

English/Language Arts – NAD and BC Standards

Key for “Province”:

Bold type – Big Ideas

Regular type – BC curricular competencies

Italicized type: Content

| Topics | Gr | North American Division | Province |
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| Reading Foundations | 1 | <p><i>Print Concepts:</i> LA.1.RF.1 Recognize the beginning and ending of a sentence (RF.1.1)</p> | <p>BI: Playing with language helps us discover how language works. Recognize the structure and elements of story. Use foundational concepts of print, oral, and visual texts. <i>(concepts of print, sentence structure, and reading strategies)</i></p> |
| | | <p><i>Phonological Awareness:</i> LA.1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds): distinguish long and short vowel sounds; blend sounds to produce one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds; segment one-syllable words into sequence of individual sounds (RF.1.2)</p> | <p>BI: Playing with language helps us discover how language works. Use foundational concepts of print, oral, and visual texts. <i>(phonemic and phonological awareness, print awareness, and reading strategies)</i></p> |
| | | <p><i>Phonics and Word Recognition:</i> LA.1.RF.3 Know that every syllable must have a vowel sound; decode one- and two-syllable words; know CVCe and CVVC conventions for representing long vowel sounds; know spelling-sound correspondences for consonant digraphs; read words with inflectional endings; recognize and read irregularly spelled words; read grade-appropriate high-frequency sight words (RF1.3)</p> | <p>BI: Playing with language helps us discover how language works. Read fluently at grade level. Use foundational concepts of print, oral, and visual texts. <i>(phonemic and phonological awareness; the relationship between reading; and writing, and oral language)</i></p> |
| | | <p><i>Fluency:</i> LA.1.RF.4 Read on-level text with purpose and understanding; read on-level text orally with accuracy, appropriate rate, and expression (RF.1.4a-b)</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. Read fluently at grade level. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(reading strategies, oral language strategies, and phonemic and phonological awareness)</i></p> |
| | | <p><i>Fluency, cont:</i> LA.1.RF.5 Use context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.1.4c)</p> | <p>BI: Stories and other texts can be shared through pictures and words. BI: Playing with language helps us discover how language works. Use sources of information and prior knowledge to make meaning. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(reading strategies and metacognitive strategies)</i></p> |
| | | <p><i>Fluency, cont:</i> LA.1.RF.6 Continue to develop silent reading strategies</p> | <p>BI: Language and story can be a source of creativity and joy BI: Stories and other texts help us learn about ourselves and our families. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(reading strategies and structure of story)</i></p> |

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| Reading Literature | 1 | <p><i>Key Ideas and Details:</i> LA.1.RL.1 Ask and answer questions about key details (RL.1.1)</p> | <p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(elements of story, literary elements and devices, vocabulary to talk about texts, and reading strategies)</i></p> |
| | | <p><i>Key Ideas and Details, cont:</i> LA.1.RL.2 Retell stories, including key details, and demonstrate understanding of the main idea(s) or lesson(s) (RL.1.2)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Use sources of information and prior knowledge to make meaning. Show awareness of how story in First Peoples cultures connects people to family and community. <i>(elements of story, oral language strategies, metacognitive strategies, vocabulary to talk about texts, and literary elements and devices)</i></p> |
| | | <p><i>Key Ideas and Details, cont:</i> LA.1.RL.3 Describe story elements (characters, settings, and major events) using key details; sequence story events orally (RL.1.3)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(structure of story, literary elements and devices, reading strategies, and vocabulary to talk about texts)</i></p> |
| | | <p><i>Craft and Structure:</i> LA.1.RL.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses (RL.1.4)</p> | <p>BI: Language and story can be a source of creativity and joy. BI: Playing with language helps us discover how language works. Engage actively as listeners, views, and readers to develop understanding of self, identity, and community. Show awareness of how story in First Peoples cultures connects people to family and community. <i>(reading strategies, vocabulary to talk about texts, and metacognitive strategies)</i></p> |
| | | <p><i>Craft and Structure, cont:</i> LA.1.RL.5 Differentiate between informational and story books (RL.1.5)</p> | <p>BI: Language and story can be a source of creativity and joy. BI: Stories and other texts help us learn about ourselves and our families. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. <i>(literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Craft and Structure, cont:</i> LA.1.RL.6 Identify who is telling the story (RL.1.6)</p> | <p>BI: Everyone has a unique story to share. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. <i>(literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Integration of Knowledge and Ideas:</i> LA.1.RL.7 Use illustrations and details to describe story elements (RL.1.7)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. <i>(literary elements and devices, and reading strategies)</i></p> |

