English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.								
Guiding Question	How can ideas and information be organized?			How can the organization of ideas and information support the sharing of messages?			How can the organization of ideas and information support the expression and understanding of messages?		
Learning Outcome	Children explore how messages can be organized.			Students examine ways that messages can be organized and presented for different purposes.			Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Messages can be shared for different reasons (purposes), including to learn and have fun. Messages can be imaginary (fiction) or real (non-fiction). Messages can be shared digitally or non-digitally in a variety of forms, including • stories • pictures • plays • land Messages, both real and imaginary, can follow a sequence (structure), including • beginning • middle • ending Books and other forms of print are organized in specific ways (concepts of print): • A book has a front and a back cover. • Words are made up of letters. • Print is read from left to right and top to bottom. • One print word represents one spoken word when read aloud. • Every word has a	Ideas and information can be organized in ways that support understanding messages.	Explore messages shared for different reasons. Engage with messages for enjoyment. Discuss the differences between messages that are imaginary (fiction) or real (non-fiction). Explore messages shared in a variety of forms. Discuss the beginning, middle, and ending in a message. Identify the front and back of a book. Identify where reading begins and where to go after (return sweep). Identify the first and last letter in a word. Identify the first and last word on a page or in a message. Identify corresponding written words as they are read aloud.	Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe. Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction). Messages can be shared digitally or non-digitally through • reading • writing • listening • speaking • viewing • representing Messages can be shared in a variety of forms, including • books • stories • pictures • land Stories, both real and imaginary, can follow a structure, including • beginning • middle • ending Environmental print includes signs, symbols, and words. Books and other forms of print are organized	Ideas and information can be organized by purpose, form, or structure.	Discuss reasons for messages to be shared. Identify messages that provide enjoyment. Describe the differences between messages that are imaginary (fiction) or real (non-fiction). Discuss forms used to organize messages. Identify the beginning, middle, and ending in a message. Identify messages in a variety of environmental print. Identify the title and author or creator of a variety of digital or non-digital messages. Read print from left to right with a return sweep. Read print with accurate one-to-one word matching. Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.	Creators share messages for different reasons (purposes), including entertainment, learning, and instructions. Messages can clarify ideas and information that are imaginary (fiction) or real (non-fiction). Messages can be shared digitally or non-digitally in a variety of forms, including • stories • letters • land Stories, both real and imaginary, can follow a structure, including • beginning • problem • solution • ending	Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.	Examine different reasons (purposes) for messages to be shared. Explain why engaging with messages can be enjoyable. Distinguish between messages that are imaginary (fiction) or real (non-fiction). Compare and contrast forms used to organize messages. Examine the structure of a variety of imaginary or real stories.

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	first and last letter. • Every sentence has a first and last word.			in specific ways (concepts of print): • A book has a title and an author. • Print is read from left to right and top to bottom with a return sweep. • Each print word represents one spoken word when read aloud. • Sentences are made up of words. • Words are separated by spaces in sentences. • Punctuation marks can signal the end of a sentence.					
	Features that clarify messages can be digital or non-digital, including pictures and print size.	Messages can be clarified when they include features.	Investigate a variety of features that help clarify messages.	Features that clarify and organize messages can be digital or non-digital, including • colour, font, or bolding • titles and headings	Messages can be clarified and organized using features.	Examine a variety of features that help clarify messages. Include a variety of features to help organize or clarify personal messages.	Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	Messages can be organized, clarified, and enhanced using features.	Examine a variety of features that enhance the meaning of messages. Include a variety of features to help organize, clarify, and enhance personal messages.

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	Imaginary (fictional) stories include fairy tales and realistic stories. A fairy tale is a story based on imaginary people, animals, and places. Realistic stories include people and places that seem real but were imagined. Stories include characters, setting, and events (story elements). A character can be any person, object, or animal that is part of a story. Setting refers to the time and place of a story. An event is something that happens in a story.	Stories and ideas that are imaginary (fictional) can encourage creativity.	Investigate story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include story elements.	Imaginary (fictional) stories include • fairy tales • fables • realistic stories A fable is a short story that has a moral and often includes animals as characters. Stories have structures (elements), including • characters • setting • events A narrator is the person or character telling a story.	Knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional).	Describe story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include characters, setting, and events. Examine information provided by the narrator in a story or message.	Imaginary (fictional) stories include folk tales and legends. A folk tale is a story typically passed on through word of mouth. A legend is a story about a famous historical event or person that may or may not be true. A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage. Stories have structures (elements), including • characters • setting • events • plot The plot is the sequence of events that make up a story. A narrator can provide information about characters, setting, and events in a story.	Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.	Identify story elements within a variety of imaginary stories. Identify the hero or heroine in a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include characters, setting, and plot. Examine the narrator's contribution to a story or message.

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	Real information or ideas (non-fiction) can come in many forms, including • factual books or stories • people • pictures	Some messages share ideas and information about things that are real (non-fiction).	Represent information and ideas from a variety of real messages.	Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including • personal stories • instructions • observations Informational texts have structures, including • main idea • supporting details • sequencing	Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge.	Examine ways that information can be organized and shared to support learning.	Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including • factual stories or images • interactions with people and land • information in other content areas Informational texts have structures, including • main idea • supporting details • sequencing • question and answer	Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).	Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.
	Poems can describe ideas and feelings in serious or playful ways.	Poetry helps us explore ideas and feelings.	Explore a variety of ideas and feelings represented through poetry and song. Identify rhymes in poems.	Poems can describe ideas and feelings in creative and joyful ways. Poems and songs can contain words and phrases that rhyme. Some poems rhyme and some do not.	Poetry explores ideas and feelings and helps us to connect to our experiences.	Share connections between personal experiences and messages represented through poetry and song. Determine if a poem rhymes or if it does not.	Poetry includes words or phrases used in imaginative ways to create meaning or effects. Poetic structures include acrostic and rhyming couplet. An acrostic poem is a poem in which letters in each line spell out a word or phrase. A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.	Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.	Identify words or phrases used in imaginative ways that support messages in poetry and song. Recognize how poetry and song can expand how we think and feel about what can be experienced. Examine poetic structures, including acrostic poems and rhyming couplets.

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Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.								
Guiding Question	In what ways can listening and speaking communicate feelings, ideas, and information?			In what ways can listening and speaking be applied to develop oral communication?			How can listening and speaking be developed to improve oral communication?		
Learning Outcome	Children explore listening and speaking skills through a variety of literacy experiences.			Students develop listening and speaking skills through sharing stories and information.			Students examine and adjust listening and speaking to communicate effectively.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	Oral traditions can provide lessons and entertainment and develop imagination.	Practise listening and speaking skills through sharing oral stories. Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities.	Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation. Kinship involves belonging and relationships. Oral stories are highly valued in many communities. Communities may have special rules (protocols) about how, when, or with whom stories are shared.	Oral traditions can provide opportunities to learn and think about kinship.	Practise listening and speaking skills through sharing oral stories. Recognize kinship in a variety of oral stories. Discuss special rules (protocols) about how, when, or with whom stories are shared.	Ways of knowing are the many ways people come to know about themselves and the world. Communities can have specific protocols related to how, when, or with whom oral traditions are shared. Protocols are practices of appropriate and respectful behaviour that are unique to groups of people. Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve • everyone having an opportunity to speak • respectfully listening when others are speaking	Oral traditions use language to support ways of knowing.	Explore how oral traditions are shared. Participate in a sharing circle. Identify community or cultural protocols that may influence respectful communication.

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		Listening and speaking skills can be developed through - discussions - sharing (presentations) - stories - songs - poems The appropriate volume for speaking can change based on the situation.	Ideas, information, and feelings can be shared through listening and speaking.	Share personal experiences and stories through listening and speaking with others. Participate in group discussions. Share stories, songs, or poems individually or as part of a group.	Listening and speaking skills can be developed through - discussions - songs - poems - stories - dramatizations - presentations The volume, emotional quality (tone), and rate of speech (pace) can affect the meaning or clarity of a message. The speaking voice is supported through full, deep breaths that can affect volume, tone, and pace. Speakers can indicate differences in character, key ideas, and events through changes in volume, tone, and pace.	Listening and speaking can be used to share messages in a variety of situations.	Share experiences, ideas, and information with appropriate volume, tone, and pace. Adjust speaking volume, tone, and pace for a variety of situations. Present stories, songs, poems, or dramatizations individually or as part of a group.	Listening and speaking skills can build confidence and be developed through - discussions - formal and informal presentations - collaborative activities Volume can be adjusted for purpose and audience. Clarity of speech (enunciation) enhances the ability to be understood. Vocal emphasis can highlight the importance of words (stress).	Listening and speaking skills can be developed to improve communication and enhance confidence.	Contribute to a variety of listening and speaking activities to build confidence in oral language skills. Enhance clarity of oral communication through word emphasis and enunciation. Listen for changes in vocal emphasis in oral communications. Share a short poem from memory with appropriate volume, emphasis, and enunciation.
		Listening is an active process that involves - focusing on the speaker - taking turns - using appropriate body postures and gestures	Listening is an active process that can support learning, collaborating, and having fun.	Demonstrate a variety of listening behaviours. Listen to and follow simple one- or two-step instructions.	Listening involves maintaining attention and focus. Listening includes asking and responding to questions. Discussions involve listening and contributing. Listening processes can look different for individuals or within communities.	Listening is an active process that supports understanding.	Ask questions to clarify information during discussions. Respond orally to questions during discussions. Contribute to discussions as a listener and speaker. Listen to and follow two-step instructions.	Listening involves - maintaining focus - asking and responding to questions - using appropriate body postures and gestures - paying attention to the words, feelings, and behaviours of others	Listening helps to develop and maintain positive relationships in a variety of situations.	Contribute to discussions as a listener and speaker. Listen to and follow three-step instructions.

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	Messages can be shared through sounds and words (verbally). Messages can be shared without sounds or words (non-verbally) through body language, such as • movements • facial expressions	Language can be expressed verbally or non-verbally.	Express an idea or share information through the use of body language or voice. Share a short poem, story, or song from memory using verbal and non-verbal language.	Messages can be shared through sounds and words (verbally). Messages can be shared without sounds or words (non-verbally) through body language, such as • eye contact • movements • facial expressions	Verbal and non-verbal language can be used to communicate messages.	Examine verbal and non-verbal language that is appropriate for a variety of situations. Adjust verbal or non-verbal language according to a variety of situations.	Different situations may have different expectations for language use. Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.	Verbal and non-verbal language can be combined to enhance messages.	Examine messages that combine both verbal and non-verbal communication. Enhance messages by combining verbal and non-verbal communication. Adjust verbal or non-verbal language according to purpose and audience.

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Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.								
Guiding Question	How can word knowledge contribute to building vocabulary?			How can vocabulary and morphological awareness work together to increase knowledge of words?			In what ways can understanding words and word structures support communication?		
Learning Outcome	Children develop vocabulary through a variety of literacy experiences.			Students analyze word formation and meaning.			Students expand vocabulary by connecting morphemes and words to their meanings.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Vocabulary can be developed through literacy experiences, such as • read alouds • songs • poems • rhymes • pictures • conversations • land	Literacy experiences can provide opportunities to learn new words.	Explore and play with new words. Identify the meaning of new words. Develop new vocabulary through a variety of literacy experiences. Transfer new vocabulary to different situations.	Vocabulary development includes learning (tier 2) words that are • unknown to most learners • critical for comprehending new texts • useful and may be encountered in the future Vocabulary development includes some academic words (tier 3 words) from read alouds and texts. A synonym is a word that has a similar meaning to another word. An antonym is a word that has the opposite meaning of another word.	Learning new words improves comprehension and communication.	Confirm word meanings in a variety of ways. Identify the meaning of tier 2 words and use them in sentences. Use tier 3 words in discussions. Recognize that words can be replaced with synonyms. Investigate antonyms when comparing words. Transfer understandings of words to different situations.	Vocabulary development includes learning (tier 2) words that are • unknown to most learners • critical for comprehending new texts • useful and may be encountered in the future Vocabulary development includes academic words (tier 3 words) from a variety of texts. Words can create effects in language, including • alliteration • onomatopoeia • repetition Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle). Words or phrases can appear over and over again (repetition) (e.g., extra, extra). Homophones are words that have the same sound but different spellings and meanings.	Vocabulary development contributes to the ability to communicate effectively.	Examine meanings of words in a variety of situations. Identify and discuss words of personal interest in texts. Use tier 2 words in a variety of literacy situations. Examine meanings of words from subject content areas (tier 3 words). Apply a variety of synonyms to enhance expression. Apply a variety of antonyms to contrast ideas. Examine homophones and homographs. Transfer understandings of words to different situations. Record new words and their meanings in a variety of ways. Examine alliteration, onomatopoeia, and repetition in spoken language.

