

BC K-3 ELA Curriculum Continuum

❖ Content - Know

◆ Story/text

Kindergarten	Grade 1	Grade 2	Grade 3
<p>structure of story beginning, middle, end (or, first, then, last)</p>	<p>elements of story setting, character, events (few details)</p>	<p>elements of story character, plot, setting, structure (beginning, middle, end), and dialogue</p>	<p>elements of story character, plot, setting, conflict, and theme</p>
<p>literary elements and devices examples include sound concepts (e.g., rhyme, rhythm, musical, and poetical qualities of language); and humorous and creative texts (e.g., tongue-twisters, nursery rhymes, fables, traditional stories)</p>	<p>literary elements and devices poetic language, figurative language, sound play, images, colour, symbols</p>	<p>literary elements and devices language, poetic language, figurative language, sound play, images, colour, symbols</p>	<p>literary elements and devices descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration</p>
		<p>text features how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline)</p>	<p>text features how text and visuals are displayed (e.g., headings, diagrams, columns, and sidebars)</p>
	<p>vocabulary to talk about texts book, page, chapter, author, title, illustrator, pictures, web page, website and search box</p>	<p>vocabulary associated with texts book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams</p>	<p>functions and genres of stories and other texts</p>

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Strategies & processes

Kindergarten	Grade 1	Grade 2	Grade 3
<p>reading strategies making meaning using predictions and connections; making meaning from story using pictures, patterns, memory, and prior knowledge; retelling some elements of story; and recognizing familiar words/names and environmental print (e.g., street signs, food packaging)</p>	<p>reading strategies using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual</p>	<p>reading strategies using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual</p>	<p>reading strategies using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and "sight" words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure and visual</p>
<p>oral language strategies adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; making relevant contributions to discussion</p>	<p>oral language strategies adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; and making relevant contributions to discussion</p>	<p>oral language strategies asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience</p>	<p>oral language strategies focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns, connecting with audience</p>
<p>metacognitive strategies talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer</p>	<p>metacognitive strategies talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer</p>	<p>metacognitive strategies talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer</p>	<p>metacognitive strategies talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as reader and as a writer</p>
<p>writing processes</p>	<p>writing processes may include revising, editing, considering audience</p>	<p>writing processes may include revising, editing, considering audience</p>	<p>writing processes may include revising, editing, considering audience</p>

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❖ Content - Know

◆ Language, features, structures, & conventions

Kindergarten	Grade 1	Grade 2	Grade 3
<p>concepts of print the conventional features of written English, such as:</p> <ul style="list-style-type: none"> • the symbolic nature of writing • the correspondence of spoken words to printed words (one-to-one matching) • the association of letters and sounds • the distinct features of letters and words • the correspondence between uppercase and lowercase letters • left-to-right directionality • the use of space to mark word boundaries • the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark) • front and back of a book 	<p>concepts of print the conventional features of written English, such as:</p> <ul style="list-style-type: none"> • the symbolic nature of writing • the correspondence of spoken words to printed words (one-to-one matching) • the association of letters and sounds • the distinct features of letters and words • the correspondence between uppercase and lowercase letters • left-to-right directionality • the use of space to mark word boundaries • the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark) 		
		<p>features of oral language including tone, volume, inflection, pace, gestures</p>	<p>features of oral language including tone, volume, inflection, pace, gestures</p>
<p>letter knowledge recognizing and naming most letters of the alphabet, recognizing most letter-sound matches, recognizing some familiar words</p>	<p>print awareness understanding of the nature and uses of print, including letters and print symbols; children's print awareness is closely associated with their word awareness (the ability to recognize words as distinct elements of oral and written communication) and is an important precursor to literacy development and early reading achievement</p>		

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◆ Language, features, structures, & conventions

Kindergarten	Grade 1	Grade 2	Grade 3
<p>phonemic and phonological awareness</p> <p><i>phonological</i> refers to the sounds of words (as opposed to their meanings)</p> <p>• phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., c/a/t) and to blend phonemes into words indicates a developing phonemic awareness</p> <p>• phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words</p>	<p>phonemic and phonological awareness</p> <p><i>phonological</i> refers to the sounds of words (as opposed to their meanings)</p> <p>• phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., c/a/t) and to blend phonemes into words indicates a developing phonemic awareness</p> <p>• phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words</p>	<p>word patterns, word families</p>	<p>word patterns, word families</p>
<p>letter formation</p> <p>the use of scribble writing or letter strings to communicate meaning; distinguishes drawing from writing</p>	<p>letter formation</p> <p>legible printing with spacing between letters and words</p>	<p>letter formation</p> <p>legible printing with spacing between words</p>	<p>legible handwriting</p> <p>legible handwriting with spacing between words</p>

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◆ Language, features, structures, & conventions

Kindergarten	Grade 1	Grade 2	Grade 3
	sentence structure the structure of simple sentences	sentence structure the structure of compound sentences	sentence structure the structure of compound sentences
	conventions common practices in punctuation (e.g., the use of a period or question mark at the end of sentence) and in capitalization (e.g. capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun <i>I</i>)	conventions common practices in punctuation (e.g., the use of a period or question mark at the end of sentence) and in capitalization (e.g. capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun <i>I</i>)	conventions common practices in punctuation of sentences and in apostrophe use in contractions
the relationship between reading, writing, and oral language			