English Language Arts

Primary: K-2

Holistic Curriculum Framework DRAFT – February 2023

New Brunswick / Nouveau Brunswick

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Scope and Purpose of the Curriculum Framework

The Portrait of a Learner (2019) outlines the vision and purpose of education to develop learner agency. This vision document has guided the development of the modernized curriculum framework which includes a larger scope than the traditional subject-area outcomes.

The curriculum framework comprises three components that inform the enacted[1] curriculum:

- Foundational to Our System – Vision and Shared Tenets
- How We Teach – Pedagogies and Program Blocks
- What We Teach – Dispositions, Global Competencies and Learning Areas

These components work together to outline the direction for student learning and set the standard for schools and their communities as they design learning and prepare environments to create a relevant curriculum. The curriculum framework[2] is intended to inform all aspects of school life and learning: formal instruction, and co-curricular and extra-curricular learning experiences.

The prescribed curriculum sets the standard. The how and what we teach, the learning outcomes, the materials and resources, the learning environment, the relationships and the instructional methods, as well as the interests, motivations, contributions, skills and experiences of the learners and educators create and shape the enacted curriculum. The curriculum framework is intended to support educators to adapt and respond according to their contexts and learners.

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[1] Enacted curriculum refers to the implementation of the prescribed curriculum. It encompasses the decisions a teacher makes, the intentions and actions of the teacher and support staff, and the experience of the learners. Enacted curriculum refers to the implementation of the prescribed curriculum. It encompasses the decisions a teacher makes, the intentions and actions of the teacher and support staff, and the experience of the learners.

[2] The full curriculum framework includes all learning areas. This document provides only the Primary section of the English Languages Arts.

Foundational to Our Curriculum: Vision

Developing learner agency so all learners have the belief and capacity to take action to make life better for themselves and others, now and for future generations.

The vision in the Portrait of a Learner informs the curriculum, both in its prescribed form and in its enactment. The overall focus of curriculum is the development of self-determined and capable learners, who are strengthening their agency through their experiences. Formal education aims to provide experiences that build on early learning, informal learning, and community-based learning.

The educators who design instruction and work directly with learners are the cornerstone of a quality curriculum. They are one of the most important resources in the learning experience. Their professionalism and collaborations with each other and their students create a culture of continuous learning. They teach, facilitate and shape learners and they are continuously learning themselves. Education is acknowledged as the learning profession and in-class innovations and action research are encouraged and celebrated.

Foundational to Our Curriculum: Shared Tenets

Shared tenets are beliefs that articulate what is important in and foundational to the provincial curriculum. They serve to guide all school-based decision making and should be embedded in school improvement decisions.

The shared tenets put learners and communities at the centre of an equitable education system. Learners flourish when experiencing a cohesive curriculum that engages and challenges them and is forward-looking and inclusive. These shared tenets recognize that learners have a voice and unique identities that are always present in what and how they learn.

The shared tenets relate to how curriculum is formalized in a school; they are particularly relevant to the processes of planning, prioritizing, and reflection. They are interdependent and reliant on each other and they impact the experiences of all learners. The written and enacted curriculum must strive to meet these seven shared tenets:

Identities

Students' linguistic proficiencies and literacies are supported and highly valued. Learning environments strive to be culturally inclusive and responsive. Cultural heritages are valued, and action is ongoing to build increased understanding of and sensitivity to the diversity of cultural backgrounds, histories, and traditions in New Brunswick.

Communication and multimodal literacies in all their forms are valued, and the importance of learning the official languages of Canada is evident. The curriculum reflects heritages and cultures by respecting multiple worldviews and representing diversity. The responsibility to support the revitalization and preservation of First Nations languages of the Wabanaki Territory, Mi'kmawi'simk and Wolastoqey latuwewakon, is evident.

First Nation History and Culture

As we are all Treaty people, our knowledges and ways of being are woven through daily interactions with learners. Opportunities are co-created to understand and honour historical and contemporary cultures and nationhood of Wabanaki peoples. The curriculum respects Wabanaki worldviews. This includes valuing how understandings develop through our unique teachers both in the community and in the formal education system.

Lifelong Learning

The curriculum offers all learners a broad experiential and culturally responsive education across all learning areas and environments. It recognizes the learning that occurs before and outside school and supports transitions. Education opens pathways to sustaining learning—connecting and contributing beyond school—to support the personal fulfillment, growth, and agency of all learners to make life better for themselves and others.

Inclusion

Inclusion is an ongoing process aimed at respecting and ensuring learners' identities, languages, strengths, interests, needs, abilities, and characteristics are recognized and affirmed. All learners are offered quality education through learner-centred curriculum based on developing a sense of belonging and building relationships.

Relationships and Connections

The curriculum has meaning for learners as it connects with and values their wider lives, acknowledging the profound influence of families and communities. By building connections with each other and each other's communities, learners develop positive self-identities and strengthen relationships.

Well-being

The curriculum offers all learners opportunities to develop and balance the four aspects of wellness: physical, mental, emotional, and spiritual. Positive identity development, mental health, and sense of belonging are nurtured and protected as learners develop the competencies to adapt and grow. Connecting to the land and physical activity are valued as an essential part of the curriculum.

Sustainable Futures

The curriculum encourages and empowers learners to make decisions informed by the generations before them, how they live today, and what they dream of for tomorrow through developing skill in exploration and investigation. Learners are supported to use their knowledge, attitudes, and value systems to explore significant future-focused issues through the lenses of sustainability, interconnectedness, and global citizenship.

How We Teach: Pedagogies

A pedagogy is an approach to educating others–it is how an educator teaches.

There is no formula that will guarantee learning for every learner in every context but there is well-documented evidence about the kinds of instructional approaches that consistently have a positive impact on learning. This evidence tells us that learners achieve the most when educators promote:

Holding each Learner in the Highest Regard: A culture of learning and growth involves sharing the expectation that all learners will reach or exceed their full potential. All learners have strengths. Activating those strengths enhances the learning experience for all.

Safe and Positive Spaces for Learning: Safe and positive learning environments respect multiple ways of knowing and being, recognize caregivers as a learner's first educator, and are inclusive and protective of the rights of the learner. Creating positive learning environments involves honouring treaty relationships, nurturing sense of belonging, and celebrating home languages, cultures, and identities.

Play and Inquiry-based Learning: With the learner at the centre of this pedagogy, play is meant to be free and fun. Play opens up a world of curiosity for learners and educators. It sets the stage for inquiry, which involves learner-led questioning and investigation of interests and information. Play and inquiry help learners connect to the world around them, sparking wonder and reflection which leads to deeper, more critical thinking and problem solving.

