



Langley School District Prioritized Learning Standards in English Language Arts K-7

October 2021



“An innovative, inspiring and unified Learning Community”

Prioritized Learning Standards in English Language Arts K-7

INTRODUCTION

As we move forward in the implementation of Response to Intervention structures in Langley schools, it is imperative to determine prioritized learning standards in English Language Arts (ELA) within the District AND within the school, based on what we know about students' strengths and growth areas. All ELA curricular content and competencies are important and connected, but when having to prioritize learning standards, the idea of what is foundational or essential needed to be addressed. It is important to continue to embed aboriginal worldviews and perspectives as well as the core competencies into ELA learning.

This document represents the prioritized essential learning standards in English Language Arts K-7, developed by District Instructional Services teachers and administrators. Schools can use this document as the foundation for this work and add to the prioritized learning standards from what they know about their own students in their school context.

THE FOLLOWING QUESTIONS WERE CONSIDERED IN PRIORITIZING ELA LEARNING STANDARDS:

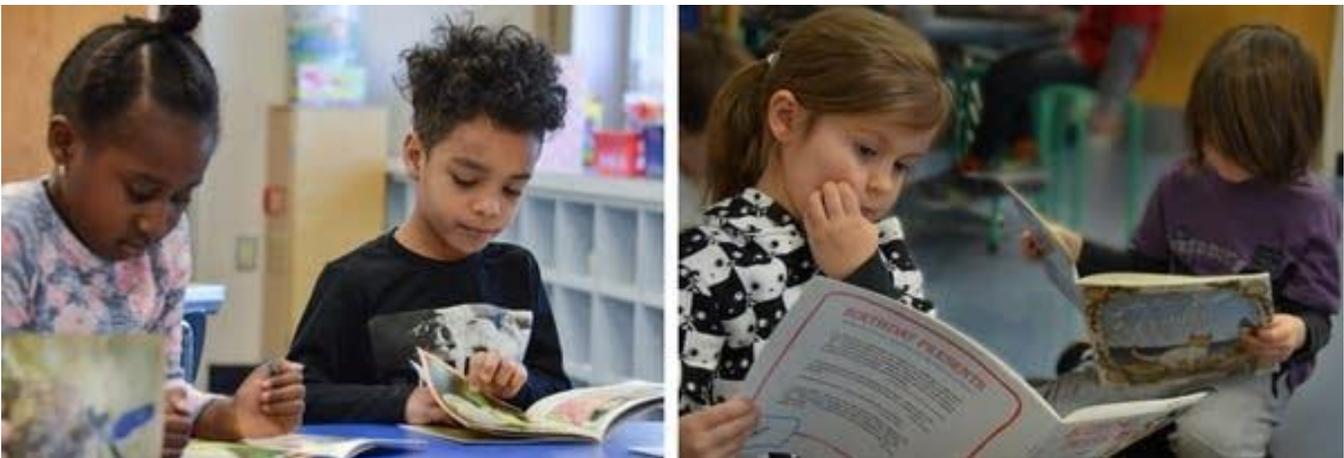
What is new curricular content at the grade level?

- ▶ Look at the previous grade levels to see what new curricular content is being introduced at the grade level. For example, Story Curricular Content in Grade 4 includes evidence, Grade 5 includes perspective/point of view, Grade 6, techniques of persuasion, and Grade 7, argument.

What curricular content is necessary to review, practice and enhance knowledge of, that is essential for continuous literacy development?

- ▶ Some curricular content and competencies need ongoing review and practice, such as "use reading and metacognitive strategies" (content) and "use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text" (competency).

The following includes suggested prioritized learning standards for each grade level.



KINDERGARTEN

PRIORITIZED CURRICULAR CONTENT		
Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> • structure of story • literary elements and devices 	<ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes 	<ul style="list-style-type: none"> • concepts of print • letter knowledge • phonemic and phonological awareness • letter formation • the relationship between reading, writing, and oral language

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)
Comprehend and connect (reading, listening, viewing)
Use sources of information and prior knowledge to make meaning
Use developmentally appropriate reading, listening, and viewing strategies to make meaning
Explore foundational concepts of print, oral, and visual texts
Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
Use personal experience and knowledge to connect to stories and other texts to make meaning
Recognize the structure of story
Create and communicate (writing, speaking, representing)
Use language to identify, create, and share ideas, feelings, opinions, and preferences
Plan and create stories and other texts for different purposes and audiences
Explore oral storytelling processes

For Instructional and Assessment Practices as well as Proficiency Indicators, please see the following via the Instructional Services website:

<https://instructionalservices.sd35.bc.ca/wp-content/uploads/sites/76/2021/09/Links-to-Key-Info-SD35-2021Aug31.pdf>

- ▶ Kindergarten Balanced Literacy Guide
- ▶ Kindergarten Screening Protocol
- ▶ CSL Guide

