BRITISH
COLUMBIA
Ministry of Education

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
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*

Curricular Competencies

*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*

Comprehend and connect (reading, listening, viewing)

- Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**
- Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how **different features, forms, and genres of texts** reflect various purposes, audiences, and messages
- **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**
- Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**
- Recognize **how language constructs personal, social, and cultural identity**
- Construct meaningful personal connections between self, **text**, and world
- Respond to **text** in **personal, creative, and critical ways**
- Understand how **literary elements, techniques, and devices** enhance and shape meaning
- Recognize an increasing range of **text** structures and how they contribute to meaning
- Recognize and appreciate the role of **story**, narrative, and **oral tradition** in expressing First Peoples perspectives, values, beliefs, and points of view

Content

Students are expected to know the following:

Story/text

- **forms, functions,** and **genres** of **text**
- **text features**
- **literary elements**
- **literary devices**
- **techniques of persuasion**

Strategies and processes

- **reading strategies**
- **oral language strategies**
- **metacognitive strategies**
- **writing processes**

Language features, structures, and conventions

- **features of oral language**
- **paragraphing**
- **language varieties**
- **sentence structure and grammar**
- **conventions**
- **presentation techniques**

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • Exchange ideas and viewpoints to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences** • Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience,** and message • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Use and experiment with **oral storytelling processes** • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts	

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*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Story/text**
• Access information and ideas for **diverse purposes** and from a **variety of sources** and evaluate their **relevance**, **accuracy**, and **reliability**	• **forms, functions,** and **genres** of **text**
• Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**	• **text features** • **literary elements** • **literary devices**
• Synthesize ideas from a variety of sources to build understanding	• argument
• Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages	**Strategies and processes** • **reading strategies**
• **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**	• **oral language strategies** • **metacognitive strategies** • **writing processes**
• Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**	**Language features, structures, and conventions**
• Recognize **how language constructs personal, social, and cultural identity**	• **features of oral language** • **paragraphing**
• Construct meaningful personal connections between self, **text**, and world	• **language varieties** • **syntax and sentence fluency**
• Respond to **text** in **personal, creative, and critical ways**	• **conventions** • **presentation techniques**
• Understand **how literary elements, techniques, and devices enhance and shape meaning**	
• Recognize an increasing range of **text** structures and how they contribute to meaning	
• Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	
• Recognize the **validity of First Peoples oral tradition** for a range of purposes	

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Learning Standards (continued)

Curricular Competencies	Content
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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.	People understand text differently depending on their worldviews and perspectives.	**Texts** are socially, culturally, and historically constructed.	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

Learning Standards

Curricular Competencies	**Content**
*Using oral, written, visual, and digital **texts**, students are expected individually and collaboratively to be able to:*	*Students are expected to know the following:*
Comprehend and connect (reading, listening, viewing)	**Story/text**
• Access information and ideas for **diverse purposes** and from a variety of sources and evaluate their **relevance**, **accuracy**, and **reliability**	• **forms, functions,** and **genres** of **text**
• Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**	• **text features**
• Synthesize ideas from a variety of sources to build understanding	• **literary elements**
• Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages	• **literary devices**
• **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**	• **elements of visual/graphic texts**
• Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**	• relevance, accuracy, reliability
• Recognize **how language constructs personal, social, and cultural identity**	**Strategies and processes**
• Construct meaningful personal connections between self, **text**, and world	• **reading strategies**
• Respond to **text** in **personal, creative, and critical ways**	• **oral language strategies**
• Recognize **how literary elements, techniques, and devices enhance and shape meaning**	• **metacognitive strategies**
• Recognize an increasing range of text structures and how they contribute to meaning	• **writing processes**
• Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	**Language features, structures, and conventions**
• Develop an awareness of the **protocols** and ownership associated with First Peoples **texts**	• **features of oral language**
	• **multi-paragraphing**
	• **language usage and context**
	• **elements of style**
	• **syntax and sentence fluency**
	• **conventions**
	• **presentation techniques**

Learning Standards (continued)

Curricular Competencies	Content
Create and communicate (writing, speaking, representing) • **Exchange ideas and viewpoints** to build shared understanding and extend thinking • Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences** • Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message • Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation • Use and experiment with **oral storytelling processes** • Select and use appropriate features, forms, and genres according to audience, purpose, and message • Transform ideas and information to create original texts.	

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• Apply appropriate strategies to comprehend written, oral, and visual **texts**, guide **inquiry**, and **extend thinking**	• **text features** • **literary elements** • **literary devices**
• Synthesize ideas from a variety of sources to build understanding	• **elements of visual/graphic texts**
• Recognize and appreciate how **different features, forms, and genres of texts** reflect different purposes, audiences, and messages	**Strategies and processes** • **reading strategies**
• **Think critically, creatively, and reflectively** to explore ideas within, between, and beyond **texts**	• **oral language strategies** • **metacognitive strategies**
• Recognize and identify the role of **personal, social, and cultural contexts, values, and perspectives** in **texts**	• **writing processes**
• Recognize **how language constructs personal, social, and cultural identity**	**Language features, structures, and conventions** • **features of oral language**
• Construct meaningful personal connections between self, **text**, and world	• **multi-paragraphing** • **language change**
• Respond to **text** in **personal, creative, and critical ways**	• **elements of style** • **usage**
• Explain **how literary elements, techniques, and devices enhance and shape meaning**	• **syntax and sentence fluency** • **conventions**
• Recognize an increasing range of **text** structures and how they contribute to meaning	• **presentation techniques** • **rhetorical devices**
• Recognize and appreciate the role of **story**, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view	• connotation and denotation
• Develop an awareness of the **diversity within and across First Peoples societies** represented in **texts**	
• Recognize the influence of place in First Peoples and other Canadian texts	

Learning Standards (continued)

Curricular Competencies	Content
- Create and communicate (writing, speaking, representing) **Exchange ideas and viewpoints** to build shared understanding and extend thinking - Use writing and design processes to plan, develop, and create engaging and meaningful **literary and informational texts** for a variety of purposes and **audiences** - Assess and **refine texts** to improve their clarity, effectiveness, and impact according to purpose, **audience**, and message - Use an increasing repertoire of conventions of Canadian **spelling**, grammar, and punctuation - Use and experiment with **oral storytelling processes** - Select and use appropriate features, forms, and genres according to audience, purpose, and message - Transform ideas and information to create original **texts** - Express an opinion and support it with credible evidence	