Relevant Learning: Learners enter school with a vast amount of knowledge and experience. Relevant learning involves activating joy and excitement for learning by connecting to each learner's fund of knowledge. Providing relevant learning opportunities help learners set personal learning goals, connect their knowledge to the world around them, and set them up to achieve their goals in school and beyond.

Experiential Learning: Experiential learning is learning through experience, trial-and-error, and reflection. Learners practice perseverance in the learning cycle through taking learning risks, making mistakes, and applying corrective feedback. Learning through experiences can be community based, grounded in skill building, and a part of career preparation and development.

Direct Instruction: Direct instruction supports concept and skill development in content areas across curriculum. High-impact practices such as prior knowledge activation, foundational skill building, gradual release of responsibility, modelling, formative assessment, and targeted intervention/acceleration ensure learners grow their knowledge and varied skill sets efficiently and in developmentally appropriate ways.

How We Teach: Learners in the Primary Block

"I am very curious and want to learn, but I have my own interests, abilities, and needs that must be considered. Teach me through play, storytelling, making things, and reading with me."

Between the ages of four to eight, children develop many ideas. They are curious and have individual interests, abilities, and needs. They possess varying histories and have different funds of knowledge, life experiences, and cultural and socio-economic backgrounds. Learning in the **Primary Block** nurtures individual interests and needs, and engages learners while connecting their background knowledge to their learning experiences. Children make sense of their environments through observations and interactions at home and in their communities. **Primary Block** learning is embedded in everyday activities such as playing, reading, making, and storytelling which contribute to development.

Curiosity and learning are cultivated when children are engaged in meaningful activities at home and in the classroom such as:

- Composing short melodies and rhythms, singing, and listening to sounds from different instruments
- Making art with different materials and combining basic shapes to create images
- Associating special meaning or traditions with specific numbers, counting in various languages, and estimating and comparing quantities and groups
- Searching for mathematical, visual, and musical patterns
- Sorting objects, building with blocks, and talking about data to draw conclusions
- Investigating objects, events, local environment, and their own physical changes and unique characteristics
- Talking about the science in their environment, sorting materials by their characteristics, and observing using their five senses
- Interacting with others
- Engaging in text for entertainment and to gain knowledge and identifying as a writer and a reader
- Exploring mark making and writing, demonstrating word recognition and comprehension of text, and connecting text to personal experiences and to diverse worldviews
- Exploring how different communities are structured and governed, how rules are made and agreed to, and strategies for managing disagreement

Approaching the end of the **Primary Block**, learners have had opportunities to practice and explore a variety of areas to nurture identity, foster learning, and increase engagement. The ability to communicate and reason provides learners with necessary resources to observe, explain ideas, and negotiate with family and friends.

What We Teach: Dispositions

The dispositions are part of the lived curriculum. They are developed and strengthened through encouragement, modelling, and participating in a supportive and healthy environment.

Dispositions are expressed through thoughts and actions. They are what is important to or desirable in a person's character, both young and old. Every decision relating to curriculum and every interaction that takes place in a school reflects the dispositions of the individuals involved and thus reflect the values of the institution. By possessing and demonstrating the dispositions in the list below, we promote social cohesion and build community.

Welcoming by showing hospitality and openness

Believing in oneself, in the value of learning and in what is possible

Being present by practicing curiosity and reflection

Having courage to strive, make mistakes, offer forgiveness,

and to think differently

Being grateful by practicing respect, patience, and generosity

Dispositions

Relationships

Environment
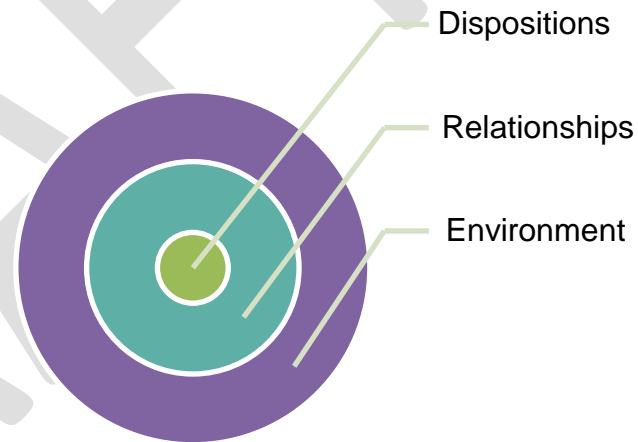
Being and Becoming Globally Competent

The New Brunswick Global Competencies recognize and prioritize a continuum of life-long learning that begins at birth. Competencies include the skills, knowledge, and attitudes that empower learners to reflect and take agency in their own learning and lives. Successful development of these competencies depends on how accessible they have been made to learners through opportunities to know, be, and do.

Collaboration (CL): Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal skills necessary to participate effectively and ethically in teams. Ever-increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives to co-construct knowledge, meaning, and content and to learn from and with others in physical and virtual environments. Collaboration is the ability to foster social well-being and inclusivity for oneself and others to establish positive and respectful relationships.

Communication (CM): Communication involves receiving and expressing meaning in different contexts with different audiences and purposes. Effective communication involves understanding local and global perspectives and societal and cultural contexts, adapting and changing, and using various media responsibly, safely, and with regard to one's digital identity.

Critical Thinking and Problem Solving (CTPS): Critical thinking and problem-solving involves addressing complex issues and problems by acquiring, processing, analyzing, and interpreting information to make informed judgments and decisions. The capacity to engage in cognitive processes to understand and resolve problems includes the desire to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful real-world experiences.

Innovation, Creativity and Entrepreneurship (ICE): Innovation, creativity, and entrepreneurship involve the ability to turn ideas into action to meet a community's needs. The capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex social, ecological, and economic problems involves leadership, taking risks, independent thinking, soliciting and incorporating feedback, and experimenting with new strategies, techniques, or perspectives through inquiry research. Entrepreneurial mindsets and skills focus on building and scaling an idea sustainably.

Self-Awareness and Self-Management (SASM): Self-awareness and self-management involve becoming aware of and managing one's identity, efficacy, and belief in oneself as a learner. It is the ability to identify opportunities, set goals, and establish and monitor plans while adapting to change and adverse conditions and the capacity to self-regulate, manage one's holistic well-being, self-assess, and advocate for support in an ever-changing world. Learners who are self-aware and self-manage effectively are better situated to be lifelong learners, personally fulfilled, and contributing citizens.

Sustainability and Global Citizenship (SGC): Sustainability and global citizenship involve reflecting on and appreciating diverse worldviews and understanding and addressing social, ecological, and economic issues crucial to living in a contemporary, interdependent, and sustainable world. It also includes the acquisition of knowledge, dispositions, and skills required to be an engaged citizen with an appreciation for the diversity of perspectives.

See Appendix B for a description of the learning environment and instructional practices which support the development of the global competencies.