GRADE 1

PRIORITIZED CURRICULAR CONTENT		
Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> elements of story literary elements and devices vocabulary to talk about texts 	<ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes 	<ul style="list-style-type: none"> concepts of print print awareness phonemic and phonological awareness letter formation sentence structure conventions

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)
Comprehend and connect (reading, listening, viewing)
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
Use foundational concepts of print, oral, and visual texts
Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
Use personal experience and knowledge to connect to stories and other texts to make meaning
Recognize the structure of story
Create and communicate (writing, speaking, representing)
Plan and create stories and other texts for different purposes and audiences
Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation
Explore oral storytelling processes

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- ▶ Primary Balanced Literacy Guide
- ▶ CSL Guide

GRADE 2

PRIORITIZED CURRICULAR CONTENT		
Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> elements of story literary elements and devices text features vocabulary to talk about texts 	<ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes 	<ul style="list-style-type: none"> features of oral language word patterns, word families letter formation sentence structure conventions

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)
Comprehend and connect (reading, listening, viewing)
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
Recognize how different text structures reflect different purposes
Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
Use personal experience and knowledge to connect to stories and other texts to make meaning
Recognize the structure of story
Create and communicate (writing, speaking, representing)
Plan and create stories and other texts for different purposes and audiences
Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation
Explore oral storytelling processes

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- ▶ CSL Guide

GRADE 3

PRIORITIZED CURRICULAR CONTENT

Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> elements of story functions and genres of stories and other texts text features literary elements and devices 	<ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes 	<ul style="list-style-type: none"> features of oral language word patterns, word families legible handwriting sentence structure conventions

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)

Comprehend and connect (reading, listening, viewing)

Read fluently at grade level

Use sources of information and prior knowledge to make meaning

Make connections between ideas from a variety of sources and prior knowledge to build understanding

Use developmentally appropriate reading, listening, and viewing strategies to make meaning

Recognize how different text structures reflect different purposes.

Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community

Use personal experience and knowledge to connect to text and make meaning

Recognize the structure and elements of story

Create and communicate (writing, speaking, representing)

Exchange ideas and perspectives to build shared understanding

Plan and create stories and other texts for different purposes and audiences

Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation

Explore oral storytelling processes

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GRADE 4

PRIORITIZED CURRICULAR CONTENT

Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> forms, functions, and genres of text text features literary elements evidence 	<ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes 	<ul style="list-style-type: none"> features of oral language paragraph structure sentence structure and grammar conventions

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)

Comprehend and connect (reading, listening, viewing)

Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding

Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text

Apply a variety of thinking skills to gain meaning from texts

Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world

Recognize how literary elements, techniques enhance meaning in texts

Show an increasing understanding of the role of organization in meaning

Create and communicate (writing, speaking, representing)

Exchange ideas and perspectives to build shared understanding

Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation

Develop and apply expanding word knowledge

Use oral storytelling processes

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- ▶ Intermediate Balanced Literacy Guide
- ▶ CSL Guide

GRADE 5

PRIORITIZED CURRICULAR CONTENT

Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> forms, functions, and genres of text text features literary elements perspective/point of view 	<ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes 	<ul style="list-style-type: none"> features of oral language paragraphing sentence structure and grammar conventions

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)

Comprehend and connect (reading, listening, viewing)

Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding

Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text

Apply a variety of thinking skills to gain meaning from texts

Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world

Recognize how literary elements, techniques enhance meaning in texts

Show an increasing understanding of the role of organization in meaning

Create and communicate (writing, speaking, representing)

Exchange ideas and perspectives to build shared understanding

Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences

Communicate in writing using paragraphs and applying conventions of Canadian spelling, grammar, and punctuation

Develop and apply expanding word knowledge

Use oral storytelling processes

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- ▶ CSL Guide

GRADE 6

PRIORITIZED CURRICULAR CONTENT

Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> forms, functions, and genres of text text features literary elements techniques of persuasion 	<ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes 	<ul style="list-style-type: none"> paragraphing language varieties sentence structure and grammar conventions

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)

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

Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts

Construct meaningful personal connections between self, text, and world

Respond to text in personal, creative, and critical ways

Understand how literary elements, techniques enhance and shape meaning

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

Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation

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GRADE 7

PRIORITIZED CURRICULAR CONTENT		
Story	Strategies and Processes	Language Features, Structures and Conventions
<ul style="list-style-type: none"> forms, functions, and genres of text text features literary elements literary devices argument 	<ul style="list-style-type: none"> reading strategies oral language strategies metacognitive strategies writing processes 	<ul style="list-style-type: none"> features of oral language paragraphing language varieties syntax and sentence fluency conventions

PRIORITIZED CURRICULAR COMPETENCIES (CONNECT WITH THE CONTENT)
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
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
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
Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation

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