

# BC K-3 ELA Curriculum Continuum

## Curricular Competencies - Do

### Comprehend and connect (reading, listening and viewing)

Kindergarten	Grade 1	Grade 2	Grade 3
	<p><b><u>Read fluently at grade level</u></b></p> <p>:reading with comprehension, phrasing, and attention to punctuation</p>	<p><b><u>Read fluently at grade level</u></b></p> <p>:reading with comprehension, phrasing, and attention to punctuation</p>	<p><b><u>Read fluently at grade level</u></b></p> <p>:reading with comprehension, phrasing, and attention to punctuation</p>
<p><b>Use sources of information and <u>prior knowledge</u> to make meaning</b></p> <p>:personal stories and experiences</p>	<p><b>Use sources of information and <u>prior knowledge</u> to make meaning</b></p> <p>:personal stories and experiences</p>	<p><b>Use sources of information and <u>prior knowledge</u> to make meaning</b></p> <p>:personal stories and experiences</p>	<p><b>Use sources of information and <u>prior knowledge</u> to make meaning</b></p> <p>:personal stories and experiences</p>
			<p><b>Make connections between ideas from a variety of sources and <u>prior knowledge</u> to build understanding</b></p> <p>:personal stories and experiences</p>
<p><b>Use developmentally appropriate <u>reading, listening, and viewing strategies</u> to make meaning</b></p> <p>:examples include distinguishing drawing from writing, asking questions to construct and clarify meaning, using active listening, predicting, and making connections to self</p>	<p><b>Use developmentally appropriate <u>reading, listening, and viewing strategies</u> to make meaning</b></p> <p>:examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others</p>	<p><b>Use developmentally appropriate <u>reading, listening, and viewing strategies</u> to make meaning</b></p> <p>:examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, and showing respect for the contribution of others</p>	<p><b>Use developmentally appropriate <u>reading, listening, and viewing strategies</u> to make meaning</b></p> <p>:examples include making logical predictions using prior knowledge and story structure, visualizing, making connections to text and self, making inferences, asking questions, engaging in conversation with peers and adults; showing respect for the contribution of others</p>

# BC K-3 ELA Curriculum Continuum

## Curricular Competencies - Do

### Comprehend and connect (reading, listening and viewing)

Kindergarten	Grade 1	Grade 2	Grade 3
<p>Explore <b><u>foundational concepts of print, oral and visual texts</u></b></p> <p>:concepts include directionality of print, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship, understanding that pictures convey meaning, taking turns, expressing ideas and needs, and role-playing</p>	<p>Explore <b><u>foundational concepts of print, oral and visual texts</u></b></p> <p>:concepts include directionality of text, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship, understanding that pictures convey meaning, taking turns, expressing ideas and needs, role-playing, and phonological awareness</p>	<p>Recognize how <b><u>different text structures reflect different purposes</u></b></p> <p>:examples include letters, recipes, maps, lists, and web pages</p>	<p>Recognize how <b><u>different texts reflect different purposes</u></b></p>
<p><b><u>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</u></b></p> <p>:connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking questions related to the topic at hand</p>	<p><b><u>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</u></b></p> <p>:connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking questions related to the topic at hand</p>	<p><b><u>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</u></b></p> <p>:being open-minded to differences; connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking meaningful questions; using active listening; and asking and answering <i>what if, how</i> and <i>why</i> questions in narrative and non-fiction text</p>	<p><b><u>Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community</u></b></p> <p>:offering relevant ideas, asking questions to find out and clarify others' views, sharing opinions supported by reasons</p>

# BC K-3 ELA Curriculum Continuum

## Curricular Competencies - Do

### Comprehend and connect (reading, listening and viewing)

Kindergarten	Grade 1	Grade 2	Grade 3
Recognize the importance of <b>story</b> in personal, family, and community identity	Recognize the importance of <b>story</b> in personal, family, and community identity	Demonstrate awareness of the role that <b>story</b> plays in personal, family, and community identity	Explain the role that <b>story</b> plays in personal, family, and community identity
Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> and make meaning	Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> to make meaning	Use personal experience and knowledge to connect to <b>stories</b> and other <b>texts</b> to make meaning	Use personal experience and knowledge to connect to <b>text</b> and make meaning
Recognize the <b>structure of story</b>  :beginning, middle, and end (or first, then, last)	Recognize the <b>structure and elements of story</b>  :students can use the vocabulary needed to talk about a story, such as <i>beginning, middle, end</i> and <i>main character</i> , and can follow events in sequence	Recognize the structure and elements of <b>story</b>	Recognize the structure and elements of <b>story</b>