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							Homographs are words that have the same spelling but different meanings, and sometimes different pronunciations.		
				A base is the main morpheme (the smallest unit of a word that holds meaning) in a word. Suffixes are morphemes located at the ending of words. Adding the suffix <s> or <es> to the ending of a word can indicate more than one (plural). Adding the suffix <ed> to the ending of a word indicates it already happened (changes the tense). A compound word is formed when two individual words are put together to make a new word. The meaning of a compound word can be similar to or different from the two individual words that were combined to form the word.	Word meanings can change by adding or removing morphemes.	Identify words according to their base. Recognize suffixes in oral or written language. Add or remove suffixes to make words plural or singular. Add or remove suffixes to change the tense of words. Recognize compound words. Describe changes in meaning that occur when two words are combined to form a compound word.	Adding the suffix <ing> or <ed> to the ending of a base changes the tense. Adding <er> or <est> to the ending of a base indicates a comparison. A base is the main morpheme in a word. Words that share a base share connections in meaning and spelling.	Morphemes can change the meaning of a word.	Manipulate suffixes to change the tense of words. Manipulate suffixes to make words singular or plural. Manipulate suffixes when making comparisons between ideas. Examine changes in meaning when suffixes are added to or removed from bases. Use compound words to extend vocabulary.

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Organizing Idea	Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.								
Guiding Question	How are sound and oral language connected?			How does the manipulation of sound in oral language support phonological awareness?			How does sound contribute to understanding oral language?		
Learning Outcome	Children experiment with sounds in words.			Students manipulate sounds in words in oral language.			Students apply understandings of how sounds create meaning in oral language.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures			
	Sounds can be identified at the beginning, middle, or ending of words.	Words are made up of sounds (phonemes).	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.	A series of words or phrases that begin with the same sound can be combined for humorous effect (alliteration) (e.g., tongue twisters).	Sounds in words (phonemes) can be repeated for effect.	Generate alliterative words. Generate alliterative phrases.			
	Songs and poems can contain rhyming words.	Words that rhyme have the same sound at the end.	Explore rhyme in a variety of language-learning contexts. Identify one-syllable rhyming words.	Words that rhyme can have more than one syllable.	Rhyming words can be present in a variety of oral language contexts.	Generate rhyming words that have up to three syllables. Recall simple songs or poems that contain words that rhyme.			
	Sounds can be identified at the beginning of words. Sounds can be identified at the ending of words.	Words have initial and final sounds (phonemes).	Identify sounds at the beginning and ending of spoken words. Sort words based on their initial sounds. Sort words based on their final sounds.						

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	Sentences can be separated into words. Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).	Spoken language is made up of words and sentences that can be separated into parts (segmentation).	Count the number of words in a spoken sentence of three to four words. Separate compound words into two individual words. Identify the number of syllables in one- to three-syllable words. Separate words into onsets and rimes.	Compound words can be separated into two individual words. Words can be separated into syllables. Words can be separated into sounds. Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.	Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.	Identify individual words in compound words. Identify syllables in words that have three or more syllables. Segment the sounds of words containing up to five phonemes.	Consonant blends can be separated into their individual sounds. Consonant blends can be located anywhere in words.	Words can be separated (segmented) into syllables or sounds (phonemes).	Segment sounds in words that have five or more phonemes. Identify phonemes in words that have three or more syllables. Segment sounds in words that have consonant blends.
	Two separate words can be blended to form a new word (compound word). Two or more syllables can be blended to form a new word. Sounds (phonemes) can be blended to form words.	Sounds can be blended to form spoken words.	Blend two words to form compound words. Blend syllables to form words. Blend onsets and rimes to form words. Blend sounds to form words.	Two separate words can be blended to form a new word (compound word). Syllables can be blended to form new words. Sounds (phonemes) can be blended to form words.	Words can be formed by blending words, parts of words, or sounds.	Blend two words to form compound words. Blend syllables in words that have two to three syllables. Blend sounds in words that have up to five phonemes.	Blending is combining sounds or word parts located anywhere in words. Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly. Individual sounds and consonant blends can be blended into a sequence to form words.	Syllables and individual sounds can be blended into a sequence to form words.	Blend sounds in words that have up to six phonemes. Blend sounds in words that have consonant blends.

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	One of the words in a compound word can be removed. Syllables in words can be removed. Sounds in words (phonemes) can be removed.	Parts of words can be removed (deletion).	Delete one word from compound words. Delete one syllable from multisyllabic words. Delete onsets or rimes in words.	Sounds can be added to the beginning, middle, or ending of words. Sounds can be deleted from the beginning, middle, or ending of words. Sounds can be substituted for different sounds at the beginning, middle, or ending of words.	Sounds in words can be added, deleted, or substituted (manipulated).	Recognize the position of letters in words. Add sounds to the beginning, middle, or ending of words. Delete sounds from the beginning, middle, or ending of words. Substitute one sound for another in one-syllable words.	Sounds can be manipulated by adding, deleting, or substituting different sounds. Sounds can be manipulated at the beginning, middle, or ending of words.	Words can be changed by manipulating sounds (phonemes).	Manipulate phonemes in a variety of one-syllable or multisyllabic words. Delete phonemes in a consonant blend to form a new word. Substitute phonemes in a consonant blend to form a new word. Substitute a sound anywhere in a word to form a new word.

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Organizing Idea	Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.								
Guiding Question	How do letters and sounds work together to make words?			How can understanding relationships between sounds and letters (phonics) increase knowledge of words?			How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?		
Learning Outcome	Children make connections between letters and sounds in words.			Students recognize and analyze letters and sounds in words.			Students apply understandings of letter combinations and sounds in words.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures			
	The English alphabet consists of a set of 26 letters. Letters have distinguishable characteristics, including • height • shape • straight lines • curved lines Letters can be upper case or lower case.	Letters come in many shapes and sizes.	Identify letters by characteristics. Recognize most upper case and lower case letters by name.	The English alphabet consists of a set of 26 letters that represent sounds. Letters can be upper case or lower case.	Letters represent sounds in words.	Recognize both upper case and lower case letters of the alphabet fluently. Distinguish between letters that are consonants and letters that are vowels. Make connections between letters and sounds in words.			

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	Letters represent sounds in words. There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).	Knowing the relationship between letters and sounds (phonics) supports reading print messages.	Make connections between letters and sounds in words. Recognize the first, middle, or ending letter or sound in words.	There is a relationship between written letters (graphemes) and the sounds they represent (phonemes). Two or more letters can represent a single sound. Letters in words can be silent. Some letters have variable pronunciations. A vowel that is followed by <r> can make a new sound (e.g., ti-*ger*, tu*r*n, and b*ir*d).	Letter combinations represent units of sound within a word.	Associate sounds to letters and letter sequences. Experiment with letters, sounds, and words to create new words. Read one- to two-syllable words that include the 60 most frequent letter-sound correspondences. Recognize and use long and short vowel sounds in words. Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them. Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words. Identify short vowel sounds in words and identify the letters that represent them. Identify long vowel sounds in words and identify the letters that represent them. Recognize how the letter <r> can influence the vowel sound.	Letter combinations and sounds for reading include • vowels • blends • digraphs • diphthongs Blends combine sounds or word parts. A combination of two letters can make a single sound (digraph). Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong). Letters in words can be silent. Some letters have variable pronunciations. A vowel that is followed by <r> can make a new sound (e.g., ti-*ger*).	Relationships between letter combinations and sounds support understanding of words.	Make connections between a full range of letter combinations and sounds. Apply knowledge of silent letters when learning new words. Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words. Recognize and use letter combinations that represent long vowel sounds. Recognize how the letter <r> can influence the vowel sound. Read words that include the 120 most frequent letter-sound correspondences.

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Organizing Idea	Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.								
Guiding Question	How does letter and word recognition support the development of fluency?			How does reading prosody (expression) support fluency?			In what ways does fluency support the development of reading?		
Learning Outcome	Children recognize some letters and words with speed and accuracy.			Students apply accuracy, appropriate rate, and expression in the development of fluency.			Students apply fluency strategies while reading.		
				Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
				Letters can be recognized quickly and accurately.

Sounds in words can be blended quickly and accurately.

Words consisting of three sounds (three phonemes) can be blended quickly and accurately. | Fluency involves the ability to decode new words with accuracy and at an appropriate rate. | Identify all 26 letters of the alphabet quickly and accurately.

Blend sounds in words with speed and accuracy to decode unfamiliar words. | Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include
• vowels
• blends
• digraphs
• diphthongs
• syllables | Fluency development contributes to the ability to understand messages. | Blend sounds quickly and accurately to decode unfamiliar messages.

Apply language structure, meaning, and rapid word recognition to support fluency.

Read at a steady, comfortable pace. |
| | Some letters can be recognized quickly and accurately.

Some words can be recognized quickly and accurately. | Some words, signs, and symbols are very common and can be recognized automatically. | Recognize some letters of the alphabet with speed and accuracy.

Recognize 5–10 high-frequency words.

Recognize own name.

Recognize some environmental print automatically. | High-frequency words are common words that occur often in written language.

Some words that appear often in print cannot be decoded and must be read by sight (e.g., the). | Fluency involves the ability to recognize high-frequency words with accuracy and at an appropriate rate. | Read 125 high-frequency words automatically.

Read 125 high-frequency words in sentences and texts. | High-frequency words include words that occur often in written language.

The ability to recognize high-frequency words with accuracy and at an appropriate rate supports reading comprehension. | Recognizing high-frequency words supports reading comprehension. | Read 175 new high-frequency words automatically.

Read high-frequency words in sentences and texts. |

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	Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	Fluent and phrased reading sounds like spoken language.	Notice end punctuation and reflect it in voice.	Phrased reading sounds like spoken language. Fluent reading includes stopping at periods and pausing at commas. Expression includes purposeful movement of the voice (pitch), including • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks	Fluent and phrased reading can increase the ability to comprehend written messages.	Read phrases smoothly, taking punctuation into consideration. Read texts aloud, with appropriate expression.	Reading fluency is supported by • pace • phrasing • expression • punctuation Pace is the rate at which written messages are read. Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation. Expression is reading with feeling in the voice and includes various movements of the voice (pitch). Punctuation supports reading with fluency through pausing and intonation. Quotation marks signal to the reader to align voice with characters in a written message.	Fluent reading can engage audiences and improve comprehension.	Read with appropriate stress on words, pausing, and phrasing. Read with appropriate intonation and expression. Examine punctuation in written messages to enhance fluency. Read dialogue with phrasing and expression to engage an audience and reflect understanding.

