Kindergarten

English Language Arts: *A Pathway to Proficiency*

BRITISH COLUMBIA | Ministry of Education and Child Care

What is my child learning?

The BC Curriculum states that students are expected to know the following:

Story
- structure of story
- literary elements and devices

Strategies and processes
- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions
- concepts of print
- letter knowledge
- phonemic and phonological awareness
- letter formation
- the relationship between reading, writing, and oral language

NOTE: *Text is a term used to refer to all forms of oral, written, visual, or digital communication (e.g., plays, songs, books, articles, posters, films etc.)*

What foundational skills will my child develop this year?

Oral Language
- **Vocabulary –** understanding and using a wide range of words to communicate thoughts and ideas
- **Sentence Structure –** using simple sentences to express ideas in both speaking and writing
- **Oral Storytelling -** retelling events and sharing stories, using basic details

Reading and Spelling: Word-Level Skills
- **Phonemic Awareness -** working with individual sounds in words
- **Phonics -** understanding the relationship between letters and sounds
- **Morphology –** understanding that parts of words carry meaning (e.g., cat**s** → adding the 's' means more than one cat)
- **Spelling –** connecting letters and sounds to begin reading and writing words, focusing on the first and last letter sound

Fluency
- Recognizing and reading familiar words in short sentences

Comprehension
- Engaging with text by asking and answering questions, and making connections to personal experiences

Writing
- **Printing -** Forming letters correctly, both upper and lower case
- **Composition -** Combining words and creating simple sentences to share ideas to communicate effectively through writing

What will Proficient learning look like for my child by the end of the year?

On your child's report card, Proficient means your child has a complete understanding of key skills. When they are Proficient they should:

- Use a variety of vocabulary to express needs and describe objects
- Speak in simple and compound sentences
- Ask and answer questions orally
- Retell heard stories and events using basic detail
- Identify first and last sounds in 2 and 3 letter words
- Put together and break apart words with two and three sounds
- Name all 26 uppercase and lowercase letters and make the corresponding letter sounds
- Use letters to represent sounds in their writing
- Read and write three letter words
- Recognize simple punctuation marks
- Spell meaningful and high frequency words *(e.g., their name)*
- Understand that letters on a page make words which can be used to read, learn and communicate
- Make predictions based on information found in the text
- Ask and answer basic who, what, where, when questions, retelling main events of a story or text
- Make connections to personal experiences
- Hold a pen/pencil with appropriate grip
- Print all uppercase and lowercase letters
- Use spacing between words
- Communicate ideas through drawing, oral storytelling and early writing
- Write 1-2 simple sentences to describe ideas or a picture using high-frequency words and invented spelling
- Other skills as outlined in the BC Curriculum

Grade One

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What is my child learning?

The BC Curriculum states, students are expected to know the following:

Story
- elements of story
- literary elements and devices
- vocabulary to talk about texts

Strategies and processes
- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions
- concepts of print
- print awareness
- phonemic and phonological awareness
- letter formation
- sentence structure
- conventions

NOTE: *Text is a term used to refer to all forms of oral, written, visual, or digital communication (e.g., plays, songs, books, articles, posters, films etc.)*

What foundational skills will my child develop this year?

Oral Language

- **Vocabulary –** understanding and using a wide range of words to communicate thoughts and ideas
- **Sentence Structure –** using complete sentences to express ideas, adding detail, in both speaking and writing
- **Oral Storytelling -** retelling events and sharing stories, using key details

Reading and Spelling: Word-Level Skills

- **Phonemic Awareness –** combining letter sounds to help read words and breaking letter sounds apart to spell words
- **Phonics -** understanding the relationship between letters and sounds and using that information to begin reading and writing words
- **Morphology –** understanding that parts of words carry meaning and can change the meaning (e.g., big →bigg**er**→bigg**est**)
- **Spelling –** connecting letters and sounds to read and write words, with first and last letter sound present and some middle sounds.

Fluency

- Reading simple texts with increasing accuracy and confidence.

Comprehension

- Engaging with texts by making predictions, asking and answering questions, and making personal connections

Writing

- **Printing** - Forming letters correctly focusing on size, spacing, and pencil control
- **Composition** – Creating sentences to share ideas, express thoughts and communicate effectively through writing.

What will Proficient learning look like for my child by the end of the year?

On your child's report card, Proficient means your child has a complete understanding of key skills. When they are Proficient they should:

- Build and use an expanding vocabulary
- Expand oral and written communication using words like "and" and "but" as well as and some descriptive language
- Retell stories or information, in order, using vocabulary from the text and key details
- Read aloud with increasing expression, fluency, and attention to punctuation
- Put together and break apart words with four and five sounds
- Begin to spell words that follow simple spelling rules
- Understand that some letters have multiple sounds and can correctly produce those sounds
- Hear and work with the sounds in words by blending sounds together to read words and breaking words apart to help with spelling
- Use learned sound and spelling patterns to read and spell increasingly complex words
- Recognize and understand common word beginnings and endings
- Read words by applying letter-sound relationships and remember the spelling of taught words that don't follow regular spelling rules
- Identify important facts, details, characters, settings, topics, and events in texts
- Use letters to represent the words they're trying to write, (e.g., I lik flowrs = I like flowers)
- Write 2-3 sentences with some capitalization, punctuation, and increasingly accurate spelling
- Other skills as outlined in the BC Curriculum

Grade Two

English Language Arts: *A Pathway to Proficiency*

Ministry of Education and Child Care

What is my child learning?