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| | <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RL.8 Compare and contrast characters (e.g., adventures and experiences) (RL.1.9)</p> | <p>BI: Stories and other texts can be shared through pictures and words. BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. <i>(literary elements and devices, and reading strategies)</i></p> |
| <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RL.9 Predict story events and outcomes using picture clues</p> | <p>BI: Stories and other texts can be shared through pictures and words. BI: Language and story can be a source of creativity and joy. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. <i>(literary elements and devices, and reading strategies)</i></p> | |
| <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RL.10 Distinguish between fantasy and reality, right and wrong, fact and opinion</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Use sources of information and prior knowledge to make meaning. Use personal experience and knowledge to connect to stories and other texts to make meaning. Recognize the structure and elements of story. <i>(literary elements and devices, and reading strategies)</i></p> | |
| <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RL.11 Make connections between a text and personal life experiences</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. BI: Through listening and speaking, we connect with others and share our world. Use personal experience and knowledge to connect to stories and other texts to make meaning. Show awareness of how story in First Peoples cultures connects people to family & community. <i>(reading strategies and metacognitive strategies)</i></p> | |
| <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RL.12 Choose literature that reflects the teachings in God’s Word</p> | <p>BI: Through listening and speaking, we connect with others and share our world. Use sources of information and prior knowledge to make meaning. Recognize the structure and elements of story. <i>(literary elements and devices, and reading strategies)</i></p> | |
| <p><i>Range of Reading/Text Complexity:</i> LA.1.RL.13 Read stories and poetry of appropriate complexity (RL.1.10)</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Read fluently at grade level. <i>(reading strategies, literary elements and devices, and oral language strategies)</i></p> | |
| <p><i>Range of Reading/Text Complexity, cont:</i> LA.1.RL.14 Read literature for pleasure</p> | <p>BI: Language and story can be a source of creativity and joy. Recognize the importance of story in personal, family, and community identity. <i>(reading strategies and elements of story)</i></p> | |

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| Reading Informational Texts | 1 | <p><i>Key Ideas and Details:</i> LA.1.RI.1 Ask and answer questions about key details (RI.1.1)</p> | <p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. <i>(literary elements and devices, reading strategies, vocabulary to talk about texts, and metacognitive strategies)</i></p> |
| | | <p><i>Key Ideas and Details, cont:</i> LA.1.RI.2 Identify the main topic and retell key details (RI.1.2)</p> | <p>BI: Playing with language helps us discover how language works. Recognize the structure and elements of story. Use sources of information and prior knowledge to make meaning. <i>(elements of story, literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Key Ideas and Details, cont:</i> LA.1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information; sequence information orally (RI.1.3)</p> | <p>BI: Playing with language helps us discover how language works. Recognize the structure and elements of story. Use sources of information and prior knowledge to make meaning. <i>(elements of story, literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Craft and Structure:</i> LA.1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text (RI.1.4)</p> | <p>BI: Playing with language helps us discover how language works. Recognize the structure and elements of story. Use sources of information and prior knowledge to make meaning. <i>(elements of story, literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Craft and Structure, cont:</i> LA.1.RI.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information (RI.1.5)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use sources of information and prior knowledge to make meaning. <i>(elements of story, literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Craft and Structure, cont:</i> LA.1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by words (RI.1.6)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use sources of information and prior knowledge to make meaning. <i>(elements of story, literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Integration of Knowledge and Ideas:</i> LA.1.RI.7 Use illustrations and details to describe key ideas (RI.1.7)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use foundational concepts of print, oral, and visual texts. <i>(elements of story, literary elements and devices, and reading strategies)</i></p> |
| | | <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RI.8 Identify the reasons an author gives to support ideas (RI.1.8)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use sources of information and prior knowledge to make meaning. <i>(elements of story, metacognitive strategies, and reading strategies)</i></p> |