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	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.								
Guiding Question	How are messages understood?			What messages are conveyed through ideas and information within texts?			How does comprehension facilitate the meaning of a text?		
Learning Outcome	Children demonstrate understandings of messages communicated in texts.			Students investigate meaning communicated in texts.			Students examine and apply a variety of processes to comprehend texts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	New words and ideas can be learned by listening to texts. The language in texts that is listened to can contain more complex words and ideas than everyday language.	Understanding messages in texts can be enhanced by listening to texts read aloud.	Listen to a variety of texts that are read aloud. Engage in discussions about texts that have been listened to.	Texts that are listened to can contain more formal or complex language than everyday language. Responses to messages listened to in texts include • discussions • pictures with a few words or sentences	Understanding text can be enhanced by listening to messages read aloud.	Listen to a variety of fictional and informational texts that are read aloud. Respond to texts that have been read aloud. Understand words and phrases from texts that have been read aloud.	Texts that are listened to can contain more complex language and information than texts read independently. Responses to texts that are listened to include • discussions • visual representations • writing	Text comprehension can be enhanced by listening to a variety of texts read aloud.	Listen and respond to a variety of fictional and informational texts that are read aloud. Examine and use words and phrases from texts that have been read aloud.
	Texts often repeat words and phrases through patterns that can be recognized. Understandings of messages within texts can be shared in a variety of ways, including • discussions • pictures with a few letters or words	Predictable and decodable texts support a reader's understanding.	Read aloud simple, predictable, and decodable texts. Share understandings of messages read independently.	Understanding of messages in texts read independently can be shared through • discussions • pictures with a few words or sentences	Predictable and decodable print texts can be read and understood independently.	Read simple, fully predictable, and decodable texts independently. Understand words and sentences from print texts read independently. Share understandings of print texts read independently.	Understanding of print texts read independently involves • discussions • visual representations • writing	Print texts can be understood independently.	Read texts that contain mostly predictable and decodable words independently. Examine and use words and sentences from print texts that have been read independently. Interpret ideas and information from print texts read independently.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
				Word solving includes • chunking • stretching • manipulating sounds Self-correcting includes • altering speed • rereading • reading on • seeking clarification	Comprehension involves critical thinking through problem solving, monitoring, and self-correcting.	Solve unknown words in a variety of ways. Self-correct when print text does not make sense.	Word solving includes • chunking • stretching • manipulating sounds • searching for additional information Self-correcting includes • altering speed • rereading • reading on • seeking clarification	Comprehension of print texts involves self-monitoring and self-correcting.	Solve unfamiliar or multisyllabic words in a variety of ways. Self-correct when meaning is unclear while reading.
	Details include specific information that help the reader to understand texts. Sequencing involves putting events in a correct or an appropriate order.	Understanding texts involves describing ideas, information, and details.	Discuss ideas and details from texts. Sequence events from a text. Retell the beginning, middle, or ending of a text. Retell or dramatize a story, including characters and events. Interpret illustrations.	The main idea of a text is the most important idea. Sequencing key ideas and details is important when summarizing texts. The moral or lesson of a text can be the main idea.	Understanding texts involves determining the main idea, key ideas, and details.	Discuss the main idea of a variety of texts. Identify key ideas and details from texts. Sequence four to six events from a text. Retell the beginning, middle, or ending of a text. Retell or dramatize a story, including characters and setting. Interpret information from illustrations or visuals in texts. Identify the moral or lesson of a story.	The topic of a text can be the main idea. The sequence of key ideas and details is important when summarizing texts.	Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.	Summarize a text, including the main idea and key ideas. Sequence four or more events from a text. Retell or dramatize a story, including characters, setting, and plot, in sequence. Interpret information from illustrations or visuals when summarizing texts.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	Connections can be made to ideas and information in texts, including to • experiences • feelings	Understanding messages in texts involves making connections.	Share connections between a text and personal feelings or experiences.	Connections can be made between ideas and information in texts and background knowledge. Similarities and differences can be identified between texts.	Comprehension of texts involves making connections.	Share personal connections to ideas or information in texts. Identify similarities and differences between two texts.	Connections can be made to ideas and information in texts, including to • similarities and differences within a text • similarities and differences between texts	The process of text comprehension can be improved by making connections.	Share personal connections that support understandings of ideas or information in texts. Identify similarities and differences within a text. Identify similarities and differences between texts.
	Questions that help understand messages in texts include • Who? • What? • Where? • When? • Why?	Understanding messages in texts involves asking and answering questions.	Ask questions to clarify ideas or information in texts. Answer questions about ideas or information in texts.	Questions that guide comprehension of texts include • Who? • What? • Where? • When? • Why? • How? Texts can contain information that answers questions. The same words can be in both the question and the answer (literal recall).	Comprehension involves asking and answering questions.	Ask questions to clarify information in texts. Answer questions requiring literal recall and understanding of examples, details, or facts in texts. Answer questions that require giving opinions about information in texts. Locate information in texts to answer questions.	Questioning includes asking or answering questions regarding • Who? • What? • Where? • When? • Why? • How? Answers to questions may not be immediately apparent and may involve searching for more information. Answers to questions may involve integrating new information with background knowledge.	Comprehension can be enhanced by formulating questions and searching for answers within texts.	Ask questions to clarify information in texts. Answer questions requiring literal recall and understanding of evidence, details, or facts from texts. Answer questions that require making interpretations or giving opinions about information in texts. Answer questions that require recognizing cause and effect relationships in texts.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	Predicting includes imagining what might happen based on information (critical thinking), including • title • pictures • details within the text • background knowledge Predictions can be made prior to or during reading, viewing, or listening to texts.	Understanding messages involves making predictions.	Make predictions based on information provided in texts. Compare actual outcomes to predictions made.	Predicting includes imagining an outcome based on a combination of information, including • title • pictures • details within the text • background knowledge	Comprehension can be enhanced by making predictions.	Make predictions prior to and while reading, viewing, or listening to a text. Compare actual outcomes to predictions made.	Predicting includes imagining an outcome based on a combination of information, including • title • pictures • evidence • background knowledge	Comprehension can be supported by making and revising predictions.	Make predictions prior to and while reading, viewing, or listening to a text. Revise understandings in response to new information. Compare actual outcomes to predictions made.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.								
Guiding Question	How can messages be recorded?			How can writing be used to communicate meaning?			How can writing processes and techniques improve expression?		
Learning Outcome	Children experiment with written expression of ideas and information.			Students create messages through the application of writing processes.			Students create and enhance ideas and information by applying a variety of writing processes.		
				Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
				Processes that can be used to support writing messages include • planning • writing • editing • sharing Planning involves thinking or talking about • why you are writing a message (purpose) • who will be reading the message (audience) • the form the message will take • ideas Messages can be written in sentences that contain complete thoughts. Several sentences can be written to expand on one idea. Editing involves correcting errors in spelling, grammar, and punctuation. Messages can be created by individuals or groups. Messages are owned by their creators.	Ideas and information can be shared through written messages.	Create written messages that align with an intended audience or purpose. Create written messages in a variety of forms to represent ideas or information. Generate ideas that can be expressed through messages. Combine ideas in a logical sequence to create sentences. Write sentences that contain complete thoughts and make sense. Edit written work for spelling, grammar, and punctuation. Add images or features to written messages. Share messages with others. Include own name on messages created. Identify individuals or groups that have created messages.	Writing processes used to organize and share messages include • planning • writing • editing • sharing Run-on sentences are sentences that string too many ideas together with connecting words. Sentences can be organized in a logical sequence to create written messages. Editing involves noticing and correcting errors in spelling, grammar, and punctuation.	Writing can provide opportunities to share thoughts and ideas in meaningful ways.	Create written messages that align with an intended audience or purpose. Create written messages in a variety of forms to represent ideas or information. Generate ideas that can be expressed through messages. Focus and limit the number of ideas in sentences. Organize sentences in a logical sequence to create written messages. Edit written work for spelling, grammar, and punctuation. Incorporate images or features to enhance written messages. Share written messages with others.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	Ideas for personal expression can be inspired by experiences with people, places, and things. Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation. Messages have creators.	Ideas and information can be expressed creatively to learn and have fun.	Express ideas and information in a variety of creative ways. Apply creative thinking to create or make changes to a representation of a message. Identify the creator or creators of a variety of messages. Include first name on messages created.	Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression. Writing can support creative expression of ideas through organization and word choice. Creative ideas for expression can be inspired by personal experiences with • people • places • things • stories • images • information Creative ideas can be organized in a variety of ways. In creative writing, word choice can paint a picture in the reader's mind. Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).	Creative expression can inspire imaginative thinking and fun.	Collect ideas that are inspired by a variety of experiences. Apply creative thinking to create or make changes to a representation of a message. Express ideas and information through a variety of written forms. Identify effective use of sensory language in stories, songs, or print texts. Include sensory language to enhance ideas in creative writing.	Creative thinking includes • using imagination • combining materials or ideas in different ways • making adaptations based on feedback Writing can support creative expression of ideas through organization and word choice. Creative ideas for expression can be inspired by a variety of personal experiences. Creative ideas can be enhanced by adding language related to the senses (sensory language).	Creative thinking can influence expression of thoughts and emotions.	Collect ideas that are inspired by a variety of experiences. Apply creative thinking to create or adapt representations of messages. Express ideas and information through a variety of written forms. Include adjectives and adverbs to add interest and detail to writing. Include sensory language to enhance ideas in creative writing. Use punctuation to enhance written messages.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	Factual information can be gathered from a variety of people, places, or things (sources). Information can be shared through messages that include pictures, letters, or words.	Information can be shared about people, places, or things that are real (factual).	Ask questions about real people, places, or things to learn more about them. Gather factual information from a variety of people, places, or things. Share factual information.	Factual information can be gathered to support sharing ideas about things that are real. Factual information can come from a variety of digital or non-digital sources, including • people • places • print • images • observations Organizational tools, such as graphic organizers, can be used to record factual information.	Research processes can be used to gather and record factual information.	Ask questions to identify research topics. Gather factual information from a variety of digital or non-digital sources. Use organizational tools to record information. Record factual information in various ways.	Asking questions can help focus research topics. Factual information can be gathered from a variety of digital or non-digital sources. Organizational tools, such as graphic organizers, can be used to record or categorize factual information.	Research processes can be used to learn new things or build on what is already known.	Ask questions to focus research topics. Gather factual information on topics from various sources. Use organizational tools to record or categorize information. Record factual information through messages that include images, words, and sentences.
	Messages can be shared in digital or non-digital ways, including • pictures • symbols • letters • words • scribbles	Messages can be created using a variety of digital or non-digital methods or tools.	Create a variety of digital or non-digital messages.	Digital or non-digital methods or tools used to create written messages include printing and keyboarding.	Written messages can be created using a variety of digital or non-digital methods or tools.	Print letters and words with appropriate size and spacing. Consistently grasp writing tools correctly. Locate letter keys on a keyboard to type messages.	Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.	The method or tool used to present written works can enhance the clarity of a message.	Print with appropriate size, formation, and spacing to enhance the clarity of a message. Locate a variety of keys on a keyboard to type messages.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.								
Guiding Question	How do conventions support literacy development?			How do the functions of conventions support literacy development?			How do conventions foster the development of effective communication?		
Learning Outcome	Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.			Students examine and apply use of grammar, spelling, and punctuation in oral and written language.			Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Names begin with a capital letter. Sentences begin with a capital letter. Sentences often end with periods.	Written messages can be communicated in predictable ways.	Identify capital letters in names. Identify capital letters at the beginning of sentences. Identify periods at the end of sentences.	Capitalization is used for • first and last names • first word of a sentence • names of places • days of the week • months Punctuation marks can signal the end of a sentence and make ideas clear. Punctuation includes • a period • a question mark • an exclamation mark	Capitalization and punctuation can support the meaning of a message.	Apply capital letters when writing first and last names. Apply capital letters when writing the first word of a sentence. Apply capital letters when writing names of places. Apply capital letters when writing days of the week and months. Identify and use end punctuation in sentences.	Capitalization is used for titles. A proper noun names a specific person or place and begins with a capital letter. Punctuation includes an apostrophe in contractions. A contraction is a combination of two words, where an apostrophe takes the place of certain letters.	Capitalization and punctuation can make messages more clear.	Capitalize the first word of a sentence. Capitalize names of people and places. Capitalize days of the week and months. Capitalize titles. Include punctuation at the end of sentences. Insert apostrophes in place of letters in contractions.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	A sentence is a group of words that shares a complete thought or idea. Sentence types include telling (declarative) or asking (interrogative).	Language is organized to support understanding and sharing of ideas (grammar).	Recognize sentences in oral language that include a complete thought or idea. Differentiate between telling and asking sentences.	Sentence types include telling (declarative) or asking (interrogative). Sentences include a noun and a verb. A noun is a person, a place, a thing, or an animal. A verb is an action word.	Language has structures (grammar) that can help express messages.	Recognize sentences in oral or written language that include a complete thought or idea. Differentiate between telling and asking sentences. Differentiate between nouns and verbs.	A sentence that expresses strong emotion can end with an exclamation mark (exclamatory). A pronoun can be used in place of a noun. An adjective is a word that describes a noun. An adverb is a word that describes a verb. The subject of a sentence tells whom or what the sentence is about. The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement). Some words can be used with other words to show time or place (prepositions), such as *under*, *with*, *before*, and *after*.	Language has structures (grammar) that can help express ideas, thoughts, and emotions.	Write a variety of sentences that include a complete thought or idea. Recognize and use pronouns to replace nouns in sentences. Use a variety of adjectives to describe nouns. Use adverbs to describe verbs. Identify the subject in a sentence. Identify when subjects and verbs agree in sentences. Recognize and use prepositions in sentences to show time and place.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	The spelling of words can be remembered. Some words occur often in spoken and written language (high-frequency words). Some words do not have a one-letter-to-one-sound relationship (e.g., the).	Some words are very common and can be spelled automatically.	Spell 5–10 high-frequency words.	Spelling patterns can look the same or sound the same (word families). Spelling patterns include • vowel-consonant (VC) (e.g., at) • consonant-vowel-consonant (CVC) (e.g., top) • vowel-consonant-silent "e" (VCe) (e.g., ice) Some words can be made plural by adding an <s> or <es>. Spelling patterns in one-syllable words include • short vowel sounds (e.g., mat) • long vowel sounds (e.g., green) Some words are not spelled in predictable ways (e.g., walk).	Spelling patterns can support the spelling of unfamiliar words.	Recognize letter patterns in words. Apply spelling patterns to spell unfamiliar words. Spell 125 high-frequency words. Examine words that are not spelled in predictable ways.	Spelling patterns include • consonant-vowel-consonant-silent "e" (CVCe) (e.g., nose) • vowel-consonant-consonant (VCC) (e.g., ill) • vowel-vowel-consonant (VVC) (e.g., eel) • dropping the <e> and adding <ing> • doubling the letter before adding <ing> or <ed> Spelling patterns in one-syllable words include short and long vowel sounds. Some consonants are silent in some words (e.g., ta/k).	Spelling can be supported by recognizing patterns that occur within and across words.	Identify spelling patterns within and across words. Apply spelling patterns to spell unfamiliar words. Identify silent consonants in words. Spell 300 high-frequency words. Identify words that are not spelled in predictable ways.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Kindergarten			Grade 1			Grade 2		
	Saying words slowly can help to hear individual sounds in words.	Spelling includes writing the sounds heard in words.	Attempt to spell unknown words using letter-sound relationships. Copy environmental print to become familiar with how words are spelled.	Words have correct spellings. Every word and every syllable contains a vowel. Articulating words slowly can help to identify sounds. Thinking about how letters in a word look can help with spelling (visual spelling strategy). Digital or non-digital supports can be used to help spell words correctly, including • personal word lists • dictionaries • environmental print • peers, teachers, or parents/guardians	Spelling words correctly helps written messages to be understood.	Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words. Include a vowel in every word. Attempt to spell unknown words using letter-sound relationships. Say words slowly to identify sounds when spelling words. Use visualization to help spell words. Use a variety of supports to spell and check the spelling of words.	Knowledge of words and word parts can be applied to the spelling of new words. Spelling can involve trial and error. Digital or non-digital supports can be used to help spell words correctly, including • personal word lists • dictionaries • environmental print • peers, teachers, or parents/guardians	Spelling strategies and supports can be used to help communicate messages.	Include a vowel in every word and syllable. Say words slowly to identify sounds when spelling words. Use visualization to help spell words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Use a variety of supports to spell and check the spelling of words.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.					
Guiding Question	How can text organization enhance meaning?			How can text organization influence communication?		
Learning Outcome	Students relate the form and structure of texts to the communication of ideas and information.			Students examine how the form and structure of texts can support the communication of ideas and information.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it. The purpose of a text can be to • inform • provide enjoyment Texts can be categorized according to their content and include fiction and non-fiction. Fiction is a type of text that uses imagination to tell a story. Non-fiction is a type of text that expresses information and facts. Literary forms of fiction and non-fiction texts include • drama • short stories • images Stories can be fiction or non-fiction and can follow a structure, including • beginning • problem • events • solution • ending	The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.	Examine the purpose of a variety of texts. Explain personal preferences for texts that provide enjoyment. Differentiate between fiction and non-fiction texts according to content. Examine the form of a variety of fiction and non-fiction texts. Examine the structure of a variety of fiction and non-fiction texts. Determine how the structure of texts can help organize the expression or understanding of ideas or information.	Texts can be communicated for a variety of purposes, including to • inform • persuade • provide enjoyment Texts read for enjoyment can inspire, fascinate, or expand understandings. A genre is a category of text that has a specific content or style and includes fiction and non-fiction. Literary forms of fiction and non-fiction texts include • novels • journal entries • media Media texts can be digital or non-digital and can combine sounds, words, images, and graphics. Narrative texts can be fiction or non-fiction and can follow a structure, including • beginning • problem • events • solution • ending	Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.	Confirm the author's or text creator's purpose based on information in the text. Explain how personal preferences for texts inspire, fascinate, or expand understandings. Examine a variety of literary forms used to communicate ideas and information. Examine the structure of a variety of narrative texts. Determine how the structure of texts can support the organization and communication of ideas or information.
	Text features can be digital or non-digital, including • images • tables of contents • maps • graphs	Text features can provide information that is not in the main body of a text.	Examine a variety of text features that provide additional information in a text. Include a variety of text features to organize, clarify, or enhance personal messages.	Text features can be digital or non-digital, including • images and graphics • indexes	Text features can organize and enhance information in the main body of a text.	Examine a variety of text features that provide important information in a text. Include a variety of text features to organize, clarify, or enhance information.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	Fictional texts can be categorized by sub-forms that include • traditional literature, including myths • realistic fiction • historical fiction • mystery A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event. Realistic fiction takes place in modern times and describes believable characters involved in plausible events. Historical fiction takes place in a setting of the past. A mystery describes the solution of a crime or the unravelling of secrets. Fictional texts can have structures that include • books with chapters • collections of stories related to a single idea • circular plots Elements of fiction include • major characters • setting • plot A major character is central to the plot or problem in a story. A circular plot is sequenced to end with characters returning to a similar situation to where they started. A narrator can be a character in a story or someone telling the story from the outside looking in.	Fictional texts are often products of a text creator's imagination and are not factual.	Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place. Examine fictional text structures that contribute to organization, clarity, or personal engagement. Examine circular plot structures found in fictional texts. Examine elements within a variety of fictional texts. Examine major characters in fictional texts. Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot. Investigate the narrator's contribution to a text.	Fictional texts can be categorized by sub-genres, including traditional literature and fantasy. A fantasy is a fictional text that contains elements that are highly unreal. Fictional texts can have structures that include main plots with subplots and flashbacks. A flashback interrupts the story plot to take an audience back in time to past events in a character's life. Elements of fiction include • major and minor characters • point of view A minor character is a character in a story who is not the main focus and is less developed. Fictional texts include characters who can be known by what they say, think, or do. Point of view is the way an author or text creator chooses to tell or narrate a story and includes first person. First person is where the author, text creator, or narrator relates information from their own point of view, often using the word *I*.	Fictional texts can open minds to new possibilities and ideas.	Differentiate between a variety of fiction sub-genres, considering content, characters, time, or place. Examine fictional text structures that include main plots with subplots or flashbacks. Examine elements within a variety of fictional texts, including point of view. Determine if characters in fictional texts are major or minor. Create imaginative representations or dramatizations of fictional texts that depict point of view. Examine the narrator's point of view in texts.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

