use criteria and evidence to make judgements • I can develop and design different solutions • I can give and received feedback and set goals 	<ul style="list-style-type: none"> • I can make goals, monitor, progress and celebrate my growth • I can advocate for myself and my ideas • I can recognize my feelings and use strategies • I can make choices that keep me happy and safe 	<ul style="list-style-type: none"> • I can describe who I am, and my positive qualities and strengths • I can describe some of my values • I can explain why I make specific choices • I can explain how being in different groups helps me learn about myself 	<ul style="list-style-type: none"> • I can show respect, kindness and support for others • I appreciate others' ideas and can stand up for what's right and fair • I can use strategies to solve problems in peaceful ways • I can contribute to my community and care for the environment

Learning Framework Continuum		September - December			January - June		
English Language Arts Grade 5 What students will know, do and understand	Students will Understand... Big Ideas	Reading, Listening and Viewing <ul style="list-style-type: none"> 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 and point of view Writing, Speaking and Representing <ul style="list-style-type: none"> Language and text can be a source of creativity and joy Using language in creative and playful ways helps us understand how language works 			Reading, Listening and Viewing <ul style="list-style-type: none"> Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens Texts can be understood from different perspectives Writing, Speaking and Representing <ul style="list-style-type: none"> Texts can be understood from different perspectives Using language in creative and playful ways helps us understand how language works 		
		Sept - Oct	Nov - Dec	Jan - Feb	Mar - April	May - June	
	Students will do / know... Learning Standards	COMPREHEND AND CONNECT Through reading, listening, and viewing, students will: <ul style="list-style-type: none"> Access and integrate information and ideas from a variety of sources and from prior knowledge to build student understanding Use a variety of comprehension strategies before, during, and after reading to deepen understand of text (<i>main ideas and supporting details</i>) Through writing, speaking, and representing, students will: <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding Use language in creative and playful ways to develop style Communicate in sentences and paragraphs, applying conventions of Canadian spelling 	COMPREHEND AND CONNECT Through reading, listening, and viewing, students will: <ul style="list-style-type: none"> Consider different purposes, audiences, and perspectives in exploring texts; (<i>visualizing; questioning; predicting; summarizing</i>) Use personal experience and knowledge to connect to text and deepen understanding of themselves, their community, and the world (<i>predictions, connections, inferences</i>) Respond to text in personal and creative ways (<i>forms, functions and genres of stories</i>) Through writing, speaking, and representing, students will: <ul style="list-style-type: none"> Use language in creative and playful ways to develop style Communicate in sentences and paragraphs Apply conventions of Canadian spelling, grammar, and punctuation (<i>development of paragraphs that have a topic sentence and supporting details</i>) 	COMPREHEND AND CONNECT Through reading, listening, and viewing, students will: <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading to deepen their understanding of text Apply a variety of thinking skills to gain meaning from texts (<i>making and explaining connections; summarizing, analyzing, and synthesizing</i>) Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts Through writing, speaking, and representing, students will: <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences (<i>parts of speech; past, present, and future tenses</i>) Communicate in sentences and paragraphs Apply conventions of Canadian spelling, grammar, and punctuation (<i>development of paragraphs that have a topic sentence and supporting details</i>) 	COMPREHEND AND CONNECT Through reading, listening, and viewing, students will: <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text Respond to text in personal and creative ways Recognize how literary elements, techniques, and devices enhance meaning in texts Through writing, speaking, and representing, students will: <ul style="list-style-type: none"> Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure sentence structure and grammar</i>) Develop and apply expanding word knowledge (<i>morphology, including roots, affixes, and suffixes</i>) 	COMPREHEND AND CONNECT Through reading, listening, and viewing, students will: <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text Through writing, speaking, and representing, students will: <ul style="list-style-type: none"> Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (<i>paragraph structure sentence structure and grammar</i>) Develop and apply expanding word knowledge (<i>morphology, including roots, affixes, and suffixes</i>) 	
	Students will be... Core Competencies	C Communication			T Thinking		PS Personal and Social
	Communicating <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way 	Collaborating <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 	Creative Thinking <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively 	Critical & Reflective Thinking <ul style="list-style-type: none"> I can explore and ask open ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and receive feedback and set goals 	Personal Awareness & Responsibility <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I can recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe 	Positive Personal & Cultural Identity <ul style="list-style-type: none"> I can describe who I am, and my positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 	Social Awareness and Responsibility <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for the environment