Primary English Language Arts Curriculum: Context and Concepts

Learners build upon prior knowledge and vocabulary to develop communication skills and share ideas with others. Learners are read to before they read independently, and through these read-aloud activities, they begin to ask questions about stories and facts. Learners engage with a variety of text types including picture books, magazines, non-fiction text, and audio books. They imagine alternate storylines, examine characters through role-play and exploration, and investigate facts and information with curiosity. These interactions help learners to identify their likes and dislikes and to develop skills based upon their interests and emerging identities as readers, writers, and communicators. As learners develop their interests and opinions, they transfer expressive and receptive language skills to social interactions and play. It is this age where most learners begin to use their communication skills to negotiate, analyze, and express to achieve their personal goals.

In the primary block, the learning context for English Language Arts involves exploration, experimentation, and application. Within this context, the learning concepts and skills outlined in the tables below are the prescribed curriculum[3].

PRIMARY

LEARNING CONTEXT	Literacy Exploration	Literacy Experimentation	Literacy Application
LEARNING CONCEPTS	Developing Language • exploring words and their meanings • communicating for practice and out of necessity Identifying as a Reader/Writer • listening to stories • demonstrating worder and preference	Using Language • telling stories • playing with language Engaging as a Reader/Writer • learning about different perspectives • showing reading-like behaviours • beginning to read independently • developing life-long reading habits	Demonstrating Knowledge • making marks • writing creatively • illustrating ideas Seeking Information • questioning stories • making personal connections

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[3] The prescribed curriculum is the curriculum approved by the New Brunswick Department of Education and Early Childhood Development.

Primary English Language Arts Continuum: Skill Progressions

The table below represents a skill progression from Kindergarten to Grade 2, in the Interactions strand (formerly Speaking and Listening), organized by the big ideas: Expression, Exchanges, and Reception.

Interactions (Speaking and Listening)

Big Ideas	KINDERGARTEN	GRADE ONE	GRADE TWO
Expression	**Express** feelings and opinions, and give simple descriptions of experiences.	**Express** feelings and opinions, and give simple descriptions of experiences.	**Express** feelings and opinions, providing some explanation, and give simple descriptions of experiences.
	Present simple facts and ideas to peers and teachers.	**Present** simple facts, ideas, and opinions to peers and teachers.	**Present** facts, ideas, or opinions about a specific topic or theme to peers and teachers.
	Explore the language of harmony and respect.	Explore the language of harmony and respect.	Explore the language of harmony and respect.
Exchanges	Begin to ask and **respond** to questions.	Begin to ask and **respond** to questions.	Ask and **respond** to questions to clarify and gather further information.
	Give and follow simple, one or two step directions or instructions.	Give and follow simple, one or two step directions or instructions.	Give and follow directions or instructions.
	Explore appropriate **communication conventions**.	Explore appropriate **communication conventions**.	Explore appropriate **communication conventions**.
	Respond personally to presentations, oral stories, and multi-modal text.	**Respond personally** to presentations, oral stories, and multi-modal text.	**Respond personally** to presentations, oral stories, and multi-modal text.
	Explore **social conventions** when interacting.	Explore **social conventions** when interacting.	Explore **social conventions** when interacting.
Reception	**Receive** the ideas and opinions of others.	**Receive** the ideas and opinions of others.	**Receive** and reflect on the ideas and opinions of others.

Reading (Reading and Viewing)

The table below represents a skill progression from Kindergarten to Grade 2, in the Reading strand (formerly Reading and Viewing), organized by the big ideas: Concepts of Print, Phonological Awareness, Phonics, Fluency, Vocabulary, Reading Comprehension, and Text Analysis.

Big Ideas	KINDERGARTEN	GRADE ONE	GRADE TWO
Concepts of Print	Identify **concepts of print**.	Identify **concepts of print.**	N/A
Phonological Awareness	Demonstrate an awareness of words and some sounds in spoken language.	Demonstrate an awareness of sounds in spoken language.	Demonstrate an awareness of sounds in spoken language.
Phonics	Apply letter-sound knowledge to decode words and simple connected text.	Apply letter-sound knowledge to decode words and connected text.	Apply letter-sound knowledge to decode connected text.
Fluency	Name letters and read some words with accuracy and expression.	**Read familiar words** in developmentally appropriate text passages with accuracy and expression.	**Read** with accuracy and expression.
Vocabulary	Use a **range of vocabulary** when communicating.	Use a **range of vocabulary** when communicating.	Use a **range of vocabulary** when communicating.
Reading Comprehension	Construct meaning from oral stories and when being read to.	Construct meaning from oral stories, read-alouds, and text.	Construct meaning from printed text when being read to and when reading independently.
Text Analysis	Select and engage with a **variety of text forms** for specific uses.	Select and engage with a **variety of text forms** for specific uses.	Select and engage with a **variety of text forms** for specific uses.
	Begin to identify characteristics, forms, features, and types of text.	Begin to identify characteristics, forms, features, and types of text.	Identify some characteristics, forms, features, and types of text.

Representations (Writing and Representing)

The table below represents a skill progression from Kindergarten to Grade 2, in the Representations strand (formerly Writing and Representing), organized by the big ideas: Print Mechanics, Spelling, Sentence Structure, Composition, and Text Analysis.

Big Ideas	KINDERGARTEN	GRADE ONE	GRADE TWO
Print Mechanics	Print or represent letters and words using a writing utensil or assistive technology.	Print or represent letters, words, and sentences using a writing utensil or assistive technology.	Print or represent words and sentences using a writing utensil or assistive technology.
Spelling	Apply basic **spelling conventions** when **creating** written works.	Apply basic **spelling conventions** when **creating** written works.	Apply appropriate **spelling conventions** when **creating** written works.
Sentence Structure	**Compose** simple sentences.	**Compose** complete thoughts and sentences.	**Compose** complete thoughts and sentences.
Composition	Organize ideas and create **written or media texts.**	Organize ideas and create **written or media texts.**	Organize ideas and create **written or media texts**.
Text Analysis	Begin to **seek information** to support ideas and construct meaning.	Begin to **seek information** to support ideas and construct meaning.	**Seek information** to support ideas and construct meaning.

Strand: Interactions (Speaking and Listening)

Primary English Language Arts Continuum: Skill descriptors and Performance Indicators

The table below represents a continuum of skills in the Interactions strand from Kindergarten to Grade 2. Skill descriptors describe what we teach (outcome of learning), and achievement indicators describe what skill mastery looks like (evidence of learning).