		Grade 3			Grade 4		
		Non-fiction texts include • biographies • content-area texts • interactions with people • land Content-area texts refer to texts from subjects such as science, social studies, and fine arts. Non-fiction texts can have structures that include • main idea or topic • supporting details • linear or cyclical sequencing • compare and contrast	Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.	Compare and contrast ways that non-fiction texts can be organized. Investigate linear and cyclical sequencing in a variety of non-fiction texts.	Non-fiction texts include • autobiographies • procedural texts • land Procedural texts include recipes or instruction manuals. Non-fiction texts can have structures that include • introduction • main idea or topic • supporting details • conclusion • compare and contrast Non-fiction texts can share opinions regarding information.	Non-fiction texts can open minds to new possibilities and ideas.	Investigate ways that non-fiction texts can be organized to support sharing of information. Discuss a variety of facts and opinions expressed in non-fiction texts.
		Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language). Poetic structures include • haiku • limerick A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature. A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.	Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.	Investigate words or phrases applied creatively in poetry. Examine poetic structures that contribute to creative expression of ideas. Experiment with creating haikus and limericks.	Poetry includes figurative language to create a desired effect. Poetic structures include • verse • free verse • concrete Verse is text structured with a rhythm and typically has a rhyme. Free verse is a type of poetry that does not rhyme or have a regular rhythm. A concrete poem creates an image with words or symbols that matches the topic of the poem.	Poetry engages the imagination and can encourage individuals to connect with other people, places, ideas, or emotions.	Investigate figurative language used in imaginative ways. Examine how a variety of poetic structures contribute to creative expression of ideas. Experiment with creating verse, free verse, or concrete poetry.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.					
Guiding Question	In what ways can listening and speaking be enhanced to improve oral communication?			In what ways can listening and speaking skills clarify intent and build relationships?		
Learning Outcome	Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.			Students examine and demonstrate how listening and speaking support connections and clarify understandings.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Throughout history, languages developed orally before being written. Stories can last and be retold over long periods of time. Oral traditions support interactions between generations of people, such as • ancestors • grandparents • parents or guardians • children • kin Traditional knowledge shared through oral traditions can • vary in form or delivery • build community • serve as a guide for living and learning	Oral tradition is listening and speaking to pass information from generation to generation.	Investigate oral traditions that have been shared over time. Discuss how oral stories show respect for traditional shared knowledge. Share information of personal or cultural significance passed between generations of people.	Oral traditions can support connections to • people • the community • the natural world • the constructed world Stories presented in oral traditions can reflect connections to spirit, land, universe, time, and people. Protocols for sharing information may vary by source, context, community, or culture.	Oral traditions can connect the speaker and listener in experiences of the past or present that help prepare for the future.	Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions. Discuss protocols used to share oral traditions.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
	Dialogue is an exchange of ideas, information, or opinions. Effective dialogue includes • listening • staying on topic • asking questions • contributing Speaking involves grouping and separating words through phrasing and pausing. Pauses can be used to support meaning or create emphasis. Speaking can be supported through • relaxation • breathing • posture	Listening and speaking can enhance the exchange of ideas, information, or opinions.	Engage in dialogue to express and understand messages. Examine the effectiveness of dialogue in learning and social interactions. Identify where phrasing and pausing can support understanding or create effects. Support speech through relaxation, breathing, or posture. Consider the contributions of others when exchanging ideas or opinions.	Respectful interactions include behaviours that consider the contributions, feelings, points of view, and needs of participants. Phrasing and pausing work together to • support flow of thought and speech • support meaning • create emphasis Projection is the directing and supporting of the voice toward an intended target. Projection is a combination of breath, clarity, and intentionality.	Listening and speaking skills can be applied and adapted to support respectful interactions.	Contribute respectfully to a variety of interactions that involve listening and speaking. Identify opinions or points of view shared in conversations or texts that are listened to. Select appropriate volume, intonation, phrasing, and pausing to create a desired effect when speaking or presenting. Project voice appropriately for the audience and situation.
	Listening strategies include • identifying purpose • asking relevant questions • seeking clarification • responding appropriately Texts that are listened to can build • connections • interest • vocabulary • background knowledge • curiosity • engagement • motivation	Listening can enhance interactions and learning.	Use a variety of listening strategies to enhance interactions and learning.	Listening includes restating key points or ideas and making personal connections. Listening to texts can expand vocabulary, understandings, and personal views.	Listening involves playing an active role in understanding the speaker and supports collaboration.	Demonstrate active listening when engaging in collaborative work. Use a variety of listening strategies to support understanding.
	A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings. Effective communication considers • voice quality and audibility • articulation and clarity	Communication can be supported by integrating verbal and non-verbal language.	Combine verbal and non-verbal language to enhance communication. Adjust voice quality, audibility, articulation, or clarity to communicate effectively.	A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.	Communication can be enhanced through adjusting verbal and non-verbal language.	Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4	
	Preparation supports effective communication through • relaxation • breathing techniques • focus Presentations can be improvised or prepared. Presentations can be delivered in different ways, including • oral reports • readers' theatre • dramatizations • digital stories • recorded interviews Thoughts and ideas in speech can be grouped together in logical sequences. Effective communication involves consideration of an audience's • situation • thoughts • feelings • beliefs Audience participation and behaviour may affect the presenter or other audience members.	Presentations share stories, ideas, or information with an audience.	Group relevant ideas, events, or information in a logical sequence when presenting. Develop communication skills through individual or group presentations. Present dramatizations of characters and events encountered in texts. Share a poem from memory with some awareness of phrasing and pausing. Compose and share a short speech or oral report. Participate in presentations as a respectful audience member.	Presentations can be prepared by • developing a plan • using notes and speaking cards • using visual aids • selecting digital or non-digital tools Speaking cards can be jot notes or cue cards that contain key points to support speakers. Visual aids can be digital or non-digital, such as • objects • diagrams • images • text Presentation delivery includes • clear enunciation • appropriate tone and pace • correct grammar • appropriate word choice Communication choices and styles differ from speaker to speaker.	Presentations can be prepared and delivered to engage, inform, persuade, or entertain an audience.	Plan ideas and details in a logical manner, including introductions and conclusions. Present information that engages, informs, persuades, or entertains an audience. Share a verse from memory, demonstrating emphasis, pausing, and phrasing that enhance the presentation. Integrate visual aids to enhance communication. Vary word choice to appeal to an audience. Participate in presentations as a respectful audience member.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
Guiding Question	How can building vocabulary and understanding morphology support language use and comprehension?			How can building vocabulary and understanding morphology strengthen communication?		
Learning Outcome	Students analyze new words and morphemes to enhance vocabulary.			Students expand vocabulary and analyze morphemes to communicate in multiple contexts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	The meaning of a word can change when used in a different context. Language involves phrases with literal and figurative meanings that can be used to enhance communication. Figurative language includes • imagery • hyperbole • simile Imagery is when words or phrases describe ideas or things that can be experienced visually. Hyperbole is when words or phrases are used to exaggerate meaning. A simile compares two unlike things using *like* or *as*.	Vocabulary knowledge can be supported and developed through literacy interactions and experiences.	Use tier 2 words in a variety of literacy contexts. Develop tier 3 vocabulary through content-area learning. Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary. Integrate knowledge of vocabulary across multiple literacy contexts. Recognize and use figurative language in oral and written communication. Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.	Figurative language includes • personification • analogy • idiom Personification is when animals or objects are given qualities or abilities that a human can have. An analogy compares two things that are mostly different but have some things in common. An idiom is a phrase that means something different than the literal meaning of the words within it.	An extensive and varied vocabulary enhances effective communication in a variety of contexts.	Communicate clearly and accurately using precise alternatives for commonly used words. Record information about words in a variety of ways. Apply tier 2 words in a variety of literacy contexts. Use tier 3 words to describe subject content. Confirm word meanings, spellings, or word choices using a variety of digital or non-digital resources. Integrate knowledge of word study across multiple literacy contexts. Use analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4	
	Morphemes include • bases • affixes A base is a word or word part that has meaning and to which an affix can be added. An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own. Prefixes, including <re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, and <super>, are morphemes that change the meaning of words when added to the beginning of a base. Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the ending of a base. Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the ending of a base.	The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.	Analyze bases and affixes for meaning. Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order. Recognize and use suffixes to name a person that does something. Analyze frequently used compound words and their meanings. Distinguish syllables in words.	Suffixes, including the following, change the meaning of words when added to the ending of a base • <y> • <ish> • <able/ible> • <ful> • <ant/ent> The English language is made up of words derived from many origins, including • other languages • technology • place names • trademarked products • social practices	Morphology involves examining words and parts of words and how they are related to each other to enhance communication.	Examine morphemes in words to determine meaning. Analyze the meaning of affixes and how they influence the meaning of bases. Predict meanings of unfamiliar words using morphological cues. Analyze word origins for meaning and spelling.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.					
Guiding Question	How does phonics support foundational literacy development?					
Learning Outcome	Students investigate how phonics connects to word formation and supports the processes of reading and writing.					
	Knowledge	Understanding	Skills & Procedures			
	Consonant clusters blend two or three consonant sounds. Consonant clusters appear at the beginning and ending of words. Consonant digraphs are two consonant letters that appear together and represent a single sound that is different from the sound of either letter (e.g., *sh*). Some consonant letters represent no sound (e.g., *k*now, *w*rite). Chunking is a phonetic strategy used to decode that breaks large words into small parts. Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.	Phonics supports the reading and writing of texts.	Recognize consonant clusters at the beginning and ending of a word. Recognize and apply less frequent consonant digraphs. Recognize and apply consonant letters that represent no sounds. Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words. Use phonetic strategies to decode complex words in continuous text.			

