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| **English Language Arts 2 – KDU**(\*use the planner to adjust Big Ideas, Activities and Content for each of the terms) |
| **CORE COMPETENCIES** **COMMUNICATION**  | **CORE COMPETENCIES** **THINKING (CRITICAL/CREATIVE)** | **CORE COMPETENCIES****(PERSONAL/SOCIAL)** |
| **CURRICULAR COMPETENCIES** | **BIG IDEA (Understand…)** | **What do we want students to DO? (Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
| Using oral, written, visual, and digital texts *(Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: Oral texts include speeches, poems, plays, and oral stories; Written texts include novels, articles, and short stories; Visual texts include posters, photographs, and other images; Digital texts include electronic forms of all the above; Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements),* students are expected individually and collaboratively to be able to:**Comprehend and connect (reading, listening, viewing)*** Read fluently at grade level *(reading with comprehension, phrasing, and attention to punctuation)*
* Use sources of information and prior knowledge *(personal stories and experiences)* to make meaning
* Use developmentally appropriate reading, listening, and viewing strategies *(making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others)*  to make meaning
* Recognize how different text structures *(letters, recipes, maps, lists, web pages)*  reflect different purposes
* Engage actively as listeners, viewers, and readers *(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 what if, how, and why questions in narrative and non-fiction text),* as appropriate, to develop understanding of self, identity, and community
* Demonstrate awareness of the role that story plays in personal, family, and community identity
* Use personal experience and knowledge to connect to stories *(narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers)* and other texts to make meaning
* Recognize the structure and elements of story *(narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.)*
* Show awareness of how story in First Peoples cultures *(Traditional and contemporary First Peoples stories take many forms (prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes: teaching (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 (knowledge of ancestors, language); healing; entertainment; (from Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom, FNESC/FNSA, 2012))* connects people to family and community

**Create and communicate (writing, speaking, representing)*** Exchange ideas and perspectives *(taking turns in offering ideas related to the topic at hand, engaging in conversation with peers and adults, and showing respect for the contributions of others)*  to build shared understanding
* Create stories *(narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers)*  and other texts *(Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: Oral texts include speeches, poems, plays, and oral stories; Written texts include novels, articles, and short stories; Visual texts include posters, photographs, and other images; Digital texts include electronic forms of all the above; Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements),* to deepen awareness of self, family, and community
* Plan and create a variety of communication forms *(personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information)*  for different purposes and audiences
* Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation
* Explore oral storytelling processes *(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)*
 | Language and story *(narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.)* can be a source of creativity and joy.Stories and other texts *(Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: Oral texts include speeches, poems, plays, and oral stories; Written texts include novels, articles, and short stories; Visual texts include posters, photographs, and other images; Digital texts include electronic forms of all the above; Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements),* connect us to ourselves, our families and our communities. Everyone has a unique story to share.Through listening and speaking, we connect with others and share our world.Playing with language help us discover how language works.Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | *Questions to support students:*  | **Story/text*** elements of story *(character, plot, setting, structure (beginning, middle, end), and dialogue)*
* literary elements and devices *(language, poetic language, figurative language, sound play, images, colour, symbols)*
* text features *(how text and visuals are displayed (e.g., colour, arrangement, and formatting features such as bold, underline))*
* vocabulary associated with texts *(book, page, chapter, author, title, illustrator, web page, website, search box, headings, table of contents, pictures, and diagrams)*

**Strategies and processes** * reading strategies *(using illustrations & prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea & details; using knowledge of language patterns & 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, & visual)*
* oral language strategies *(asking questions to clarify, expressing opinions, speaking with expression, taking turns, and connecting with audience)*
* 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)*
* writing processes *(may include revising, editing, considering audience)*

**Language features, structures, and conventions** * features of oral language *(including tone, volume, inflection, pace, gestures)*
* word patterns, word families
* letter formation *(legible printing with spacing between letters and words)*
* sentence structure *(structure of compound sentences)*
* conventions *(common practices in punctuation (use of period or question mark at end of sentence) and in capitalization (capitalizing the first letter of the first word at the start of a sentence, people’s names, and the pronoun I)*
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| **Evidence of Experience (Show)** |
| **BIG IDEA (Understand…)** | **What do we want students to DO? (Activities, lessons…)**  | **Content (& Elaborations)****(Know)** |
|  | *Questions to support students:*  |  |
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