	Kindergarten	Grade One	Grade Two
Big Idea: Expression			
	Global Competency Alignment: SASM, CM, CL, CTPS, SGC, ICE		
Skill Descriptors (Outcome of Learning)	(K) **Express** feelings and opinions, and give simple descriptions of experiences.	(1) **Express** feelings and opinions, and give simple descriptions of experiences.	(2) **Express** feelings and opinions, providing some explanation, and give simple descriptions of experiences.
Achievement Indicators (Evidence of Learning)	• Use descriptive language to express a feeling, opinion, or emotion • Use new words to describe everyday events and personal experiences • Use simple sentences and/or full thoughts	• Use descriptive language to express a feeling, opinion, or emotion • Use a variety of Tier Two (all-purpose) words and Tier Three (curriculum/content specific) words appropriately • Use grammatically correct sentences appropriate to context • Use simple sentences and/or full thoughts to make a point • Make specific requests	• Use descriptive language to express a feeling, opinion, or emotion • Use a variety of Tier Two (all-purpose) words and Tier Three (curriculum/content specific) words appropriately • Use grammatically correct sentences appropriate to context • Use simple sentences and/or full thoughts to make a point • Make specific requests
Skill Descriptors	(K) **Present** simple facts and ideas to peers and teachers.	(1) **Present** simple facts, ideas, and opinions to peers and teachers.	(2) **Present** facts, ideas, or opinions about a specific topic or theme to peers and teachers.

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[4] Critical Thinking and Problem Solving (CTPS); Innovation, Creativity, and Entrepreneurship (ICE); Self-Awareness and Self-Management (SASM); Collaboration (CL); Communication (CM); Sustainability and Global Citizenship (SGC)

Strand: Interactions (Speaking and Listening)

Achievement Indicators	• Use descriptive language to share simple facts and ideas about a specific topic	• Use descriptive language to share simple facts, ideas, and opinions about a specific topic	• Use descriptive language to share simple facts, opinions, and ideas about a specific topic
Skill Descriptors	(K) Explore the language of harmony and respect.	(1) Explore the language of harmony and respect.	(2) Explore the language of harmony and respect.
Achievement Indicators	• Describe helpful, respectful, and equitable language • Identify differences between kind and hurtful language • Begin to use inclusive language that respects gender identity • Begin to use language that demonstrates cultural sensitivity and respect	• Describe helpful, respectful, and equitable language • Identify differences between kind and hurtful language • Use language that is not hurtful or offensive • Begin to use inclusive language that respects gender identity • Begin to use language that demonstrates cultural sensitivity and respect	• Describe helpful, respectful, and equitable language • Use language that is not hurtful or offensive • Identify differences between kind and hurtful language • Begin to use inclusive language that respects gender identity • Begin to use language that demonstrates cultural sensitivity and respect

Strand: Interactions (Speaking and Listening)

Big Idea: Exchanges			
	Global Competency Alignment: SASM, CM, CL, CTPS, SGC, ICE		
Skill Descriptors	(K) Begin to ask and **respond** to questions.	(1) Begin to ask and **respond** to questions.	(2) Ask and **respond** to questions to clarify and gather further information.
Achievement Indicators	• Use question words to create questions about a specific topic or theme • Ask questions about a specific topic or theme • Respond to questions, answering or citing requested information	• Use question words to create questions about a specific topic or theme • Ask initial and follow-up questions about a specific topic or theme • Respond to questions, answering or citing requested information	• Use question words to create questions about a specific topic or theme • Ask initial and follow-up questions about a specific topic or theme • Respond to questions, answering or citing requested information
Skill Descriptors	(K) Give and follow simple, one or two step directions or instructions.	(1) Give and follow simple, one or two step directions or instructions.	(2) Give and follow directions or instructions.
Achievement Indicators	• Use words for sequence (first, next, then, etc.), time (today, tomorrow, at noon, etc.), and spatial concepts (under, over there, beside, etc.)	• Use words for sequence (first, next, then, etc.), time (today, tomorrow, at noon, etc.), and spatial concepts (under, over there, beside, etc.)	• Use words for sequence (first, next, then, etc.), time (today, tomorrow, at noon, etc.), and spatial concepts (under, over there, beside, etc.)
Skill Descriptors	(K) Explore appropriate **communication conventions**.	(1) Explore appropriate **communication conventions**.	(2) Explore appropriate **communication conventions**.
Achievement Indicators	• Begin to use language specific to topic • Begin to use language specific to audience • Begin to use language specific to situation	• Begin to use language specific to topic • Begin to use language specific to audience • Begin to use language specific to situation	• Begin to use language specific to topic • Begin to use language specific to audience • Begin to use language specific to situation

Strand: Interactions (Speaking and Listening)

Skill Descriptors	(K) **Respond personally** to presentations, oral stories, and multi-modal text.	(1) **Respond personally** to presentations, oral stories, and multi-modal text.	(2) **Respond personally** to presentations, oral stories, and multi-modal text.
Achievement Indicators	• Use questions, wonderings, and reflections to respond to new information or visual imagery	• Use questions, wonderings, and reflections to respond to new information or visual imagery	• Use questions, wonderings, and reflections to respond to new information or visual imagery
Skill Descriptors	(K) Explore **social conventions** when interacting.	(1) Explore **social conventions** when interacting.	(2) Explore **social conventions** when interacting.
Achievement Indicators	• Begin to use turn-taking when interacting with others • Begin to demonstrate consideration for the thoughts and feelings of others • Begin to use words in place of actions to seek a response (conflict resolution, negotiation, material requests, etc.)	• Begin to use turn-taking when interacting with others • Begin to demonstrate consideration for the thoughts and feelings of others • Begin to use words in place of actions to seek a response (conflict resolution, negotiation, material requests, etc.)	• Begin to use turn-taking when interacting with others • Begin to demonstrate consideration for the thoughts and feelings of others • Begin to use words in place of actions to seek a response (conflict resolution, negotiation, material requests, etc.)

Big Idea: Reception			
GLOBAL COMPETENCY ALIGNMENT: SA, CM, CL, CTPS, SGC			
Skill Descriptors	(K) **Receive** the ideas and opinions of others.	(1) **Receive** the ideas and opinions of others.	(2) **Receive** and reflect on the ideas and opinions of others.
Achievement Indicators	• Receive information from others • Reflect while others are speaking • Interrupt when necessary or appropriate	• Receive information from others • Reflect while others are speaking • Interrupt when necessary or appropriate	• Receive information from others • Reflect while others are speaking • Interrupt when necessary or appropriate

Strand: Reading (Reading and Viewing)

The table below represents a continuum of skills in the Reading strand from Kindergarten to Grade 2. Skill descriptors describe what we teach (outcome of learning), and achievement indicators describe what skill mastery looks like (evidence of learning).

