**LANGUAGE ARTS CONTINUUM OF CURRICULAR COMPETENCIES (DO)**

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| **COMPETENCIES** | | **K** | **1** | | **2** | **3** | **4** | **5** | **6** |
| **CORE** | **CURRICULAR** |
| **THINKING** | **Comprehend & Connect** | I can use play and other creative means to discover foundational concepts of print, oral, and visual texts | | | | | I can **access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding** | | I can access information and ideas **for diverse purposes** and from a variety of sources and **evaluate their relevance, accuracy, and reliability** |
| I can begin to use **sources of information** and **prior knowledge to make meaning** | | | | | I can **use a variety of comprehension strategies before, during, and after** reading, listening, or viewing to construct meaning **from text** | | I can **apply appropriate strategies** to **comprehend written, oral, and visual texts, guide inquiry, and extend thinking** |
| I can use **age-appropriate reading, listening, and viewing behaviors and strategies** to make meaning **from texts** | | | | | I can **apply** a variety of **age-appropriate thinking skills** to gain meaning from texts | | I can **think critically, creatively, and reflectively to explore ideas within, between, and beyond texts** |
| I can **engage actively** as listeners, viewers, and readers, as appropriate**, to develop understanding of self, identity, and community** | | | | | I can **consider different purposes, audiences, and perspectives** in exploring texts | | I can **recognize and appreciate** how different forms, structures, and features of **texts reflect different purposes, audiences, and messages** |
|  | | | | | I can respond to text in personal and creative ways | | I can respond to text in personal, creative, **and critical ways** |
| I can use **personal experience and knowledge** to **connect to text and make meaning** | | | | | I can use personal experience and knowledge to connect to text and **develop understanding of self, community, and world** | | I can **construct meaningful personal connections** between self, text, and world |
| I can **recognize the importance of story** in personal, family, and community **identity** | | | | | I can **identify how differences in context, perspectives, and voice influence meaning in texts** | | I can **recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts** |
|  | | | | | I can recognize the role of language in personal, social, and cultural identity | | I can recognize **how language constructs** personal, social, and cultural identity |
| I can recognize the structure of story | | I can recognize the **structure and elements of story** | | | I can recognize **how literary elements, techniques, and devices enhance meaning in texts** | | I can **understand how** literary elements, techniques, and devices enhance **and shape meaning** |
|  | | I can begin to recognize **basic structures and organization of text** | I can recognize how **different text structures reflect different purposes.** | | I can show an **increasing understanding of the role of organization** in meaning | | I can recognize **an increasing range of text structures and how they contribute to meaning** |

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| **COMPETENCIES** | | **K** | **1** | | **2** | **3** | **4** | **5** | **6** |
| **CORE** | **CURRICULAR** |
| **THINKING** | **Comprehend & Connect** |  | | I can show awareness of how story in First Peoples’ cultures connects people to family and community | | I can **develop awareness** of how story in First Peoples’ cultures connects people to land | I can **identify how** story in First Peoples’ cultures connects people to land  I can **demonstrate awareness of the oral tradition** in First Peoples’ cultures **and the purposes of First Peoples’ texts** | | I can **recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view** |
| I can exchange ideas and perspectives to build shared understanding | | | | | | | I can exchange ideas and **viewpoints** to build shared understanding **and extend thinking** |
| **COMMUNICATION** | **Create & Communicate** | I can create stories and other age-appropriate texts to deepen awareness of self, family, and community | | | | | I can **use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences** | | I can 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 can plan and create a variety of communication forms for different purposes and audiences | | | | | I can **use language in creative and playful ways to develop style** | | I can **assess and refine texts to improve their clarity, effectiveness, and impact** according to purpose, audience, and message |
| I can begin to use language to identify, create, and express ideas, feelings, opinions, and preferences | I can begin to communicate in print, using letters and words and applying some basic conventions of English spelling, grammar, and punctuation | | I can **communicate** in print, using letters and words and basic conventions of English spelling, grammar, and punctuation | | | | I can use **an increasing repertoire of conventions** of English spelling, grammar, and punctuation |

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| **COMPETENCIES** | | **7** | **8** | **9** | | **10** | **11** | **12** |
| **THINKING** | **Comprehend & Connect** | I can access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance, accuracy,** and **reliability** | | | | | | | |
| I can apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**,  and **extend thinking.** | | | I canapply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multi-modal texts, guide inquiry, and extend thinking. | | | | |
| I can recognize and appreciate how **different forms, structures, and features of texts** reflect different purposes, audiences, and messages. | | | | | | | |
| Recognize an increasing range of text structures and how they contribute to meaning | | | I can synthesize ideas from different texts/sources. | | | | |
| I can **recognize and appreciate** how different forms, structures, and features of **texts reflect different purposes, audiences, and messages** | | | | | | | |
| **I can think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts** | | | | | | | |
| I can recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts** | | | | | | | |
| I can recognize **how language constructs personal, social, and cultural identity** | | | | | | | |
| I can construct meaningful personal connections between self, **text**, and world | | | | | | | |
| I can understand how literary elements, techniques, and devices enhance and shape meaning. | | | I can recognize how literary elements, techniques, and devices enhance and shape meaning and impact. | | | | |
| I can **recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view** | | | I can identify the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs, and points of view. | | | | |
|  | | | I can examine the diversity within and across First Peoples’ societies represented in texts. | | | | |
| I can develop an awareness of the **diversity within and across First Peoples’ societies** represented in **texts.** | | | I can develop awareness of how First Peoples’ languages and texts reflect their culture, knowledge, history, and worldview. | | | | |
| **I can exchange ideas and viewpoints** to build shared understanding and extend thinking | | | I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking. | | | | |

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| **COMPETENCIES** | | **7** | **8** | **9** | | **10** | **11** | **12** |
| **CORE** | **CURRICULAR** |
| **COMMUNICATION** | **Create & Communicate** | I can 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 can use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative and informational texts for a variety of purposes and audiences. | | | | |
| I can **assess and refine texts to improve their clarity, effectiveness, and impact** according to purpose, audience, and message. | | | | | | | |
| I can use an increasing repertoire of conventions of English **spelling**, grammar, and punctuation. | | | I can use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context. | | | | |

I can begin to use language to identify, create, and express ideas, feelings, opinions, and preferences