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	Grade 3			Grade 4		
Organizing Idea	Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.					
Guiding Question	In what ways does fluency improve comprehension?			How does fluency support comprehension and proficient reading?		
Learning Outcome	Students apply fluency strategies and develop reading comprehension.			Students enhance fluency to refine comprehension and proficient reading.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Fluency develops over time with practice. Fluent reading includes • accuracy • automaticity in word recognition • prosody (stress, expression, intonation, and pausing) in oral text reading	Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.	Demonstrate automaticity in reading complex words, phrases, and continuous text. Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing. Read a variety of text forms with fluency and expression.	Proficient reading involves the ability to read with accuracy, automaticity, and prosody with a focus on meaning.	Reading with fluency allows readers to focus more attention on understanding text and supports proficient reading.	Demonstrate comprehension of text through appropriate stress on words, pausing, phrasing, intonation, and use of punctuation. Read dialogue with phrasing and expression to reflect understandings of characters and events.
	Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.	Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.	Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.			

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 3			Grade 4		
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.					
Guiding Question	How can the development of skills and strategies support comprehension of text?			How do comprehension processes and strategies enhance understandings of texts?		
Learning Outcome	Students analyze text and make connections to personal experiences to support meaning.			Students investigate strategies and connections that support text comprehension.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Comprehension of longer, more complex texts is supported by increased reading practice.	Critical thinking can be applied to comprehend texts that vary in length or complexity.	Independently read and demonstrate comprehension of texts that vary in length or complexity.	A variety of reading processes and strategies support comprehension of longer and more complex texts through independent practice.	Comprehension processes and strategies can be purposefully applied to broaden understandings of texts.	Independently read and demonstrate comprehension of a variety of texts that increase in length or complexity. Apply comprehension processes and strategies when interacting with texts.
	Connections can be made prior to, during, or after reading a text. Connections can be made between texts and ideas that relate to past, present, or future world events (text to world).	Comprehension involves connecting relevant background knowledge and experiences with new information in text.	Make connections between a text and personal feelings, experiences, or background knowledge. Make connections between various aspects within or between texts. Make connections between texts and ideas that relate to past, present, or future world events.	Connections that support comprehension of text include • text to self • text to text • text to world	Comprehension is enhanced when relevant connections are made to information within and between texts.	Examine connections between texts and self, between a text and other texts, and between texts and the world. Compare or contrast aspects of texts within an individual text or between multiple texts. Reflect on personal connections to a text that best support understandings.
	Predictions can be made by combining information from texts with • background knowledge • personal experience • anticipation of logical outcomes or events	Comprehension involves predicting outcomes or events that reflect clues from texts.	Make predictions using background knowledge and information within a text. Identify information from texts that supports predictions. Modify predictions based on new or additional information. Reflect on predictions to confirm or change understandings.	Significant information that is synthesized to make predictions includes • background knowledge • personal experience • specific clues from a text • anticipation of logical outcomes or events	Comprehension and making predictions have a reciprocal relationship when understanding texts.	Revise or confirm predictions based on new or additional information in texts. Examine how making, modifying, or confirming predictions supports text comprehension.

		Grade 3			Grade 4	
	Inferencing involves drawing conclusions based on known facts or evidence. Inferencing can involve • making connections • questioning • predicting • visualizing	Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.	Make inferences by combining background knowledge with information that is not explicitly stated within a text. Identify connections between the actions, feelings, or motives of a character and evidence in text.	Inferencing involves multiple critical thinking skills, including • considering cause and effect relationships • answering personal wonderings • combining information from various sources to draw conclusions • reading between the lines to discover the author's meaning	Comprehension involves inferencing and relying on multiple critical thinking skills when engaging with texts.	Infer cause and effect relationships in texts. Make inferences in texts that reach beyond personal experiences. Combine information from various sources to draw conclusions. Infer ideas that are not explicitly stated in texts.
	Summarizing information involves • determining key ideas and specific details • logically ordering ideas • writing ideas in own words	Comprehension is enhanced when information is summarized.	Determine the most important information in a text. Order significant information from a text in a logical sequence. Share important information from a text in a logical order using own words.	Summarizing information involves determining key ideas and specific details, logically ordering ideas, and paraphrasing. Synthesizing can create new understandings through a combination of background knowledge and new information from a text.	Comprehension is enhanced when information is synthesized and summarized.	Synthesize a variety of information when creating summaries of texts. Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.
	Self-monitoring skills that can be used when facing challenges in comprehension include • noticing where meaning breaks down • rereading • reading ahead • creating mental or visual images • asking and answering *how*, *why*, and *what if* questions	The reading comprehension process involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective in supporting reading comprehension.	Strategic reading and questioning occur before, during, and after reading. Problem solving can occur at the word, sentence, and whole-passage level. Reading comprehension skills that address challenges include • appropriate text selection • rereading parts of the text • reading ahead • visualizing • questioning • word solving Metacognition is an awareness of thoughts and how one thinks and involves • connecting thinking and learning • identifying problems • considering options • reflecting on strategies and skills • adjusting thinking based on information or experience	The reading comprehension process involves checking for understanding, problem solving, and metacognition.	Apply self-monitoring skills to self-correct when comprehension breaks down during reading. Evaluate skills that can be implemented to repair and strengthen reading comprehension. Apply metacognitive strategies that are personally effective when reading.

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	Grade 3			Grade 4		
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.					
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?			How can development of writing processes and expression support effective communication?		
Learning Outcome	Students investigate writing and research processes that support informed written expression.			Students construct and organize text to share perspectives and develop creative expression.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Writing processes used to organize and share messages include • planning • drafting • revising • editing • sharing Planning includes • consideration of audience, purpose, and form • idea generation Methods and tools that can support planning include • graphic organizers • sketching Drafting involves organizing words on paper during the writing process. Interest can be created by varying sentence beginnings. Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop. Writers generally avoid repetitions and run-on sentences. Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph. Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal. Fluent writing sounds like speaking when read aloud.	Writing can capture ideas, memories, investigations, and stories.	Create written texts for a variety of audiences and purposes. Create written texts using a variety of forms and structures. Use organizational processes, methods, or tools to support the creation of written texts. Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions. Include a range of sentence beginnings and types to vary and add interest to writing. Sequence sections of writing in a logical order. Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences. Edit writing for spelling, punctuation, and grammar. Read written texts aloud to check for writing fluency. Select a variety of texts to be shared according to their purpose.	Writing processes used to organize and enhance messages include • planning • drafting • revising • editing • publishing Methods and tools that support planning include • lists • visualizing Interest can be created by varying sentence beginnings and length. Paragraphs include a topic sentence, supporting details, and a concluding sentence. A topic sentence describes what the paragraph is going to be about. A concluding sentence brings closure to a paragraph by identifying main ideas without adding new information. Fluent writing is smooth, natural, and easy to read aloud with inflection, which helps bring out meaning. Revising includes adding or removing words or sentences to enhance writing clarity or fluency. Publishing can involve consideration and selection of a variety of text features to enhance and finalize written work.	Writing is a vehicle for communication, creativity, and connection.	Create written texts for a variety of audiences and purposes. Create written texts using a variety of text forms and structures. Develop creative expression through the use of organizational processes, methods, and tools. Share perspectives on a topic in a clear and focused manner. Develop creative expression through a range of sentence beginnings, lengths, and types. Develop a logical order by grouping ideas into paragraphs. Write paragraphs with topic and concluding sentences. Reread written texts to identify what could be added or deleted to enhance creative expression. Revise texts to enhance clarity or fluency. Edit writing for spelling, punctuation, and grammar. Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.

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	Grade 3			Grade 4	
	Sharing can involve selecting a variety of text features to enhance written messages.				
	Creative thinking involves • considering audience and purpose • brainstorming to expand ideas • seeking out information to help transform ideas into representations • persevering through challenges that may arise Writing is a craft that involves personal expression of ideas through • organization • word choice • presentation Creative ideas for expression can be inspired by a variety of sources, including • personal experiences • background knowledge • imagination • experiences with text The author's voice or style helps a reader or an audience picture or feel what a writer is describing. In creative writing, word choice includes interesting details that keep audiences engaged. Words selected to enhance written texts include • sensory details • synonyms • antonyms • specific words or phrases Dialogue can be used to add variety to written texts.	Creative expression can channel imaginative thought and emotion into a variety of texts.	Examine how relationships between audience, purpose, and text form can influence creative expression. Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions. Create written texts that draw upon a variety of sources of inspiration. Select from a variety of text forms or structures to express personal thoughts or feelings. Create beginnings that catch the audience's attention by experimenting with ideas and word choice. Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged. Include dialogue to add variety to texts. Use punctuation to generate effects in creative expression. Create thoughtful conclusions to tie up events or leave readers wondering. Select from a variety of presentation forms or text features to enhance and share selections of creative writing. Persevere through challenges that may arise in the creative expression of ideas.	Creative thinking processes involve • reviewing, revising, and enhancing ideas • considering the processes of other creators • constructing drafts or models • applying feedback to improve the creative product Writing is a craft that involves creative expression of ideas through • organization • word choice • presentation Word choice can reflect the author's voice or style through careful selection and presentation of details. Words selected to enhance written texts include figurative language. Dialogue can be used to add variety to written texts, advance the plot, or reveal a character's thoughts or feelings.	Creative thinking involves intentional application of skills and processes to enhance the expression of ideas and emotions.	Apply creative thinking processes to enhance the expression of ideas or emotions. Relate how connections between audience, purpose, and text form can influence creative expression. Examine how effective writing provides insight into the creative expression of ideas and emotions. Experiment with ideas and word choice to create beginnings that catch the audience's attention. Experiment with sensory detail or figurative language to add interest and keep audiences engaged. Communicate personal voice or the voice of characters in narratives through dialogue. Generate effects in creative expression through punctuation. Create thoughtful conclusions that tie up events or leave readers wondering. Select a variety of presentation forms or text features to critically share perspectives.

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		Grade 3			Grade 4		
		Questioning can help focus research topics and processes. Information can be accessed, stored, and shared in a variety of digital and non-digital ways. Information can be categorized or sequenced to enhance organization. Organizational tools, such as graphic organizers, can help plan and write about factual information. Research findings can be shared in a variety of digital or non-digital forms, including • reports • presentations • visual representations The information and ideas of others need to be listed (cited) in research writing.	Research processes can support accessing and logically organizing information.	Access information from a variety of sources to answer questions or expand knowledge. Organize, categorize, or sequence information using a variety of methods or tools. Use research to create written text that is appropriate for an audience. List sources of information used to inform research.	Questioning can help focus research topics and processes. Methods and tools can be used to organize information, including • note taking • graphic organizers • lists Research findings can be shared in a variety of digital or non-digital forms, including • reports • presentations • visual representations Ethical use of information includes • asking permission to use, share, or store information • acknowledging the ownership of information used to inform writing (citing) • fair and accurate representation of individuals or information	Research processes involve investigating materials or information to uncover facts and support problem solving.	Access information from a variety of sources to critically answer questions or expand knowledge. Demonstrate how information can be ethically shared using a variety of methods or tools. Use information ethically to create text for an intended audience. Choose and cite appropriate sources of information to inform research.
		Written messages can be created using a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting Cursive handwriting involves • letter formation • size • proportion • slant Basic keyboarding involves • finger reaches • keystroking • key recognition	Practice using digital or non-digital methods or tools can support writing fluency.	Demonstrate writing fluency using at least one method or tool. Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant. Demonstrate basic keyboarding skills.	Written messages can be created or enhanced using a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting Messages communicated through cursive handwriting can reflect artistry through consideration of • letter formation • size • proportion • slant Keyboarding skills can be improved through practice that involves • finger reaches • keystroking • key recognition	Digital or non-digital methods or tools can enhance written works and the artistry of a message.	Enhance the artistry of personally written works using selected methods or tools. Use cursive handwriting to write texts with appropriate letter formation, size, proportion, and slant. Apply keyboarding skills to enhance written works.