	KINDERGARTEN	GRADE ONE	GRADE TWO
Big Idea: Concepts of Print			
	GLOBAL COMPETENCY ALIGNMENT: CM		
Skill Descriptors	(K) Identify **concepts of print.**	(1) Identify **concepts of print.**	(2) Refer to previous skill descriptors to confirm **skill mastery**.
Achievement Indicators	• Identify concepts of print when engaging with text • Explain that printed text carries meaning • Differentiate between letters and numbers • Differentiate between words and letters	• Identify concepts of print when engaging with text • Explain that printed text carries meaning • Differentiate between letters and numbers • Differentiate between words and letters • Explain how punctuation serves a purpose	• Refer to previous performance indicators to confirm skill mastery

Strand: Reading (Reading and Viewing)

Big Idea: Phonological Awareness		
	GLOBAL COMPETENCY ALIGNMENT: CM	
Skill Descriptors	(K) Demonstrate an awareness of words and some sounds in spoken language.	(1) Demonstrate an awareness of sounds in spoken language.	(2) Demonstrate an awareness of sounds in spoken language.
Achievement Indicators	- Segment words in a sentence - Segment compound words - Identify rhyming words - Produce rhyming words - Segment spoken multisyllabic words - Delete a syllable in a multisyllabic word (including compound words) - Segment words into onset and rime - Identify words that start with the same initial sound - Produce a word starting with a given sound (e.g., "Tell me a word that starts with /b/") - Produce the first sound in a given word (e.g., "Tell me what sound the word 'bat' starts with") - Identify some words with the same final consonant	- Blend two to four sounds orally to make a word - Segment one-syllable words into separate sounds - Identify final sounds - Produce a word ending with the same final sound - Identify medial sounds - Locate a sound within a word (e.g., initial, medial, and final) - Produce a new word when asked to delete a sound - Produce a new word when asked to add a sound - Substitute initial, medial, and final sounds in words with two to four sounds	- Orally blend four or more sounds to make a word - Substitute initial, medial, and final sounds in words four or more sounds

Strand: Reading (Reading and Viewing)

Big Idea: Phonics		
	Global Competency Alignment: CM	
Skill Descriptors	(K) Apply letter-sound knowledge to decode words and simple connected text.	(1) Apply letter-sound knowledge to decode words and connected text.	(2) Apply letter-sound knowledge to decode connected text.

Achievement Indicators	• Identify own name
	• Name all letters in a given word
	• Match upper-case and lower-case letters
	• Order alphabet in sequence
	• Blend some initial consonants with common word families
	• Attempt to sound out new words
	• Decode some single syllable words. For example, consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)
		• Decode and read single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), consonant-vowel words (to, me, etc.), consonant-consonant-vowel-consonant words (flat, stop, trap, etc.), and consonant-vowel-consonant-consonant words (back, pond, sick, etc.)
		• Read words with:
		  ○ all long vowels with marker 'e' (bite, cube, robe, etc.)
		  ○ two letter initial and final consonant blends and digraphs (that, chat, moth, etc.)
		• Read some multisyllabic words accurately
		• Use sound/symbol knowledge (word structures, familiar onset and rimes, word chunks, etc.) to decode and write new words
		• Use knowledge of affixes to decode new words (un-, re-, -s, -es, -er, -ed, -ing, etc.)
		• Use sound/symbol knowledge to decode and write high-frequency words varying in spelling regularity
			• Represent sounds in various ways when spelling words (a-e, ai, ei, ay)
			• Use sound/symbol knowledge (word structures, familiar onset and rimes, word chunks, etc.) to decode and write new words
			• Use knowledge of affixes to decode new words (un-, re-, -s, -es, -er, -est, -ed, -en, -ing, etc.)
			• Use sound/symbol knowledge to decode and write high-frequency words varying in spelling regularity
			• Read words with:
			  ○ vowel diphthongs (ow, ou, etc.)
			  ○ r-influenced vowels (ar, er, ir, or, etc.)
			  ○ three-letter blends (scr, thr, spl, etc.)
			  ○ other sounds for "y" (yard, my, silly, gym, etc.)
			  ○ -le syllable types (handle, puzzle, middle, etc.)
			• Use knowledge of syllables when reading multisyllabic words
			• Read a variety of high frequency words

Strand: Reading (Reading and Viewing)

	Big Idea: Fluency		
	Global Competency Alignment: CM		
Skill Descriptors	(K) Name letters and read some words with accuracy and expression.	(1) **Read familiar words** in developmentally appropriate text passages with accuracy and expression.	(2) **Read** with accuracy and expression.
Achievement Indicators	• Demonstrate automatic naming of all letters • Demonstrate automatic recall of most letter sounds • Begin to automatically read some single syllable words. For example, consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.) • Begin to read with expression decodable text with single syllable words: (For example, consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.) • Begin to automatically read some high frequency words	• Automatically read single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), consonant-vowel words (to, me, etc.), consonant-consonant-vowel-consonant words (flat, stop, trap, etc.), and consonant-vowel-consonant-consonant words (back, pond, sick, etc.) • Read decodable text with expression, including: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), consonant-vowel words (to, me, etc.), consonant-consonant-vowel-consonant words (flat, stop, trap, etc.), and consonant-vowel-consonant-consonant words (back, pond, sick, etc.) • Read high frequency words in decodable text • Repeat and use frequently occurring affixes with voice variation (un-, -ed, -less, etc.) • Respond to internal and end punctuation when reading aloud	• Read affixes with voice variation (un-, re-, -less, -ed, -er, etc.) • Respond to internal and end punctuation when reading aloud with appropriate expression • Automatically read a variety of words when reading, including high-frequency words varying in spelling regularity • Read familiar passages fluently with appropriate phrasing and expression to convey a sense of text to audience

Strand: Reading (Reading and Viewing)