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| | | <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RI.9 Identify similarities and differences between two texts on the same topic (RI.1.9)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. Show awareness of how story in First Peoples cultures connects people to family and community. <i>(elements of story, reading strategies, and metacognitive strategies)</i></p> |
| | | <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RI.10 Predict content using pictures and illustrations</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(elements of story, reading strategies, and metacognitive strategies)</i></p> |
| | | <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RI.11 Distinguish between right and wrong, fact and opinion</p> | <p>BI: Stories and other texts can be shared through pictures and words. Recognize the structure and elements of story. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(elements of story, reading strategies, and metacognitive strategies)</i></p> |
| | | <p><i>Integration of Knowledge and Ideas, cont:</i> LA.1.RI.12 Choose informational text that affirms the teachings in God’s Word</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(reading strategies and metacognitive strategies)</i></p> |
| | | <p><i>Range of Reading/Text Complexity:</i> LA.1.RI.13 With prompting, read informational text of appropriate complexity (RI.1.10)</p> | <p>BI: Language and story can be a source of creativity and joy. Read fluently at grade level. Use foundational concepts of print, oral, and visual texts. <i>(reading strategies and metacognitive strategies)</i></p> |
| | | <p><i>Range of Reading/Text Complexity, cont:</i> LA.1.RI.14 Read informational texts on topics of interest</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. Engage actively as listeners, viewers, and readers to develop understanding of self, identity, and community. <i>(reading strategies and metacognitive strategies)</i></p> |
| Writing | 1 | <p><i>Text Types and Purposes:</i> LA.1.W.1 Write opinion pieces that introduce a topic or book, state an opinion with a reason for the opinion, and provide some sense of closure (W.1.1)</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. Exchange ideas and perspectives to build shared understanding. Plan and create a variety of communication forms for different purposes and audiences. <i>(concepts of print, writing processes, and metacognitive strategies)</i></p> |
| | | <p><i>Text Types and Purposes, cont:</i> LA.1.W.2 Write informative/explanatory texts that name a topic, include facts about the topic, and provide some sense of closure (W.1.2)</p> | <p>BI: Stories and other texts help us learn about ourselves and our families. Plan and create a variety of communication forms for different purposes and audiences. <i>(writing processes and metacognitive strategies)</i></p> |
| | | <p><i>Text Types and Purposes, cont:</i> LA.1.W.3 Write narratives that recount two or more appropriately sequenced events, include details using temporal words to signal sequence, and provide some sense of closure (W.1.3)</p> | <p>BI: Stories and other texts can be shared through pictures and words. BI: Language and story can be a source of creativity and joy.</p> |

