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| **English Language Arts 3 – 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 * Make connections between ideas from a variety of sources and prior knowledge to build understanding * Use developmentally appropriate reading, listening, and viewing strategies *(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)*  to make meaning * Recognize how different texts reflect different purposes * Engage actively as listeners, viewers, and readers (*offering relevant ideas, asking questions to find out and clarify others’ views, sharing opinions supported by reasons)* as appropriate, to develop understanding of self, identity, and community * Explain the role that story plays in personal, family, and community identity * Use personal experience and knowledge to connect to text 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 (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; (from Our Own Words: Bringing Authentic First Peoples Content to the K–3 Classroom, FNESC/FNSA, 2012))* connects people to family and community * Develop awareness of how story in First Peoples cultures connects people to land *(First Peoples stories were created to explain the landscape, the seasons, and local events.)*   **Create and communicate (writing, speaking, representing)**   * Exchange ideas and perspectives *(offering ideas related to the problem, asking relevant questions to find out and clarify others’ views, sharing opinions supported by reasons)*  to build shared understanding * Create stories and other texts 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 * Develop and apply expanding word knowledge *(morphology, including roots, affixes, and suffixes)* * Explore and appreciate aspects of First Peoples oral traditions *(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 spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (about events and situations). The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.)* * Use 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), help* us learn about ourselves, our families and our communities.  Stories can be understood from different perspectives  Using language in creative and playful ways helps us understand 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, conflict and theme)* * functions and genres of stories and other texts * text features *(how text and visuals are displayed (e.g., headings, diagrams, columns, and sidebars))* * literary elements and devices *(descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration)*   **Strategies and processes**   * 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)* * 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)* * 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 * legible handwriting *(legible handwriting with spacing between words)* * sentence structure *(structure of compound sentences)* * conventions *(common practices in punctuation of sentences and in apostrophe use in contractions)* |
| **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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