

## BIG IDEAS

Language and **text** can be a source of creativity and joy.

Exploring **stories** and other **texts** helps us understand ourselves and make connections to others and to the world.

Exploring and sharing multiple perspectives extends our thinking.

Developing our understanding of how language works allows us to use it purposefully.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

## Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital <b>texts</b>, students are expected individually and collaboratively to be able to:</i></p> <p><b>Comprehend and connect (reading, listening, viewing)</b></p> <ul style="list-style-type: none"> <li>• Access information and ideas for <b>diverse purposes</b> and from a <b>variety of sources</b> and evaluate their <b>relevance, accuracy, and reliability</b></li> <li>• Apply appropriate strategies to comprehend written, oral, and visual <b>texts</b>, guide <b>inquiry</b>, and <b>extend thinking</b></li> <li>• Synthesize ideas from a variety of sources to build understanding</li> <li>• Recognize and appreciate how <b>different features, forms, and genres of texts</b> reflect various purposes, audiences, and messages</li> <li>• <b>Think critically, creatively, and reflectively</b> to explore ideas within, between, and beyond <b>texts</b></li> <li>• Recognize and identify the role of <b>personal, social, and cultural contexts, values, and perspectives in texts</b></li> <li>• Recognize <b>how language constructs personal, social, and cultural identity</b></li> <li>• Construct meaningful personal connections between self, <b>text</b>, and world</li> <li>• Respond to <b>text</b> in <b>personal, creative, and critical ways</b></li> <li>• Understand how <b>literary elements, techniques, and devices</b> enhance and shape meaning</li> <li>• Recognize an increasing range of <b>text</b> structures and how they contribute to meaning</li> <li>• Recognize and appreciate the role of <b>story</b>, narrative, and <b>oral tradition</b> in expressing First Peoples perspectives, values, beliefs, and points of view</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Story/text</b></p> <ul style="list-style-type: none"> <li>• <b>forms, functions, and genres of text</b></li> <li>• <b>text features</b></li> <li>• <b>literary elements</b></li> <li>• <b>literary devices</b></li> <li>• <b>techniques of persuasion</b></li> </ul> <p><b>Strategies and processes</b></p> <ul style="list-style-type: none"> <li>• <b>reading strategies</b></li> <li>• <b>oral language strategies</b></li> <li>• <b>metacognitive strategies</b></li> <li>• <b>writing processes</b></li> </ul> <p><b>Language features, structures, and conventions</b></p> <ul style="list-style-type: none"> <li>• <b>features of oral language</b></li> <li>• <b>paragraphing</b></li> <li>• <b>language varieties</b></li> <li>• <b>sentence structure and grammar</b></li> <li>• <b>conventions</b></li> <li>• <b>presentation techniques</b></li> </ul>

### Learning Standards (continued)

Curricular Competencies	Content
<p><b>Create and communicate (writing, speaking, representing)</b></p> <ul style="list-style-type: none"> <li>• Exchange ideas and viewpoints to build shared understanding and extend thinking</li> <li>• Use writing and design processes to plan, develop, and create engaging and meaningful <b>literary and informational texts</b> for a variety of purposes and <b>audiences</b></li> <li>• Assess and <b>refine texts</b> to improve their clarity, effectiveness, and impact according to purpose, <b>audience</b>, and message</li> <li>• Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation</li> <li>• Use and experiment with <b>oral storytelling processes</b></li> <li>• Select and use appropriate features, forms, and genres according to audience, purpose, and message</li> <li>• Transform ideas and information to create original texts</li> </ul>	

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People understand text differently depending on their worldviews and perspectives.

**Texts** are socially, culturally, and historically constructed.

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