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| | | | <p>Identify, organize, and present ideas in a variety of forms.</p> <p>Create stories and other texts to deepen awareness of self, family, and community.</p> <p><i>(writing processes and metacognitive strategies)</i></p> |
| | | <p><i>Text Types and Purposes, cont:</i></p> <p>LA.1.W.4 Produce writing that honors God and affirms the teachings in His Word</p> | <p>BI: Stories and other texts can be shared through pictures and words.</p> <p>BI: Language and story can be a source of creativity and joy.</p> <p>Plan and create a variety of communication forms for different purposes and audiences.</p> <p>Create stories and other texts to deepen awareness of self, family, and community.</p> <p><i>(writing processes and metacognitive strategies)</i></p> |
| | | <p><i>Production and Distribution of Writing:</i></p> <p>LA.1.W.5 With support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing (W.1.5)</p> | <p>BI: Playing with language helps us discover how language works.</p> <p>Exchange ideas and perspectives to build shared understanding.</p> <p>Identify, organize, and present ideas in a variety of forms.</p> <p><i>(writing processes and metacognitive strategies)</i></p> |
| | | <p><i>Production and Distribution of Writing, cont:</i></p> <p>LA.1.W.6 With support and in collaboration with peers, use a variety of tools (e.g., digital, print) to produce and publish writing (W.1.6)</p> | <p>BI: Playing with language helps us discover how language works.</p> <p>Exchange ideas and perspectives to build shared understanding.</p> <p>Identify, organize, and present ideas in a variety of forms.</p> <p><i>(writing processes and metacognitive strategies)</i></p> |
| | | <p><i>Production and Distribution of Writing, cont:</i></p> <p>LA.1.W.7 Apply common conventions of manuscript writing (e.g., uppercase and lowercase letters, spacing between words and sentences)</p> | <p>BI: Playing with language helps us discover how language works.</p> <p>Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation.</p> <p><i>(conventions and letter formation)</i></p> |
| | | <p><i>Research to Build and Present Knowledge:</i></p> <p>LA.1.W.8 Participate in shared research and writing projects (e.g., explore “how-to” books on a given topic and use them to write a sequence of instructions) (W.1.7)</p> | <p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p>Plan and create a variety of communication forms for different purposes and audiences.</p> <p>Exchange ideas and perspectives to build shared understanding.</p> <p><i>(writing processes and metacognitive strategies)</i></p> |
| | | <p><i>Research to Build and Present Knowledge, cont:</i></p> <p>LA.1.W.9 With support, recall experiences or gather information from provided sources to answer a question (W.1.8)</p> | <p>BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us.</p> <p>Exchange ideas and perspectives to build shared understanding.</p> <p>Identify, organize, and present ideas in a variety of forms.</p> <p><i>(writing processes and metacognitive strategies)</i></p> |
| | | <p><i>Range of Writing:</i></p> <p>LA.1.W.10 Write routinely for a range of tasks, purposes, and audiences</p> | <p>BI: Playing with language helps us discover how language works.</p> <p>Plan and create a variety of communication forms for different purposes and audiences.</p> <p><i>(writing processes and metacognitive strategies)</i></p> |
| Speaking and Listening | 1 | <p><i>Comprehension and Collaboration:</i></p> <p>LA.1.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening with care, speaking one at a time; making eye contact; using appropriate volume and tone);</p> | <p>BI: Language and story can be a source of creativity and joy.</p> <p>BI: Through listening and speaking, we connect with others and share our world.</p> |

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| | <p>respond appropriately to the comments of others; ask questions to clarify (SL.1.1)</p> | <p>Exchange ideas and perspectives to build shared understanding. Identify, organize, and present ideas in a variety of forms. <i>(oral language and metacognitive strategies)</i></p> |
| <p><i>Comprehension and Collaboration, cont:</i> LA.1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.1.2)</p> | <p>BI: Through listening and speaking, we connect with others and share our world. BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Exchange ideas and perspectives to build shared understanding. Use developmentally appropriate reading, listening, and viewing strategies to make meaning. <i>(oral language and metacognitive strategies)</i></p> | |
| <p><i>Comprehension and Collaboration, cont:</i> LA.1.SL.3 Ask and answer questions about what a speaker says to gather additional information or to clarify meaning (SL.1.3)</p> | <p>BI: Through listening and speaking, we connect with others and share our world. BI: Curiosity and wonder lead us to new discoveries about ourselves and the world around us. Exchange ideas and perspectives to build shared understanding. <i>(oral language and metacognitive strategies)</i></p> | |
| <p><i>Presentation of Knowledge and Ideas:</i> LA.1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly (SL.1.4)</p> | <p>BI: Through listening and speaking, we connect with others and share our world. BI: Stories and other texts can be shared through pictures and words. Identify, organize, and present ideas in a variety of forms. Explore oral storytelling processes. <i>(oral language and metacognitive strategies)</i></p> | |
| <p><i>Presentation of Knowledge and Ideas, cont:</i> LA.1.SL.5 Add visual displays to descriptions when appropriate (SL.1.5)</p> | <p>BI: Stories and other texts can be shared through pictures and words. Explore storytelling processes. <i>(oral language and metacognitive strategies)</i></p> | |
| <p><i>Presentation of Knowledge and Ideas, cont:</i> LA.1.SL.6 Speak in complete sentences when appropriate to task and situation (SL.1.6)</p> | <p>BI: Through listening and speaking, we connect with others and share our world. BI: Playing with language helps us discover how language works. Explore oral storytelling processes. Identify, organize, and present ideas in a variety of forms. <i>(oral language and metacognitive strategies)</i></p> | |
| <p><i>Presentation of Knowledge and Ideas, cont:</i> LA.1.SL.7 Give brief oral presentations (e.g., stories, personal experiences, readers theater)</p> | <p>BI: Through listening and speaking, we connect with others and share our world. BI: Playing with language helps us discover how language works. Plan and create a variety of communication forms for different purposes and audiences. Show awareness of how story in First Peoples cultures connects people to family and community. <i>(oral language strategies)</i></p> | |
| <p><i>Presentation of Knowledge and Ideas, cont:</i> LA.1.SL.8 Demonstrate reverence when listening to God’s Word and participating in prayer</p> | <p>BI: Through listening and speaking, we connect with others and share our world. Use sources of information and prior knowledge to make meaning. Plan and create a variety of communication forms for different purposes and audiences. <i>(oral language strategies)</i></p> | |