# BC K-3 ELA Curriculum Continuum

## Curricular Competencies - Do

### Comprehend and connect (reading, listening and viewing)

Kindergarten	Grade 1	Grade 2	Grade 3
	<p>Show awareness of how <b><u>story in First Peoples' cultures</u></b> connects people to family and community</p> <p>:traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:                      -teaching (e.g., life lessons, community responsibilities, rites of passage)                      -sharing creation stories                      -recording personal, family, and community histories                      -"mapping" the geography and resources of an area                      -ensuring cultural continuity (e.g. knowledge of ancestors, language)                      -healing                      -entertainment</p>	<p>Show awareness of how <b><u>story in First Peoples' cultures</u></b> connects people to family and community</p> <p>:traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:                      -teaching (e.g., life lessons, community responsibilities, rites of passage)                      -sharing creation stories                      -recording personal, family, and community histories                      -"mapping" the geography and resources of an area                      -ensuring cultural continuity (e.g. knowledge of ancestors, language)                      -healing                      -entertainment</p>	<p>Show awareness of how <b><u>story in First Peoples' cultures</u></b> connects people to family and community</p> <p>:traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:                      -teaching (e.g., life lessons, community responsibilities, rites of passage)                      -sharing creation stories                      -recording personal, family, and community histories                      -"mapping" the geography and resources of an area                      -ensuring cultural continuity (e.g. knowledge of ancestors, language)                      -healing                      -entertainment</p>
			<p>Develop awareness of <b><u>how story in First Peoples' cultures connects people to land</u></b></p> <p>:First Peoples' stories were created to explain the landscape, the seasons, and local events</p>

# BC K-3 ELA Curriculum Continuum

## Curricular Competencies - Do

### Create and communicate (writing, speaking, representing)

Kindergarten	Grade 1	Grade 2	Grade 3
<p><b><u>Exchange ideas and perspectives</u></b> to build shared understanding</p> <p>:taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion</p>	<p><b><u>Exchange ideas and perspectives</u></b> to build shared understanding</p> <p>:involves taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion</p>	<p><b><u>Exchange ideas and perspectives</u></b> to build shared understanding</p> <p>:taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contribution of others</p>	<p><b><u>Exchange ideas and perspectives</u></b> to build shared understanding</p> <p>:offering ideas related to the problem, asking relevant questions to find out and clarify others' views, sharing opinions supported by reasons</p>
<p>Use language to identify, create, and share ideas, feelings, opinions and preferences</p>	<p>Identify, organize, and present ideas in a variety of forms</p>		
<p>Create <b><u>stories</u></b> and other <b><u>texts</u></b> to deepen awareness of self, family, and community</p>	<p>Create <b><u>stories</u></b> and other <b><u>texts</u></b> to deepen awareness of self, family, and community</p>	<p>Create <b><u>stories</u></b> and other <b><u>texts</u></b> to deepen awareness of self, family, and community</p>	<p>Create <b><u>stories</u></b> and other <b><u>texts</u></b> to deepen awareness of self, family, and community</p>
<p><b><u>Plan and create stories and other texts</u></b> for different purposes and audiences</p> <p>:involves experimenting with print and storytelling; supporting communication, including through stories and the use of manipulatives such as puppets, storyboards, digital tools and toys</p>	<p>Plan and create a variety of <b><u>communication forms</u></b> for different purposes and audiences</p> <p>:examples include lists, journals, notes, simple stories, digital presentations, oral presentations, pictures, and drama (e.g., puppet shows, dance, plays, storyboards) used to communicate ideas and information</p>	<p>Plan and create a variety of <b><u>communication forms</u></b> for different purposes and audiences</p> <p>:examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, and dramatic forms used to communicate ideas and information</p>	<p>Plan and create a variety of <b><u>communication forms</u></b> for different purposes and audiences</p> <p>:examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, and dramatic forms used to communicate ideas and information</p>

# BC K-3 ELA Curriculum Continuum

## ▶▶ Curricular Competencies - Do

### ▶ Create and communicate (writing, speaking, representing)

Kindergarten	Grade 1	Grade 2	Grade 3
	<p>Communicate using letters and words and applying some <b><u>conventions of Canadian spelling, grammar, and punctuation</u></b></p> <p>:common practices in writing, such as correct use of capitals and small letters printed legibly; familiar words spelled correctly; and correct use of periods, question marks, and capitals (including capitalized <i>I</i>); introduction to Canadian spelling</p>	<p>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p>	<p>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation</p>
			<p>Develop and apply expanding <b><u>word knowledge</u></b></p> <p>:morphology, including roots, affixes, and suffixes</p>

# BC K-3 ELA Curriculum Continuum

## Curricular Competencies - Do

### Create and communicate (writing, speaking, representing)

Kindergarten	Grade 1	Grade 2	Grade 3
			<p>Explore and appreciate aspects of First Peoples <b><u>oral traditions</u></b></p> <p>:the means by which culture is transmitted over generations other than through written records                      -among First Peoples, oral tradition may consist of told stories, songs and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks                      -in addition to expressing <i>spiritual</i> and <i>emotional</i> truth (e.g., by symbol and metaphor), it provides a record of <i>literal</i> truth (e.g., about events and situations)                      -the oral tradition was once integrated into every facet of life of First Peoples and was the basis for the education system</p>
<p>Explore <b><u>oral storytelling processes</u></b></p> <p>:creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text</p>	<p>Explore <b><u>oral storytelling processes</u></b></p> <p>:creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text</p>	<p>Explore <b><u>oral storytelling processes</u></b></p> <p>:creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text</p>	<p>Use <b><u>oral storytelling processes</u></b></p> <p>:creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of text</p>