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	Grade 3			Grade 4		
Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
Guiding Question	How does the appropriate use of conventions support clear written communication?			How does the knowledge and application of conventions enhance written communication?		
Learning Outcome	Students investigate and demonstrate how conventions support written communication.			Students examine and apply conventions to develop effective written communication.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Capitalization is used for headings. Punctuation includes • commas • quotation marks • apostrophes in contractions and possessives A comma indicates a pause between parts of a sentence or separates items in a list. Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way. Adding an apostrophe and <s> can be used to show ownership or possession.	Capitalization and punctuation can enhance written expression.	Capitalize words appropriately in different contexts. Include a variety of punctuation at the end of sentences. Insert commas to indicate a pause between parts of sentences or to separate items in a list. Insert quotation marks to identify the words of a speaker. Insert quotation marks to bring attention to a word that is used in a special way. Insert apostrophes in place of letters in contractions. Insert apostrophes to show possession.	Capitalization is used for abbreviations. An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB). Punctuation can be used to add clarity, precision, or creativity to messages. A comma can have a variety of uses, including • to indicate a pause between parts of a sentence • to separate words in a list or series • to separate a transition word from the words that follow in a sentence	Capitalization and punctuation can be used to support writing fluency.	Capitalize words appropriately in different contexts. Include a variety of punctuation at the end of sentences. Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition word. Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way. Insert apostrophes in place of letters in contractions and to show possession.

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		Grade 3			Grade 4	
	A sentence can command someone to do or not to do something (imperative). A sentence has two main parts, a subject and a predicate. The subject of a sentence is who or what the sentence is about. The predicate of a sentence is what the subject does. Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, for). An adjective is a word that describes a noun. An adverb is a word that describes a verb. Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural. Words can tell who or what owns a noun (possessive), and include • possessive nouns ('s) • possessive adjectives (e.g., my, your, his, her, its, our, their) • possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).	Grammar can provide a consistent structure for the building of sentences.	Distinguish between a variety of sentence types. Identify the subject of a variety of sentences. Identify the predicate of a variety of sentences. Examine conjunctions in a variety of sentences. Use adjectives to describe nouns. Use adverbs to describe verbs. Identify subject-verb agreement in a variety of sentences. Differentiate between possessive nouns, possessive adjectives, and possessive pronouns. Recognize and use prepositions in sentences to show time and place.	Sentences can describe facts or actions happening in the present (present tense). Sentences can describe what happened in the past (past tense). Sentences can describe what may happen in the future (future tense). The subject of a verb is the person or thing that performs the action. The object of a verb is the person or thing that receives the action. Both subjects and objects can be nouns or pronouns. Pronouns can replace a noun as the subject in a sentence (subjective) (e.g., I, you, he, she, it, we, they). Possessive adjectives come before a noun to show who or what owns it (e.g., my, your, his, her, its, our, their). Adjectives can compare two things (comparative—<er> or "more"). Adjectives can compare three or more things (superlative—<est> or "most").	Grammatical structures can support consistency in communication.	Distinguish between a variety of sentence types. Determine if text is in the present, past, or future tense. Identify nouns or pronouns that are the subject of a variety of sentences. Identify nouns or pronouns that are the object of a variety of sentences. Examine possessive adjectives in a variety of sentences. Use adjectives to indicate comparison of two or more things (<er> or <est>). Use conjunctions to connect phrases in sentences. Apply consistent subject-verb agreement in a variety of sentences.

		Grade 3			Grade 4	
		Spelling patterns include • nouns ending in \<y\>: change \<y\> to \<i\> and add \<es\> (e.g., pony–ponies) • nouns ending in \<f\> or \<fe\>: change \<f\> or \<fe\> to \<v\> and add \<es\> (e.g., leaf–leaves) Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose–moose, person–people). Adding an apostrophe and \<s\> can be used to show ownership or possession. If a noun is plural and already ends in an \<s\>, only an apostrophe and not an \<s\> is added to show ownership. Prefixes and suffixes are spelled consistently in words. Some words are not spelled in predictable ways.	Correct spelling can be supported by applying knowledge of word patterns and parts.	Identify spelling patterns within and across words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Identify plural nouns that are spelled the same as or differently from their singular form. Add an apostrophe and an \<s\> to nouns to show ownership. Add only an apostrophe to show ownership if a noun is plural and already ends in an \<s\>. Spell a variety of prefixes and suffixes accurately in words. Identify words that are not spelled in predictable ways.	Spelling patterns include • vowel-vowel-consonant-consonant (VVCC) (e.g., each) • vowel-vowel-consonant-silent "e" (VVCe) (e.g., weave) • vowel-consonant-consonant-silent "e" (VCCe) (e.g., wedge) • vowel-consonant-consonant-consonant (VCCC) (e.g., trench) • vowel-vowel-consonant-consonant-silent "e" (VVCCe) (e.g., bounce) • vowel-vowel-consonant-consonant-consonant (VVCCC) (e.g., health)	Spelling accuracy can be supported by transferring understandings of word patterns and structures.	Identify spelling patterns within and across words. Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words. Spell a variety of prefixes and suffixes accurately in words. Identify words that are not spelled in predictable ways.
		Spelling strategies can be used to spell words accurately, including • articulating • visualizing • transferring prior knowledge • trial and error Digital or non-digital tools can be used to help spell words correctly.	A variety of spelling strategies and tools can be used to enhance written expression.	Apply a variety of spelling strategies to enhance written expression. Use a variety of tools to spell or confirm the spelling of words.	Homophones are words that have the same pronunciation but different spellings and meanings (e.g., hear–here). Digital or non-digital reference tools can be used to confirm the spelling of words.	Automatic transference of spelling knowledge can increase writing fluency.	Differentiate between the spelling and associated meaning of a variety of homophones. Apply a variety of spelling strategies to increase writing fluency. Use a variety of tools to spell or confirm the spelling of words.

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		Grade 3		Grade 4		
	Abbreviations include • titles • days of the week • time • measurements • addresses An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB). An inflectional ending is a suffix added to a base that indicates • tense • plurality • possession • comparison The basic guidelines for adding inflectional endings consist of • dropping the <e> and adding <ing> • doubling the letter before adding <ing> or <ed>	Basic guidelines for spelling transferred to writing new text can increase accuracy.	Spell common abbreviations in writing. Recognize and spell contractions in writing. Apply inflectional endings in writing. Spell compound words accurately. Spell singular and plural possessives. Spell some complex plural words. Apply endings that show comparisons. Recognize basic guidelines for adding inflectional endings.	Suffixes include <er>, <es>, <r>, <ly>, <ing>, <ily>, <able>, <ible>, <ar>, <less>.	Guidelines for spelling transferred to writing new text can increase written clarity.	Spell a range of compound words, contractions, possessives, and complex plurals. Recognize and spell common suffixes.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.					
Guiding Question	How can text organization support expression and influence meaning?			How can text form and structure improve understanding of content?		
Learning Outcome	Students examine how text genres, forms, and structures support and enhance communication.			Students analyze how text form and structure clarify information and support connecting with self, others, and the world.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Texts can be digital or non-digital. Texts can have more than one purpose, including to • inform • entertain • persuade· • inspire Reading stamina can be developed through engaging with text forms, genres, or structures that are personally enjoyable. Literary text forms can be fiction or non-fiction and include • photo essays • news articles • hybrids Hybrid is a type of text that includes both fiction and non-fiction text forms. Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including • beginning • problem • multiple events with many details • resolution of problem • ending	Text genres, forms, and structures can support the enjoyment and communication of ideas and information.	Examine the purpose of a variety of digital or non-digital texts. Engage with a variety of genres of literary texts. Determine the form and structure of a variety of literary texts. Develop reading stamina by engaging with text that is personally enjoyable.	Texts can have more than one purpose and may have one that stands out. Reading a variety of texts for enjoyment can support academic development. Literary texts can be categorized by genre, including fiction and non-fiction. Literary text forms can be digital or non-digital and include • articles • speeches • hybrids Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect.	Text genres, forms, and structures can enhance and influence the enjoyment and communication of ideas and information.	Analyze the purpose of a variety of digital or non-digital texts. Categorize a variety of texts according to genre. Examine the form and structure of a variety of literary texts. Make connections between texts read for enjoyment and academic development.
	Text features can be digital or non-digital and include sidebars and glossaries.	Text features can help organize content and identify information that is most important.	Examine a variety of text features that organize content and emphasize information that is most important. Include a variety of text features to organize content and to identify information that is most important.	Text features can be digital or non-digital and can • organize and present important content • enhance comprehension of content • expand vocabulary	Text features are used to navigate, enhance, or create complex information in an efficient manner.	Examine a variety of text features that organize content, identify important information, and enhance understandings of texts. Include a variety of text features to help organize content, identify important information, and enhance personal expression.

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	Fiction sub-genres include science fiction, tall tales, and traditional literature. A tall tale is an exaggerated folk tale that describes a central legendary character with extraordinary physical features or abilities. Science fiction is a modern fantasy text that describes technology, futuristic situations, and real or imagined scientific occurrences. Fictional texts can have a variety of structures, including flash-forward. A flash-forward interrupts the story plot to take an audience forward in time to events in the future. Elements of fiction include theme, the underlying message of a text. Third person point of view is where the author or text creator is narrating a story about the characters, referring to them by name or using pronouns. Types of characters include round and flat. A round character is interesting and layered and may change throughout a story. A flat character does not change throughout a story. Fictional texts can contain characters with multiple dimensions revealed by • what they say, think, or do • what others say and think about them	Engaging with fictional texts can help to analyze the world through the eyes of others.	Categorize texts according to a variety of fiction sub-genres. Examine a variety of fictional text structures, including flash-forward. Examine elements within a variety of fictional texts, including theme. Describe characters based on what they say, think, or do or what others say and think about them.	Fiction sub-genres include traditional literature and comedy. Comedic text is amusing in tone and often has a cheerful ending. Fictional texts can have a variety of structures, including a story within a story. Elements of fiction include conflict, which is a struggle between individuals, groups, or forces that prevents the protagonist from achieving a goal. Types of characters include • stock • protagonist • antagonist A stock character is a stereotypical figure who is recognized from familiar literature and traditions. A protagonist is the main character at the centre of a story who makes decisions, deals with consequences, and faces obstacles. An antagonist is an opponent of or force acting against the protagonist and often gets in the protagonist's way or creates challenges.	Engaging with fictional texts can develop empathy and inspire creativity.	Examine mentor texts to deepen understandings of fiction sub-genres. Examine a variety of fictional text structures, including a story within a story. Examine elements within a variety of fictional texts, including conflict. Examine characters based on what they say, think, or do or what others say and think about them. Describe the protagonist and antagonist in a variety of fictional texts.

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		Grade 5			Grade 6		
		Non-fiction texts include persuasive texts, such as editorials and opinion pieces. Structures within non-fiction texts include • larger topics and subtopics • cause and effect Non-fiction texts can be examined to help the reader form opinions based on the structure, content, or source of information.	Engaging with non-fiction texts can help to analyze the world through the eyes of others.	Examine organizational structures of non-fiction texts. Discuss a variety of opinions regarding the structure, content, or source of information expressed in non-fiction texts.	Non-fiction texts include speeches. Non-fiction texts can have a variety of structures, including problem and solution. The content and source of information should be analyzed for factual accuracy.	Non-fiction texts have structures that support factual information that can be analyzed for accuracy.	Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information. Provide personal opinions regarding the structure, content, or source of information expressed in non-fiction texts. Confirm the accuracy of information presented in non-fiction texts.
		Poetry can be experienced when it is read, listened to, or spoken. Poetic structures include lyric poetry and stanzas. Lyric poetry expresses personal emotions or feelings. A stanza is a series of lines grouped together in a poem that relate to a similar idea.	Poetry can be experienced for its beauty and emotion.	Listen to poems to identify beauty or emotion. Recite or sing a poem from memory. Examine figurative language that can be experienced for its beauty or emotion. Investigate poetic structures that contribute to creative expression of ideas, including stanzas. Experiment with creating lyric poetry.	Poetic structures include ballads, poems, or songs narrating stories in short stanzas.	Poetry can be explored to build a foundation of cultural knowledge and a sense of historical continuity.	Listen to, recite, or sing poetry. Analyze figurative language that can develop empathy and inspire creativity. Investigate poetic structures that contribute to creative expression of ideas, including ballads. Experiment with creating poetry of various structures.
		Dramatic works can activate the imagination and provide information about people in various times, places, and situations. In dramatic works, plot and characters are developed through dialogue and action. In dramatic works, ideas and information can be expressed through verbal, non-verbal, and paraverbal language.	Drama is a literary form that can artfully express stories and ideas.	Listen to, read, or view dramatic works to learn about artful expression of stories and ideas. Examine main characters and events in a variety of dramatic works.	Forms of drama include comedy and tragedy. A comedy is a humorous story with a happy ending. A tragedy is a serious story with an unhappy ending.	Forms of drama can influence the outcome of the story being represented.	Listen to, read, or view dramatic works, including comedy and tragedy. Examine narrative structures in dramatic works.

