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| **English Language Arts 5 – 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)**   * Access information and ideas from a variety of sources and from prior knowledge *(personal stories and experiences)* to build understanding * Use a variety of comprehension strategies *(activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues)* before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text * Synthesize ideas from a variety of sources to build understanding * Consider different purposes, audiences, and perspectives in exploring texts * Apply a variety of thinking skills *(exploring new ideas; determining the relative importance of ideas and information; considering alternative viewpoints; developing explanations; making and explaining connections; summarizing, analyzing, and synthesizing)* to gain meaning from texts * Identify how differences in context, perspectives, and voice influence meaning in texts * Explain the role of language in personal, social, and cultural identity * Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world * Respond to text in personal and creative ways *(beginning to question the author’s viewpoint and intent; stating opinions with supporting reasons and explanations; using a variety of methods to respond (e.g., in writing, orally, and through drama))* * Recognize how literary elements, techniques, and devices enhance meaning *(explaining how literary devices contribute to meaning (sound devices, figurative language)* in texts * Show an increasing understanding of the role of organization *(in texts, the use of paragraphing, chronological order, and order of importance)* in meaning * Demonstrate awareness of the oral tradition in First Peoples cultures *(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 (e.g., 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.)* and the purposes of First Peoples texts *(including to teach life lessons and skills, to convey individual and community responsibilities, to share family and community histories, to explain the natural world, to record history, to map the geography of an area.)* * Identify 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 *(identifying opinions and viewpoints, asking clarifying questions, collaborating in large- and small-group activities, building on others’ ideas, disagreeing respectfully)*  to build shared understanding * Use writing and design processes *(planning, drafting, and editing compositions in a range of forms (e.g., opinion pieces, poetry, short stories, narrative, slams, spoken word, story boards and comic strips, masks, multimedia and multimodal forms)* to plan, develop, and create texts for a variety of purposes and audiences * Use language in creative and playful ways *(taking risks in trying out new word choices and formats; playing with words, structures, and ideas)* to develop style * Communicate in writing *(using legible handwriting or a keyboard to convey texts)* using paragraphs, applying conventions of Canadian spelling, grammar, and punctuation * Develop and apply expanding word knowledge *(morphology, including roots, affixes, and suffixes)* * 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, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listener’s interest throughout)* * Transform ideas and information to create original texts | | Language and text *(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)* can be a source of creativity and joy.  Exploring 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 helps us understand ourselves and make connections to others and to the world.  Texts can be understood from different perspectives  Using language in creative and playful ways helps us understand how language works.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | *Questions to support students:* | | **Story/text**   * Forms *(narrative, exposition, report),* functions *(purposes of text)* and genres *(literary or thematic categories such as fantasy, humour, adventure, biography)* of text * text features *(how text and visuals are displayed)* * literary elements *(narrative structures & characterization)* * literary devices *(sensory detail (e.g., imagery) and figurative language (e.g., metaphor, simile))* * perspective/point of view   **Strategies and processes**   * reading strategies *(using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences)* * oral language strategies *(focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns)* * 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)* * paragraphing *(development of paragraphs that have a topic sentence and supporting details)* * sentence structure and grammar *(parts of speech; past, present, and future tenses; subject-verb agreement)* * conventions *(common practices in punctuation (uses of the comma, quotation marks for dialogue, uses of the apostrophe in contractions); in capitalization in titles, headings, and subheadings; and in Canadian spelling)* |
| **Evidence of Experience (Show)** | | | |
| **BIG IDEA (Understand…)** | **What do we want students to DO? (Activities, lessons…)** | | **Content (& Elaborations)**  **(Know)** |
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