The BC Curriculum states, students are expected to know the following:

Story

- elements of story
- literary elements and devices
- text features
- vocabulary associated with texts

Strategies and processes

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

Language features, structures, and conventions

- features of oral language
- word patterns, word families
- letter formation
- sentence structure
- conventions

NOTE: *Text is a term used to refer to all forms of oral, written, visual, or digital communication (e.g., plays, songs, books, articles, posters, films etc.)*

What foundational skills will my child develop this year?

Oral Language

- **Vocabulary –** understanding and using a wide range of words to communicate thoughts and ideas and build strong reading skills
- **Sentence Structure –** using, and joining together, complete sentences to express ideas, adding details, in both speaking and writing
- **Oral Storytelling -** retelling events with main ideas and descriptive detail as well as sharing stories using sequence words (first, then, last) and dialogue

Reading and Spelling: Word-Level Skills

- **Phonics -** understanding the relationship between letters and sounds and using that information to read and write more difficult words
- **Morphology –** understanding that parts of words carry meaning and can change the meaning including possession (e.g., The dog's bone)
- **Spelling –** connecting letters and sounds to read and write words, with increasing accuracy including recognizing words that don't follow spelling rules (e.g., not doubling the 'n' when changing open → opening)

Fluency

- Reading a variety of texts with increasing accuracy and expression using punctuation to help with pacing (e.g., pausing slightly at commas)

Comprehension

- Engaging with texts by making predictions, asking and answering questions, and making personal connections to better understand the text

Writing

- **Printing** - Forming letters correctly, and more easily, with appropriate size, directionality and spacing to support written communication
- **Composition** – Writing multiple sentences to join together ideas, express thoughts and communicate effectively through writing

What will Proficient learning look like for my child by the end of the year?

On your child's report card, Proficient means your child has a complete understanding of key skills. When they are Proficient they should:

- Build and use a growing vocabulary
- Speak and write in complete sentences using words like because, if, when, after
- Ask who, what, where, when questions based on a picture or text(s)
- Beginning to summarize information in text(s), identifying the main idea
- Read and spell words with more advanced sound and letter patterns (e.g., "Silent 'e' rule" like → liking)
- Read and spell longer words
- Use word parts, such as beginning and endings, to help read, spell and understand new words
- Read more smoothly, accurately, and with expression
- Reread words that are newly learned
- Summarize the main points of a text
- Think about what they read by making predictions, asking question, summarizing and drawing conclusions
- Use prior knowledge and personal experiences to make connections to themselves, other texts or the world, explaining the connection orally or in writing
- Write short (4-5 sentences) stories and informational pieces with some details or examples
- Organize writing with a beginning, middle, and end
- Use capital letters, punctuation, pronouns, and commonly confused words correctly (e.g., to, too, two)
- Review and improve writing by checking spelling, capitalization, punctuation, and clarity
- Other skills as outlined in the BC Curriculum

Grade Three

English Language Arts: *A Pathway to Proficiency*

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What is my child learning?

The BC Curriculum states, students are expected to know the following:

Story
- elements of story
- functions and genres of stories and other texts
- text features
- literary elements and devices

Strategies and processes
- reading strategies
- oral language strategies
- metacognitive strategies
- writing processes

Language features, structures, and conventions
- features of oral language
- word patterns, word families
- legible handwriting
- sentence structure
- conventions

NOTE: *Text is a term used to refer to all forms of oral, written, visual, or digital communication (e.g., plays, songs, books, articles, posters, films)*

What foundational skills will my child develop this year?

Oral Language

- **Vocabulary –** understanding and using a wide range of words to communicate thoughts and ideas and build strong reading skills
- **Sentence Structure –** using, and joining together, complete sentences to express expanded ideas, adding details, in both speaking and writing
- **Oral Storytelling -** retelling events with accurate details as well as sharing stories with multiple events using a broad range of vocabulary

Reading and Spelling: Word-Level Skills

- **Phonics -** understanding the relationship between letters and sounds and using that information to read and write more difficult words
- **Morphology –** understanding that parts of words carry meaning and that letters can change in pronunciation depending on word structure (e.g., sign vs. signature)
- **Spelling –** connecting letters and sounds to read and write words with increasing accuracy, selecting between spelling choices accurately

Fluency

- Reading a variety of texts with increasing accuracy and expression using appropriate tone and emphasis (e.g., uses excitement in voice when reading exclamations)

Comprehension

- Engaging with texts through questioning, making connections and drawing conclusions to understand the big idea or message of the text

Writing

- **Printing** – Words written by hand, clearly, to support communication
- **Composition** – Writing sentences and paragraphs to join together ideas, express thoughts and communicate effectively through writing

What will Proficient learning look like for my child by the end of the year?

On your child's report card, Proficient means your child has a complete understanding of key skills. When they are Proficient they should:

- Build and use a growing vocabulary
- Speak and write ideas, opinions, feelings, and explanations using precise and descriptive language
- Read and write more complex words
- Recognize that some letter patterns can represent different sounds in different words
- Apply spelling patterns, recognize common exceptions
- Read a wide variety of texts fluently, accurately, and with expression
- Use appropriate tone and emphasis, including punctuation, and phrasing to support understanding
- Retell stories and information accurately, including important details and events in sequence
- Ask and answer questions to deepen understanding
- Determine characters' feelings, motivations, and important ideas that are not directly stated
- Evaluate characters' choices and consider the message or main idea of a text
- Write organized stories and informational texts (6-8+ sentences) with a clear main idea and supporting details connected to opinions, experiences, or feelings
- Organize writing in a logical way, using connecting words to help ideas flow smoothly
- Use punctuation more accurately in writing
- Re-reads and edits writing to find and correct spelling and punctuation mistakes
- Other skills as outlined in the BC Curriculum