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	Land can be understood through personal connections to its features, such as • living things in the natural world • human-made structures • patterns and cycles • stories of place	Meaning is derived through personal experiences with various features of land.	Make connections between features of land and personal experiences.	Human-made structures of land convey meaning, such as • First Nations pictographs • First Nations petroglyphs • Inuit inuksuit • Métis lobsticks • Coastal First Nations totem poles • Pyramids (Egyptian and Mesoamerican) • Stonehenge • Neolithic burial mounds • Cave paintings at Lascaux and Chauvet • Mesopotamian dams and dikes Land is a text that can be read for multiple meanings and understandings.	Land literacy can be enhanced through examining human-made structures of land.	Describe how meaning is conveyed through human-made structures of land by First Nations, Métis, or Inuit and peoples from other parts of the world.

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	Grade 5			Grade 6		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.					
Guiding Question	How can the presentation of ideas and information be enhanced through oral communication?			What relationships can be made between skillful oration and communication content, style, and delivery?		
Learning Outcome	Students investigate how oral language can be designed to communicate ideas and information.			Students connect the quality and efficacy of oral communication to oral language skills.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Different time periods gave rise to different forms of oral communication, including • storytelling • poetry • drama • choral speech • speeches or presentations Oral traditions include the use of stories to connect prior knowledge to lived experiences. Oral traditions include diverse types of stories, including • tales of everyday life • sacred stories • stories of extraordinary experiences • trickster stories or tales Trickster stories or tales can • have human, superhuman, and animal characters • teach lessons • reflect aspects of a culture Oral traditions hold communities together based on some shared knowledge and values.	The content and delivery of oral traditions are influenced by history, communities, or contexts.	Discuss cultural contexts of oral traditions. Discuss meanings of stories and lessons shared orally.	Oral communication can be enhanced through use of protocols that support respectful relationships. First Nations, Métis, and Inuit communication processes and protocols can preserve shared knowledge and include practices such as • ongoing conversations • sharing circles • respectfully acknowledging all voices • waiting to take turns • active listening • focusing on the idea rather than on who gave the idea • ending with consensus	Oral traditions can enhance relationships and preserve shared knowledge.	Reflect on how oral communication processes or protocols can enhance the quality of personal relationships. Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.

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		Grade 5			Grade 6		
		Language that influences oral communication includes • verbal • non-verbal • paraverbal Verbal communication includes word choice and use. Choices can be intentional regarding how body movement can support communication. Paraverbal communication is the manner in which a message is delivered and involves • stress or emphasis • articulation • pace • pitch or inflection • tone Vocal sounds are affected by breath, body, and energy. Inflection is the process by which the voice slides up and down through a range of pitches.	Oral communication can be enhanced through integration and adjustment of verbal, non-verbal, and paraverbal language.	Integrate verbal, non-verbal, and paraverbal language to enhance communication. Ensure messages are heard clearly by using breath, body, and energy to project voice.	Effective oral communication is supported by combining verbal, non-verbal, and paraverbal language. Styles of speaking can be selected, adapted, or changed depending on the situation or desired effect. Styles of speaking include • formal • informal • colloquial • slang	Oral communication style and delivery can be influenced by the connections between verbal, non-verbal, and paraverbal language.	Analyze the effectiveness of verbal, non-verbal, and paraverbal language used in oral communications. Select a speaking style to fit a text or situation.
		Content and delivery of oral communication can change based on purpose or audience. Language conventions or protocols can vary depending on the audience or purpose of oral communication. The size, shape, layout, and acoustics (echoing) of a space can influence oral communication. Oral communication can be enhanced through the selection of digital or non-digital tools or formats.	Oral communication can be intentionally designed according to different situations to convey ideas and information.	Adjust the pitch or projection of the voice with respect to purpose, audience, context, and space. Adjust language conventions or protocols in oral communication. Select appropriate formats for oral communication based on audience and purpose. Present ideas and information in a logical manner to inform, persuade, or entertain.	Organization and preparation for presentations can support confidence. Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.	Oral communication content, style, and delivery can be adjusted to share ideas and information for specific purposes and audiences.	Develop and deliver presentations for specific purposes and audiences. Adjust presentations based on audience background, motivation, or interests. Reflect on the preparation, content, and delivery of oral communication and consider opportunities for improvement.

		Grade 5			Grade 6	
		Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others. Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language. Demonstrating respect for how other people wish to be addressed maintains relationships. Adaptability and compromise can lead to consensus in collaborative activities. Non-verbal and paraverbal language can enhance collaborative dialogue.	Collaboration is an active process supported by effective dialogue.	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions. Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas. Use respectful language when collaborating with others. Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.	Collaborative dialogue can empower individuals or groups to • voice ideas • express understandings • consider a variety of perspectives • examine new ways of thinking Collaborative dialogue can be used as a process to solve problems and generate innovative ideas. Collaborative dialogue can increase individual or group confidence through the development of trust and the building of relationships. Respectful language and humour can advance collaborative dialogue.	Collaborative dialogue can be used to expand ideas and deepen understandings of self, others, and the world.	Offer relevant information and logical reasoning to enhance collaborative dialogue. Consider varied perspectives or opinions when collaborating. Reflect on and share new, expanded, or adjusted learnings resulting from collaborative dialogue.
					An oration is a formal speech that can be given on a special occasion by an orator. The art of effective speaking (rhetoric) can be used to • share information or understandings • influence change • persuade Skilled orators are able to combine the musicality and rhythmicity of the spoken word to enhance the power of their messages. Elements of public speaking include • invention • arrangement • style • memory • delivery	Skillful oration can be examined to provide inspiration for effective speaking.	Describe how effective speaking can impact daily life. Examine speeches for their ability to persuade and engage an audience. Apply elements of public speaking for planning and delivering a speech.

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	Grade 5			Grade 6		
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
Guiding Question	How does vocabulary support communication?			How does context influence vocabulary and the intentionality of communication?		
Learning Outcome	Students analyze how knowledge of vocabulary supports meaning and use of language.			Students evaluate how vocabulary enhances communication and provides clarity.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Words in the English language come from a variety of origins. Vocabulary changes over time and reflects how words are used at a given time in society. Affixes change the meaning of a word when applied to a base and include <ous>, <ious>, <al>, <ial>, <ian>, <ic>, <ical>, <ment>, <ity>, <ant>, <ent>, <ance>, <ence>, <circu>, <per>, <trans>, <ad>, <sub>, <ob>, <com>, and <ex>.	Word origins and morphemes influence the meaning and use of vocabulary in the English language.	Examine words to determine their origins. Examine words with meanings that have changed over time. Examine words that are new to the English language. Investigate the meaning of bases and affixes in words.	The English language has been influenced by people, places, and events in history. Vocabulary is contextual and influenced by emerging or changing conditions, including technology. Many words with Greek or Latin roots are still in use today. Words that are specific to First Nations, Métis, and Inuit languages can be found in the people, places, and things that surround us. Many words in the English language have French origins. Suffixes, including <en> and <ize>, change the meaning of a word when applied to a base. Prefixes change the meaning of a word when applied to a base and include <pro>, <com>, <con>, <en>, and <oc>.	Word origins and morphemes can reflect the past and influence how we understand the present.	Examine the historical origins of words in the English language. Examine words with meanings that have changed over time. Research the meaning of words with Greek or Latin roots that are still in use today. Study the origin and meaning of First Nations, Métis, and Inuit words in local environments. Examine words in the English language that have French origins. Examine words or sayings that are new to the English language and are based on recent innovations or changes in society. Analyze how adding affixes changes the meaning of words. Add affixes to bases to build new words.
	Increased knowledge of vocabulary supports comprehension of text. Tools for vocabulary development include thesauruses and dictionaries. Strategies for vocabulary development include extensive reading and listening to and noting how others use words.	Vocabulary learning involves the use of strategies and tools.	Discuss multiple ways to learn and remember vocabulary. Record words of personal interest. Use a variety of tools to build vocabulary knowledge. Engage with a wide variety of texts to expand vocabulary.	Words can be categorized by • forms of writing • parts of speech • content • context • definition • word origins	Vocabulary learning involves an intentional desire to deepen knowledge of words.	Categorize words and phrases of personal interest gleaned from a wide variety of texts. Analyze word parts and cross-check with context clues to determine the meaning of unknown words. Read for enjoyment to enhance vocabulary.

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	Figurative language is language that has non-literal or figurative meanings and includes metaphors. A metaphor compares two things that are not alike but have something in common, without using comparison words such as *like* or *as*.	Knowledge of an extended vocabulary is a lifelong pursuit that enhances the ability to communicate.	Apply a wide variety of words to communicate in new ways. Apply tier 2 words to enhance meaning within subject content. Apply tier 3 words within subject content. Discuss how context can influence the meaning of words and phrases. Examine word meanings in similes, metaphors, and analogies. Analyze the meanings of words or phrases expressed figuratively. Integrate figurative language into personal writing and oral communications.	Figurative language is language that has non-literal or figurative meanings and includes palindromes. A palindrome is a word or phrase that reads the same backward and forward (e.g., radar).	Precise vocabulary leads to engaging, clear, concise, and intentional communication.	Use similes, metaphors, and analogies to compare words or clarify word meanings. Analyze the meanings of words or phrases expressed figuratively. Apply tier 2 words across subjects to enhance precise communication. Apply tier 3 words in subject-specific contexts.

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		Grade 5			Grade 6		
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.						
Guiding Question	How does the interpretation of evidence support comprehension of texts?			How do comprehension strategies enhance interpretations of texts?			
Learning Outcome	Students analyze information, contexts, and perspectives using a variety of comprehension strategies.			Students interpret and respond to texts through application of comprehension strategies.			
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	
	Comprehension strategies that can be used to understand and interpret complex texts include • predicting • inferring • making connections • summarizing • synthesizing • evaluating Evaluating is a comprehension strategy where readers make judgements based on textual evidence. Comprehension is enhanced when reading is fluent and self-monitored. Self-monitoring is noticing when comprehension falters and applying appropriate skills to make sense of texts, including • rereading • adjusting reading rate • asking questions • using context clues • using supporting resources • metacognition Metacognition is an awareness that involves thinking about one's thinking to improve comprehension. Comprehension is enhanced when the purpose for reading is clear. Managing information involves researching, organizing, and using information for specific purposes.	Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.	Use a variety of comprehension strategies before, during, and after reading texts. Evaluate the effectiveness of comprehension strategies used before, during, and after reading. Monitor comprehension and apply skills to support understandings of texts.	Comprehension strategies can be used to interpret and respond to increasingly complex texts and include • predicting • inferring • making connections • summarizing • synthesizing • evaluating Self-monitoring skills can support comprehension and interpretation of texts read independently.	Comprehension, interpretation, and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.	Incorporate a variety of strategies to comprehend, interpret, and manage information from texts. Evaluate the effectiveness of comprehension strategies used to interpret texts read independently. Apply a variety of self-monitoring skills to comprehend and interpret texts.	

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		Connections with texts that can provide evidence include • text to self • text to text • text to world Summarizing includes identifying main ideas and using supporting evidence.	Comprehension can be enhanced when connections with texts are supported by summarized evidence.	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	Making text to self, text to text, and text to world connections can support analyzing, summarizing, and synthesizing texts. Analyzing texts includes reading closely to examine ideas and information in texts separately and in relationship to each other.	Comprehension of texts includes analyzing, summarizing, and synthesizing information and ideas.	Respond to texts by summarizing main ideas and providing supporting evidence from the texts. Make connections between new ideas and information in texts and known ideas and information. Analyze ideas and information to support comprehension and interpretation of texts. Synthesize ideas and information in texts to confirm or expand understandings.
		Ideas and information in texts can be explicit or implicit. Inferences and predictions can be made about plot, characters, setting, and main ideas of texts.	Comprehension and interpretation of texts requires attention to ideas or information that may be explicit or implicit.	Examine ideas and information within texts that are explicit and implicit. Make inferences based on content that is implicit in texts. Revise or confirm predictions based on new or additional information from texts or additional sources. Analyze ideas and information in texts to interpret and respond. Use evidence from texts or additional sources to support responses and interpretations.	Conclusions can be judgements reached based on information that is stated in or inferred from texts. Context clues in texts include • words • phrases • punctuation • dialogue • information in pictures, diagrams, charts, or graphs	Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.	Revise or confirm predictions based on new or additional information and sources. Infer meanings from texts based on context clues. Interpret and draw conclusions from texts using stated and implied ideas or information. Distinguish between information that is stated and inferred. Analyze ideas and information using text evidence.