English Language Arts Grade 6

What students will know, do and understand

Learning Framework Continuum		September - December				January - June					
BIG IDEAS: Students will understand....	<p>Reading, Listening, and Viewing</p> <ul style="list-style-type: none"> 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 and point of view <p>Writing, Speaking and Representing</p> <ul style="list-style-type: none"> Language and text can be a source of creativity and joy Developing our understanding of how language works allows us to use it purposefully 				<p>Reading, Listening, and Viewing</p> <ul style="list-style-type: none"> Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens Texts can be understood from different perspectives <p>Writing, Speaking, and Representing</p> <ul style="list-style-type: none"> Exploring and sharing multiple perspectives extends our thinking Developing our understanding of how language works allows us to use it purposefully 						
	LEARNING STANDARDS: Students will know....	<p>Sept - Oct</p> <p><u>Focus: Perspectives and Voice</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Access and integrate 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 Consider different purposes, audiences, and perspectives in exploring text <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding and extend thinking (techniques of persuasion) Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (presentation techniques) points of view Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (syntax and sentence fluency). 		<p>Nov - Dec</p> <p><u>Focus: Indigenous Narratives</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and understand how literary elements, techniques, and devices enhance and shape meaning (forms, functions and genres of stories and other texts) Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Use conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties) Use and experiment with oral storytelling processes Transform ideas and information to create original texts 		<p>Jan - Feb</p> <p><u>Focus: Ideas and Meaning</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading to deepen understand of text Apply a variety of thinking skills to gain meaning from texts Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience Use conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties) Transform ideas and information to create original texts 		<p>Mar - April</p> <p><u>Focus: Form and Convention</u></p> <p>Through reading, listening and viewing, students will:</p> <ul style="list-style-type: none"> Recognize an increasing range of text structures and how they contribute to meaning (narrative structures, characterization, and setting) Use a variety of comprehension strategies before, during, and after reading to deepen understand of text and figurative language (metaphor, simile) <p>Through writing, speaking and representing students will:</p> <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties) 		<p>May - June</p> <p><u>Focus: Culture, Identity and Self-Expression</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view Recognize how language constructs personal, social, and cultural identity Construct meaningful personal connections between self, text, and world <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience Use conventions of Canadian spelling, grammar, and punctuations (paragraphing, and language varieties) Transform ideas and information to create original texts 	
		CORE COMPETENCIES: Students will be...	<p>C Communication</p> <p>Communicating</p> <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way <p>Collaborating</p> <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 		<p>T Thinking</p> <p>Creative Thinking</p> <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively <p>Critical & Reflective Thinking</p> <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 		<p>PS Personal and Social</p> <p>Personal Awareness & Responsibility</p> <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe <p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 		<p>Social Awareness & Responsibility</p> <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for my environment. 		



English Language Arts Grade 7

What students will know, do and understand

Learning Framework Continuum		September - December				January - June					
BIG IDEAS: Students will understand....	<p>Reading, Listening, and Viewing</p> <ul style="list-style-type: none"> 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 and point of view <p>Writing, Speaking, and Representing</p> <ul style="list-style-type: none"> Language and story can be a source of creativity and joy Developing our understanding of how language works allows us to use it purposefully 				<p>Reading, Listening, and Viewing</p> <ul style="list-style-type: none"> Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens Texts can be understood from different perspectives <p>Writing, Speaking, and Representing</p> <ul style="list-style-type: none"> Exploring and sharing multiple perspectives extends our thinking Developing our understanding of how language works allows us to use it purposefully 						
	LEARNING STANDARDS: Students will know....	<p>Sept- Oct</p> <p><u>Focus: Perspectives and Voice</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Access and integrate 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 Consider different purposes, audiences, and perspectives in exploring texts <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Exchange ideas and perspectives to build shared understanding and extend thinking (<i>techniques of persuasion</i>) Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (<i>syntax and sentences fluency</i>) Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message 		<p>Nov - Dec</p> <p><u>Focus: Indigenous Narratives</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view Recognize the validity of First Peoples' oral tradition for a range of purposes Apply a variety of thinking skills to gain meaning from texts <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences (<i>syntax and sentences fluency</i>) Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message (<i>presentation techniques</i>) Use and experiment with oral storytelling processes 		<p>Jan - Feb</p> <p><u>Focus: Ideas and Meaning</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Use a variety of comprehension strategies before, during, and after reading to deepen understand of text Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view Understand how literary elements, techniques, and devices enhance and shape meaning (<i>forms, functions and genres of stories and other texts</i>) <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuations 		<p>Mar - April</p> <p><u>Focus: Form and Conventions</u></p> <p>Through reading, listening and viewing, students will:</p> <ul style="list-style-type: none"> Recognize an increasing range of text structures and how they contribute to meaning Think critically, creatively, and reflectively to explore ideas within, between and beyond texts Recognize an increasing range of text structures and how they contribute to meaning <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuations Transform ideas and information to create original texts 		<p>May - June</p> <p><u>Focus: Culture, Identity and self-expression</u></p> <p>Through reading, listening, and viewing, students will:</p> <ul style="list-style-type: none"> Demonstrate awareness of the oral tradition in First Peoples' cultures and the purposes of First Peoples' texts Recognize how language constructs personal, social, and cultural identity Construct meaningful personal connections between self, text, and world <p>Through writing, speaking, and representing, students will:</p> <ul style="list-style-type: none"> Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audience Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuations (<i>paragraphing, and language varieties</i>) 	
		CORE COMPETENCIES: Students will be...	<p>Communication</p> <p>Communicating</p> <ul style="list-style-type: none"> I can listen to and contribute ideas in conversation I can ask questions to further my understanding I can present my ideas clearly in an organized way <p>Collaborating</p> <ul style="list-style-type: none"> I can work with others to carry out a goal I can play an active role in a group I can reflect on our group efforts and our results 		<p>Thinking</p> <p>Creative Thinking</p> <ul style="list-style-type: none"> I form ideas as I explore interests I build on others' ideas to create new things I keep working with ideas I use my strategies to think creatively <p>Critical & Reflective Thinking</p> <ul style="list-style-type: none"> I can explore and ask open-ended questions to gather information I can use criteria and evidence to make judgements I can develop and design different solutions I can give and received feedback and set goals 		<p>Personal and Social</p> <p>Personal Awareness & Responsibility</p> <ul style="list-style-type: none"> I can make goals, monitor progress, and celebrate my growth I can advocate for myself and my ideas I recognize my feelings and use strategies to handle difficult times I can make choices that keep me happy, healthy and safe <p>Positive Personal & Cultural Identity</p> <ul style="list-style-type: none"> I can describe who I am, and positive qualities and strengths I can describe some of my values I can explain why I make specific choices I can explain how being in different groups helps me learn about myself 		<p>Social Awareness & Responsibility</p> <ul style="list-style-type: none"> I can show respect, kindness and support for others I appreciate others' ideas and can stand up for what's right and fair I can use strategies to solve problems in peaceful ways I can contribute to my community and care for my environment 		