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| Language | 1 | <p><i>Conventions of Standard English:</i> LA.1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use common, proper, and possessive nouns; use singular and plural nouns with matching verbs; use personal, possessive, and indefinite pronouns; use past, present, and future verb tenses; use frequently occurring adjectives, conjunctions (e.g., and, but, or, so, because) determiners (e.g., articles, demonstratives), and prepositions (e.g., during, beyond, toward); with prompting, produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences (L.1.1)</p> | <p>BI: Playing with language helps us discover how language works. Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation. Use sources of information and prior knowledge to make meaning. <i>(concepts of print, sentence structure, conventions, and vocabulary to talk about texts)</i></p> |
| | | <p><i>Conventions of Standard English, cont:</i> LA.1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize dates and names of people; use end punctuation; use commas in dates and to separate words in a series; use conventional spelling for words with common spelling patterns and frequently occurring irregular words; spell unknown words phonetically (L.1.2)</p> | <p>BI: Playing with language helps us discover how language works. Use sources of information and prior knowledge to make meaning. Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation. <i>(concepts of print, sentence structure, conventions, and vocabulary to talk about texts)</i></p> |
| | | <p><i>Vocabulary Acquisition and Use:</i> LA.1.L.3 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use sentence-level context and affixes; identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking) (L.1.4)</p> | <p>BI: Playing with language helps us discover how language works. Use sources of information and prior knowledge to make meaning. Exchange ideas and perspectives to build shared understanding. Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation. <i>(reading strategies, metacognitive strategies, concepts of print, sentence structure, conventions, and vocabulary to talk about texts)</i></p> |
| | | <p><i>Vocabulary Acquisition and Use, cont:</i> LA.1.L.4 With support, demonstrate understanding of word relationships and nuances in word meanings: sort words into categories; define words by category and by one or more attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes); identify real-life connections between words and their use (e.g., note places at home that are cozy); distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them, or by acting out the meanings (L.1.5)</p> | <p>BI: Playing with language helps us discover how language works. Use sources of information and prior knowledge to make meaning. Exchange ideas and perspectives to build shared understanding. Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation. <i>(reading strategies, metacognitive strategies, concepts of print, sentence structure, writing processes, conventions, and vocabulary to talk about texts)</i></p> |
| | | <p><i>Vocabulary Acquisition and Use, cont:</i> LA.1.L.5 Use words and phrases, including frequently occurring conjunctions (e.g., and, or, because), acquired through conversations, reading and being read to, and responding to texts (L.1.6)</p> | <p>BI: Playing with language helps us discover how language works. Use sources of information and prior knowledge to make meaning. Exchange ideas and perspectives to build shared understanding. Use developmentally appropriate reading, listening, and viewing strategies to make meaning.</p> |

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| | | | <p>Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation.</p> <p><i>(reading strategies, metacognitive strategies, concepts of print, sentence structure, conventions, and vocabulary to talk about texts)</i></p> |
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