	Big Idea: Vocabulary		
	Global Competency Alignment: CM, CTPS		
Skill Descriptors	(K) Use a **range of vocabulary** when communicating.	(1) Use a **range of vocabulary** when communicating.	(2) Use a **range of vocabulary** when communicating.
Achievement Indicators	• Use Tier One (common) words in interactions (run, dog, house, etc.) • Begin to use Tier Two (all-purpose) words in interactions (decide, positive, community, etc.) • Use describing words • Describe word relationships (synonyms and opposites, etc.) • Use kinship vocabulary (brother, sister, sibling, mother, father, grandparent, Elder, etc.) • Use story vocabulary (Once upon a time, etc.) • Provide appropriate vocabulary to complete a phrase/sentence • Sort common objects into categories • Explain different meaning between similar verbs (stomp vs. march, etc.) • Ask about word meanings • Connect prior knowledge of words and word meanings to make predictions and discuss what will happen next • Identify new meanings for familiar words • Use vocabulary of feelings (happy, great, sad, frustrated, etc.)	• Connect prior knowledge of words and word meanings to new words • Define familiar words by category and by one or more key attribute (animals that have fur: rabbit, cat, raccoon, etc.) • Use words for sequencing and spatial concepts (first, second, third, on top, under, beside, etc.) • Use language to explain similarities and differences between objects • Use prefixes and suffixes with root words to change meaning (zip/unzip, use/reuse, tall/taller/tallest) • Use Tier Two (all-purpose) words in interactions (decide, positive, community, etc.) • Use some Tier Three (curriculum/content specific) words and more abstract vocabulary (environment, respect, physical activity, etc.) • Classify information into subcategories (winter sports: hockey, skiing, snowshoeing, etc.; summer sports: track & field, baseball, soccer, etc.)	• Connect prior knowledge of words and word meanings to new words and themes • Classify information into subcategories (winter sports: hockey, skiing, snowshoeing, etc.; summer sports: track & field, baseball, soccer, etc.) • Replace Tier One (common) words with more precise Tier Two (all-purpose) words and Tier Three (curriculum/content specific) words (school > education, guess > estimate, etc.) • Use literary techniques, such as similes, to enhance and enrich meaning • Use known root words as a clue to understand the meaning of a new word (zoology, unicycle, etc.)

Strand: Reading (Reading and Viewing)

Big Idea: Reading Comprehension		
Global Competency Alignment: CM, CTPS		
Skill Descriptors	**(K)** Construct meaning from oral stories and when being read to.	**(1)** Construct meaning from oral stories, read-alouds, and text.	**(2)** Construct meaning from printed text when being read to and when reading independently.
Achievement Indicators	• Describe prior knowledge and connections to text imagery • Discuss predictions about a text based on cover art, imagery, or other information • Connect information and events to personal experiences • Retell one or two events in familiar stores, orally • Predict a plausible next event in a story • Retell the main event of a story, orally or through other forms of representation • Make inferences about a main character • Retell sequence of events from beginning, middle, and end • Elaborate on a main topic using a retell or illustrations, providing a few simple details	When being read to: • Make simple inferences about a main character's actions/feelings using concrete examples from text, when prompted • Recognize that a character's actions/motives may be related to the conflict • Retell main idea of a story and the events and provide some general details When being read to AND/OR reading independently: • Use knowledge of affixes (un-, re-, -s, -es, -ed, -ing, etc.) to aid meaning • Make personal connections and relate prior knowledge to text • Elaborate on prior knowledge connections • Make obvious comparisons and conclusions from one story to another story • Ask questions to better understand text • Make predictions to support comprehension • Begin to identify specific facts found in one place in the text When reading independently: • Self-monitor for understanding by re-reading, reading around, or slowing down • Retell orally the main events of a story and main idea from non-fiction texts	• Explain prior knowledge connections • Use knowledge of affixes (un-, re-, dis-, -s, -es, -ed, -ing, -er, -est, -en, etc.) to aid meaning • Use knowledge of root/base words to aid meaning (dis-organiz-ed, un-wrap, re-act, etc.) • Identify specific facts found in one place in the text • Make comparisons from one text to another and draw conclusions ("In another story, when Majid was late for school, their mom called a taxi. Maybe Ali's Grandma will call a taxi to get them to the doctor on time.") • Make predictions to support comprehension • Use context to support comprehension • Make inferences about a character's actions or feelings and story events, providing some general contextual details ("I think Majid was disappointed that they were going to be late for school. I could tell when they said, 'Oh no Mama, today is going to be awful.'") • Answer what if, how, and why questions • Self-monitor for understanding by re-reading, reading around, or slowing down • Begin to describe reading comprehension processes (re-reading, reading on, looking for context clues, slowing down, etc.)

Strand: Reading (Reading and Viewing)

Big Idea: Text Analysis			
	Global Competency Alignment: CM, CTPS, SGC		
Skill Descriptors	(K) Select and engage with a **variety of text forms** for specific uses.	(1) Select and engage with a **variety of text forms** for specific uses.	(2) Select and engage with a **variety of text forms** for specific uses.
Achievement Indicators	• Select from a variety of text forms, for interest or learning needs (decodable text, braille, audio book, graphic text, non-fiction text, etc.) • Read or view a variety of text forms for interest or learning needs in first or additional languages • Express preferences and opinions about text and text features to others • Ask to view texts and be read to • Seek text linking to prior knowledge or current learnings • Refer to various text forms for knowledge, entertainment, interest, and information • Interact with storytellers and people in the community (Elders, family members, librarians, etc.)	• Select from a variety of text forms, for interest or learning needs (decodable text, braille, audio book, graphic text, non-fiction text, etc.) • Read or view a variety of text forms for interest or learning needs in first or additional languages • Express preferences and opinions about text and text features to others • Ask to view texts and be read to • Seek text linking to prior knowledge or current learnings • Refer to various text forms for knowledge, entertainment, interest, and information • Interact with storytellers and people in the community (Elders, family members, librarians, etc.)	• Select from a variety of text forms, for interest or learning needs (decodable text, braille, audio book, graphic text, non-fiction text, etc.) • Read or view a variety of text forms for interest or learning needs in first or additional languages • Express preferences and opinions about text and text features to others • Ask to view texts and be read to • Seek text linking to prior knowledge or current learnings • Refer to various text forms for knowledge, entertainment, interest, and information • Interact with storytellers and people in the community (Elders, family members, librarians, etc.)
Skill Descriptors	(K) Begin to identify characteristics, forms, features, and types of text.	(1) Begin to identify characteristics, forms, features, and types of text.	(2) Identify some characteristics, forms, features, and types of text.

Strand: Reading (Reading and Viewing)

Achievement Indicators		
• Talk about information in non-fiction texts and elements of a story from pictures or read-alouds • Use basic text features to gain obvious information • Recognize some simple text forms (fiction, non-fiction, visual, oral text, videos, poems, posters, letters, true and imaginary texts, etc.) • Recognize basic text features and characteristics (author, illustrator, title, etc.)	• Use text features to gain obvious information • Use some text features to gain additional information from the text • Identify some simple text forms and describe the general purpose of the form • Recognize some basic text features and characteristics (author, illustrator, title, etc.)	• Use text features to gain additional information from the text • Identify simple text forms and describe characteristics and the general purpose of the form • Recognize some basic text features and characteristics (author, illustrator, title, etc.)

Strand: Representations (Writing and Representing)

The table below represents a continuum of skills in the Representations strand from Kindergarten to Grade 2. Skill descriptors describe what we teach (outcome of learning), and achievement indicators describe what skill mastery looks like (evidence of learning).