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	Perspectives include attitudes, beliefs, or ways of thinking about events or information. Perspectives are influenced by cultures, experiences, and interests. Characters in texts present various perspectives.	Perspectives revealed in texts enhance comprehension and enrich understandings of the world.	Explore how varied perspectives presented in texts can influence personal perspectives. Examine how the interests, experiences, or perspectives of a character might influence how that character thinks, feels, or acts. Compare and contrast the varied perspectives of main and supporting characters. Identify various perspectives in texts and propose alternative perspectives.	Perspectives can evolve for a variety of reasons, including • passage of time • experience • context • new information Critical thinking involves considering the thoughts and experiences of others to develop empathy. Authors can explicitly and implicitly share perspectives through text creation. Bias is the favouring of one thing, person, or group over another, usually in a way that is considered to be unfair.	Interaction with texts can deepen comprehension, expand perspectives, and help readers learn more about themselves and the world.	Connect perspectives reflected in texts to personal experiences. Analyze factors that cause characters in texts to change their perspectives. Compare personal perspectives to varied perspectives found in texts. Select the information needed to support a perspective. Share how considering differences in perspectives can develop empathy. Consider whether an author or a text creator presents information with or without bias.
	Context refers to the circumstances that form the background of a person, an event, an idea, or a text. Personal contexts can contribute to how a text is created or interpreted. The author's or text creator's context can contribute to how a text is created or interpreted. Context can impact what characters think and do.	An awareness of context strengthens comprehension of texts.	Examine information from texts that describes context around people, ideas, or events. Analyze the actions or feelings of characters in stories, considering the context. Consider how personal interests, experiences, or perspectives might influence how texts are understood or created. Investigate background information about the author or text creator to provide context for informational texts. Examine contextual information about characters or events in fictional texts.	Texts are situated in and can be influenced by specific historical, social, and cultural contexts. Specific historical and social contexts influence understandings of text. Historical contexts include time and place. Social contexts include beliefs. Contexts can change and affect how texts are understood. Artifacts as texts can provide insights into contexts of people, time, or place. Authors or text creators may present information to deliberately influence an audience's beliefs, perspectives, values, or understandings, such as advertising or social media.	Historical, social, and cultural contexts can support readers in examining influences on texts.	Analyze texts to determine contextual information that supports how a text can be understood. Examine information in a text that implies or confirms that the context has changed. Examine changes in context that affect actions, behaviours, or feelings of characters in texts. Examine artifacts as texts that can provide insights into contexts of people, time, or place. Consider how information in a text may be presented to influence an audience.

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	Grade 5			Grade 6		
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.					
Guiding Question	How does proficient writing enhance communication skills?			How is precise writing influenced by ongoing craft and process development?		
Learning Outcome	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.			Students create texts that reflect personal voice and style through creative and critical thinking processes.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry. Writing processes include • planning • drafting • revising • editing • publishing Planning includes • consideration of audience, purpose, and form • idea generation • narrowing a topic Written expressions of ideas or information can follow organizational structures, such as • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions Topic and concluding sentences provide structure and link ideas and information within paragraphs. Interest can be created by varying sentence structure and length. Writing fluency is the rhythm and flow of language in written text. Revision includes adding or removing words, phrases, or sentences to ensure writing is clear and focused from beginning to end.	Writing skills can be developed to understand self and influence others.	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. Develop creative expression through the use of organizational processes, methods, and tools. Express ideas through multiple-paragraph works that include topic introductions, supporting evidence, and conclusions. Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs. Communicate a clear position supported by relevant evidence. Revise drafts to improve the fluency, coherence, sequence, and logical support of ideas. Edit writing for spelling, punctuation, and grammar. Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.	Writing processes can be used to clearly compose and refine ideas and develop personal style, and include • planning • drafting • revising • editing • publishing Planning can help organize thoughts and prioritize information and includes • consideration of audience, purpose, and form • idea generation • narrowing a topic Organizational structures can help focus the expression of ideas or information, such as • introduction, opening, or lead • details in order of sequence or importance • transitions • conclusions Variety in sentence length and structure can enhance writing fluency and reader engagement. Fluent writing invites expressive oral reading that brings out the writer's voice or style. Revision may involve adding or deleting portions of text, moving pieces of text around, or restructuring sentences. Revision can ensure writing is • clear • focused • informative	Writing can cultivate expression, problem solving, and critical thinking.	Create written texts for a variety of audiences and purposes. Create written texts in a variety of forms and structures. Develop creative expression through the use of writing processes. Analyze how ideas align with the purpose, audience, and form of writing. Express personal ideas through multiple paragraphs for the purpose of engaging an audience. Organize writing around clear ideas or positions that are supported by examples or relevant evidence. Express ideas using organizational structures that enhance writing. Relate ideas and connect paragraphs using a variety of transitions. Revise text for clarity, focus, and audience. Edit writing for spelling, punctuation, and grammar. Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.

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	Grade 5			Grade 6		
				• engaging		
	Creative thinking processes involve • elaborating on a product to ensure alignment with intended audience, purpose, or context • considering the processes of other creators • constructing drafts or models • applying feedback to improve the creative product • a willingness to confront challenges Words selected to include in texts may change depending on the audience, purpose, or context. Word choice can reflect the author's voice or artistry through • detail • clarity • variety • humour • dialogue Words selected to enhance written texts include • sensory language • synonyms • antonyms • specific words or phrases • figurative language A mentor text serves as an example of effective communication for students. Mood is the atmosphere created by setting, attitude of the narrator, and descriptions.	Creative thinking can enhance personal expression and artistry.	Apply creative thinking processes to enhance personal expression and artistry. Analyze mentor texts to determine how word choice can influence the purpose or audience of a text. Create text that uses plot, characterization, dialogue, and figurative language to entertain an audience. Create expressive descriptions by selecting vocabulary to convey mood or sensory images. Establish a plot, point of view, setting, and problem through creative writing. Create texts that show, rather than tell, story events. Evaluate how language and dialogue are used to express voice, point of view, and ideas. Determine alternative words and meanings using a variety of digital or non-digital tools.	Creative thinking processes involve • communicating an intent in a variety of contexts and for a variety of audiences • experimenting with ideas or processes to enhance expression • evaluating and adapting ideas in response to emerging conditions • being determined to succeed in producing a desired effect The products of creative thinking may be interpreted differently depending on the perspectives of the audience. Words can create effects or emphasis, including • simplicity • clarity • colourfulness • precision • appeal Word choice can reflect the author's voice or style, including in texts that • are brief, clear, and to the point (e.g., recipes, business letters) • use specialized vocabulary (e.g., research reports, informative posters) • provide the author the freedom to use unique or unexpected words or phrases (e.g., poetry, stories, advertisements) • express opinions (e.g., speeches, personal responses, opinion statements) Tone expresses the text creator's attitude toward or feelings about the topic and audience.	Creative thinking can enhance personal style and voice through experimenting with, evaluating, and selecting details.	Apply creative thinking processes through experimenting with, evaluating, and selecting details to produce a desired effect. Analyze the descriptive language and word choice of professional authors as models for writing. Create text that uses imagery, rhyme, dialogue, emphasis, or effect. Create narratives that develop setting, plot, and character using suspense, figurative language, and dialogue. Enhance personal style and voice through careful selection of words to create emphasis or effects. Analyze writing for development of tone and point of view through language use. Determine alternative words and meanings using a variety of digital or non-digital tools.

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	Research processes involve management of information, including • questioning • gathering • organizing • recording Topics that are broad may need to be narrowed to a manageable size for focused writing. Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders, and spiritual leaders. A Knowledge Keeper is a respected community member who is recognized as having expertise in specific issues or skills. Elders are individuals recognized by their communities as having historical, cultural, and spiritual knowledge and wisdom. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for sharing stories and histories. Methods and tools can be used to gather and organize information, including note taking. Research findings can be shared in a variety of digital or non-digital forms, including visual images. Ethical use of information includes • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information	Research processes can involve examining materials or information and reaching new conclusions.	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Develop a main idea or topic supported by facts, details, examples, and explanations. Evaluate the validity and reliability of information and sources. Select a variety of relevant sources to inform writing. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Access and use information ethically.	Research processes involve management of information, including • questioning • gathering • organizing • recording Research processes can involve accessing information from multiple digital or non-digital sources. Protocols for accessing information may vary by source, context, community, or culture. Protocols can exist for requesting permission to share stories and histories from the original owner. Information can be gathered and organized using a variety of methods and tools. Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables, or charts. Ethical use of information includes • asking permission to use, share, or store information that is about, was created by, or belongs to someone else • citing basic information used to inform writing • fair and accurate representation of individuals or information	Research processes can support systematic and objective management and sharing of information.	Write to inform, explain, describe, or report for a variety of purposes and audiences. Narrow research questions to determine a clear, well-defined topic. Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources. Summarize and organize ideas gained from multiple sources using a variety of methods or tools. Analyze the validity and reliability of information and sources. Access and use information ethically.

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English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
	Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting The selection of digital or non-digital tools for written works can support clarity and voice.	The method or tool used to present written works can influence how content is perceived.	Evaluate how an author's selection of a method or tool can impact the audience's understanding or response to a text. Experiment with methods or tools to enhance communication or create effects. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.	Written communication can be created or enhanced by selecting from a variety of digital or non-digital methods or tools, such as • printing • keyboarding • cursive handwriting The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form, or context.	Written communication involves making choices to effectively convey messages.	Experiment with methods or tools to enhance communication or create effects. Select a method or tool to present written works that supports clarity or voice. Demonstrate legibility and writing fluency through the use of printing, cursive handwriting, or keyboarding.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

	Grade 5			Grade 6		
Organizing Idea	Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
Guiding Question	How might an informed use of conventions support effective communication?			How does the understanding and application of conventions enhance proficient communication?		
Learning Outcome	Students apply and experiment with conventions to enhance precision and artistry of communication.			Students apply and analyze conventions that support accuracy or enhance creative expression.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Capitalization is used to indicate the importance of certain words in texts. Abbreviations can make communications easier and faster. Punctuation includes parentheses, which indicate additional, separate, or less important words or numbers.	Capitalization and punctuation can support effective written communication.	Apply capitalization to support effective written communication. Apply punctuation to support effective written communication. Experiment with capitalization and punctuation to achieve a desired effect.	Capitalization is used to indicate the importance of certain words in texts and can be used to create effects. Abbreviations can make communications easy to read and understand. Punctuation includes a colon, which can be used to • introduce a list • give an explanation • give an example	Correct use of capitalization and punctuation can strengthen and enhance written communication.	Apply capitalization appropriately in written communication. Apply punctuation appropriately in written communication. Experiment with capitalization and punctuation to create a variety of effects.
	Tense should be maintained throughout written or oral expression and includes • present tense • past tense • future tense An adverb • describes a verb • often ends in <ly> • is sometimes placed in front of the verb and is sometimes placed after Conjunctions are used to join ideas together in sentences and are also called connecting words. A pronoun used in place of a noun must agree in number—singular or plural—and includes • possessive pronouns • subject pronouns • object pronouns Object pronouns replace the noun to receive the action in a sentence (e.g., me, you, him, her, us, them, whom).	Communication can be supported by conventions of grammar.	Apply appropriate tense throughout communications. Identify subject-verb agreement in communications. Determine nouns or pronouns that are the subject in a variety of sentences. Determine nouns or pronouns that are the object in a variety of sentences. Use noun-pronoun agreement in communications. Vary the position of adverbs in sentences. Integrate conjunctions to connect phrases in sentences. Distinguish between different types of pronouns used in a sentence.	Verb tenses clearly establish the time of the actions in written or oral expression. A simple sentence contains one independent clause. A clause is a group of words with a subject and a verb and is not always a complete sentence. An independent clause expresses a complete thought and can stand on its own as a sentence. A dependent clause does not express a complete thought and cannot stand on its own as a sentence. A compound sentence contains two or more independent clauses that are usually joined by a conjunction.	Communication is enhanced when correct conventions of grammar are maintained.	Maintain consistent use of tense throughout communications. Use subject-verb agreement in communications. Use independent and dependent clauses in sentences. Differentiate between simple and compound sentences.

Final Curriculum: Implemented September 2023.

English Language Arts and Literature Kindergarten to Grade 6 Curriculum

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	Rapid and accurate application of spelling patterns fosters writing fluency. Knowledge of morphemes can be applied to spell words correctly.	Spelling accuracy can be supported by recognizing relationships between word patterns and structures.	Investigate spelling patterns within and across words. Apply knowledge of spelling patterns to spell unfamiliar words. Apply knowledge of prefixes and suffixes to spell words.	Spelling accuracy can be supported by the application of complex patterns. Spelling accuracy can involve understanding how words are created by manipulating prefixes and suffixes to a base (derivation). Spelling accuracy and fluency enhance written communication.	Spelling accuracy can be enhanced by recognizing patterns and by making spelling-meaning connections.	Apply spelling patterns within and across known and unfamiliar words. Apply knowledge of bases and affixes to spell words.