	KINDERGARTEN	GRADE ONE	GRADE TWO
Big Idea: Print Mechanics			
	GLOBAL COMPETENCY ALIGNMENT: CM		
Skill Descriptors	(K) Print or represent letters and words using a writing utensil or assistive technology.	(1) Print or represent letters, words, and sentences using a writing utensil or assistive technology.	(2) Print or represent words and sentences using a writing utensil or assistive technology.
Achievement Indicators	• Experiment with mark making and illustration • Represent own name • Represent most letters • Represent most upper-case and lower-case letters • Begin to represent left-to-right and top-to-bottom directionality • Identify and apply some mechanics (hand posture, grip, paper placement, use of assistive/augmentative technology, etc.)	• Represent upper-and lower-case letters • Represent letters/words using left-to-right and top to bottom directionality • Represent letters/words using conventional spacing and letter sizing • Represent own full name and the names of others with upper-case letter at the beginning • Identify and apply print conventions (upper- and lower-case letters, directionality, conventional spacing, margins, etc.) • Identify and apply handwriting mechanics (hand posture, grip, paper placement, use of assistive technology, etc.) • Experiment with representation (print, cursive, stylized fonts, symbols, etc.)	• Recognize and apply handwriting mechanics (hand posture, grip, paper placement, use of assistive technology, etc.) • Use print conventions and mechanics for clarity and legibility • Print, represent, or write in cursive, upper-case and lower-case letters • Demonstrate left-to-right and top-to-bottom directionality • Use conventional spacing between words and sentences • Begin to use indents and spacing for simple paragraphs and separate sections

Strand: Representations (Writing and Representing)

Big Idea: Spelling			
	Global Competency Alignment: CM		
Skill Descriptors	(K) Apply basic **spelling conventions** when **creating** written works.	(1) Apply basic **spelling conventions** when **creating** written works.	(2) Apply appropriate **spelling conventions** when **creating** written works.

Achievement Indicators	• Use letters to represent sounds
	• Match some letters to sounds in spoken language
	• Use abbreviated letter-sound mapping (often omitting consonants and vowels)
	• Use some phoneme segmentation during invented spelling
	• Attempt to spell and represent single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)
	• Begin to spell out loud and finger spell to determine sounds in a word
	• Represent some of the sounds in a word ("hc" for "hockey" and "mtk" for monster truck, etc.)
	• Begin to use short vowels in writing
		• Show awareness of predominant sounds with invented spelling/finger spelling
		• Use invented spelling or groups of words to represent a thought, idea, or to explain an illustration
		• Spell and represent single syllable words: consonant-vowel-consonant words (sit, cat, hop, etc.), vowel-consonant words (it, up, on, etc.), and consonant-vowel words (to, me, so, etc.)
		• Use some affixes in spelling (un-, re-, -s, -es, -ed, -ing, etc.)
		• Identify and apply knowledge of open and closed syllable types in spelling/writing (sit, cat, hop, to me, so, etc.)
		• Spell words in parts/chunks of letter patterns
		• Use vowels in invented spelling
		• Demonstrate clear correspondence between number of letters in spelling and number of sounds in word (e.g., no additional letters or sounds not represented in spelling)
		• Begin to use irregular spellings and high frequency words in writing/representing
		• Use knowledge of some syllable types to spell/write unknown words, including:
		   o vowel digraphs (ea, ee, ie, etc.)
		   o marker-e (can/e, tub/e, pin/e, etc.)
		   o r-influenced vowels (ar, er, ir, or, etc.)
		   o three-letter blends (scr, thr, spl, etc.)
			• Spell, write, and represent words with:
			   o vowel digraphs (ea, ee, ie, etc.)
			   o vowel diphthongs (ow, ou, etc.)
			   o r-influenced vowels (ar, er, ir, or, etc.)
			   o three-letter blends (scr, thr, spl, etc.)
			   o other sounds for "y" (yard, my, silly, gym, etc.)
			   o -le syllable types (handle, puzzle, middle, etc.)
			   o affixes (dis-, un-, re-, -s, -es, -er, -est, -ed, -en, -ing, etc.)
			• Use knowledge of phonics patterns and syllable types to spell unknown multisyllabic words
			• Spell a variety of high frequency words (regular and irregular spellings)
			• Use grade level conventional spelling (Tier Two vocabulary, Tier Three curriculum specific vocabulary, etc.)

Strand: Representations (Writing and Representing)

Big Idea: Sentence Structure			
	Global Competency Alignment: CM		
Skill Descriptors	(K) **Compose** simple sentences.	(1) **Compose** complete thoughts and sentences.	(2) **Compose** complete thoughts and sentences.
Achievement Indicators	• Use drawings, letters, and approximations to record meaning • Begin to use sequence when representing ideas visually and orally • Begin to express feelings, opinions, and imaginative ideas orally, through pictures • Begin to experiment with meaningful documentation of own thoughts or oral language • Begin to create simple sentences (e.g., subject-verb-object) • Begin to ask questions using pictures and other representations • Begin to represent or write complete thoughts • Begin to experiment with punctuation • Begin to use conventional spacing	• Write/record complete thoughts and sentences • Use one-to-one correspondence when presenting representations and written ideas • Use articles and pronouns • Begin to write legibly and with clarity • Use repetitive simple sentence patterns (I like…; and then…; etc.) • Begin to create compound and complex sentences • Use conversational language • Write or represent complete sentences (with and without punctuation) • Experiment with punctuation (e.g., periods after every word, use of exclamation and questions marks, etc.) • Use Tier One, Two, and Three vocabulary to communicate and enhance meaning in written works • Use simple reference materials (anchor charts, dictionaries, word lists, environmental print, etc.)	• Use Tier One, Two, and Three vocabulary to communicate and enhance the meaning in written works/representations • Begin to write longer and more complex sentences • Use compound and complex sentences to share ideas and experiences • Experiment with paragraph form • Write with increasing clarity and fluency • Use consistent regular past tense • Begin to use irregular past tense • Use nouns, pronouns, and verbs correctly • Use simple words to indicate comparisons (but, so, however, etc.) • Use descriptive language (adjectives, active verbs, adverbs, etc.) • Begin to use commas, apostrophes, and quotation marks • Use reference materials (anchor charts, dictionaries, word walls, environmental print, etc.)

Strand: Representations (Writing and Representing)

	Big Idea: Composition		
	GLOBAL COMPETENCY ALIGNMENT: CM, CL, ICE		
Skill Descriptors	(K) Organize ideas and create **written or media texts**.	(1) Organize ideas and create **written or media texts**.	(2) Organize ideas and **create written or media texts**.
Achievement Indicators	• Explain picture and story representations • Begin to represent or tell a story, properly sequenced • Begin to identify story elements • Begin to generate ideas for writing and representing (pictures, jot notes, etc.) • Begin to organize ideas for writing and representing (story map, story plan, etc.) • Choose particular forms for specific audiences and purposes • Begin to gather information for research • Begin to use strategies for prewriting (storytelling, sharing, drawing, etc.)	• Generate ideas for writing and representing (peer and class discussions, topic lists, personal interests, models, etc.) • Organize ideas in writing and representing for a specific purpose (drawings, graphic organizers, story boards, etc.) • Gather information for research • Identify audience and purpose for writing and representing • Begin to communicate intended purpose of written works • Use strategies for prewriting (storytelling, drawing, sharing experiences, discussion, etc.) • Use strategies for revising, editing, and presenting (read to self or partner, review wording for spelling and clarity, expand upon thoughts or ideas • etc.) • Begin to evaluate personal representations • Present information to support or refute ideas • Introduce information or topic in opening section • Write persuasively or to form an argument • Create various written or represented forms based on personal interest and choice	• Generate ideas for writing and representing (discussions, topic lists, personal interests, models, etc.) • Organize ideas in writing and representing (drawings, graphic organizers, lists, research, key words, headings, etc.) • Identify general topic and purpose (experiences, opinions, facts, feelings, etc.) • Communicate intended audience and purpose of written works • Use form and formatting to match intended purpose • Present information in a logical sequence • Elaborate on complex topics • Link ideas in a variety of ways, creating some flow to the writing (e.g., When it stopped raining…) • Link ideas using a variety of connecting words (and, then, so, first, next, finally, because, etc.) • Create various written or represented forms based on personal interest and choice • Draft a piece of writing that is has a topic focus, basic sequence, and supporting details • Include an obvious conclusion restating the topic or purpose • Re-read and revise written works for clarity, word order, and spelling based on personal observations and teacher or peer feedback • Edit written works using a simple checklist for conventions (upper-case/lower-case, punctuation, and spelling) • Share a finished piece of work with others (bulletin board, orally, online, etc.)

Strand: Representations (Writing and Representing)

Big Idea: Text Analysis		
	Global Competency Alignment: CM, CTPS, SGC	
Skill Descriptors	(K) Begin to **seek information** to support ideas and construct meaning.	(1) Begin to **seek information** to support ideas and construct meaning.	(2) **Seek information** to support ideas and construct meaning.
Achievement Indicators	• Use information to support ideas • Gather information to answer a question or solve a problem • Use information to form a simple argument	• Use information to support ideas • Gather information to answer a question or solve a problem • Use information to form a simple argument	• Use information from one or two sources to support ideas • Gather information to answer a question or solve a problem • Use information to form a simple argument

Appendices

Appendix A: Term Legend

Communication conventions: Playful and imaginative language, gestures, tone, symbols, etc.
Compose: Orally and in print, or by using assistive technology
Concepts of print: One-to-one matching of voice to print, concepts of books (front cover, back cover, and holding a book right-side-up), text directionality, hard-right return sweep, spaces demarcate words
Creating: In print or by using assistive technology
Express: Using words, signs, symbols, and/or assistive technology
Language of harmony and respect: Vocabulary that shows respect for all people
Present: Simple presentations, show-and-shares, etc.
Range of vocabulary: Breadth (many words) and depth (meaning of words)
Read familiar words: Chiming in, repeating, reciting, and reading
Receive: Via spoken words, signs, symbols, and/or assistive technology
Respond: Orally or by using assistive technology
Respond personally: With thoughts and opinions about texts/work of authors and illustrators, orally or by using assistive technology
Seek information: From printed text and digital and human resources
Social conventions: Turn-taking, constructive language in group work and co-operative play, etc.
Spelling conventions: Developmentally appropriate spelling rules
Variety of text forms: Images, visual media, cultural stories, artifacts, etc.
Written or media texts: Personal narratives, persuasive reports, descriptive reports, explanatory reports, instructions/procedures, stories, recounts/retellings, finger plays, drawings, videos, etc.

Appendix B: Being and Becoming Globally Competent

Collaboration

Collaboration begins with fostering empathy. Creating safe spaces and opportunities for responsive and respectful relationships to grow are integral to collaboration. Opportunities to co-construct knowledge, meaning and content reinforce learners' approaches to identifying and working out problems. Similarly, opportunities to engage in collaborative play creates authentic situations for learners to raise questions and to act to change inequitable practices that exclude or discriminate. In environments that value collaboration, learners practice fairness, social justice, and democratic decision-making, making choices in matters that affect them**.**

Communication

Communication is the vehicle through which relationships, interactions and identities are navigated. In the early years, multimodal meaning making happens naturally when learners play with the signs and symbols of language, music, math, art, and drama. Learners develop communication strategies when they are invited to play with a variety of sign systems, to listen deeply, and to show empathy for all points of view. Through inquiry, exploration and models, learners gain knowledge about conventions and uses of languages, cultures and values. As their competence in communication develops, learners become more confident to extend ideas and employ creative approaches for identifying and working out practical problems. Making learning visible through conversations, artefacts, learning stories, projects, pictures, videos, etc., serves to celebrate, model, and deepen learning. Strong communication skills expressed through a variety of ways, are a keystone in the development of all competencies.

Critical Thinking and Problem-Solving

This competency balances a learner's ability to be reflective and intentional in their thoughts and actions. In early childhood, this is evident through children's play in interactions between learners and their environments, and in how they interact with others. Learner agency and engagement fuels curiosity and creates the conditions for organizing thoughts, testing hypotheses, questioning, reflecting, and making adjustments for desired results. Perseverance in thinking critically and solving problems is directly related to opportunities and environments that promote agency and engagement.

Equally, learning to think flexibly and having a sense of autonomy influence initiative to explore solutions; and experiencing failure and trying again, encourages persistence. Through trial and error, learners develop an understanding of failure as temporary and come to value this as part of the problem-solving process. Considering solutions through multiple ways of knowing, doing and being opens opportunities for learners to build authentic, respectful, and responsive relationships within their learning communities.

To develop this competency, learners require ample opportunities, time, and freedom to: explore a multitude of approaches to identify and work out practical problems; discuss, negotiate, and debate; and ask questions, try solutions, and draw conclusions. Play provides a fertile ground for critical thinking and problem solving to develop. Once it develops, this competency will be transferred to novel situations.

Innovation, Creativity, and Entrepreneurship

As learners become confident and secure in their identities, they simultaneously develop flexible and fluid thinking. In learning environments that value exploration, experimentation, and learning from mistakes, learners begin to trust in their ability to explore creative approaches in identifying problems and working out practical solutions. Risk-taking becomes a valuable piece of the learning process. These experiences create opportunities for creativity and innovation to take root. Learning environments that support multiple ways of thinking and being make space for learners to "try-on" their ideas and experiment to create new products and new opportunities. In early years, this process develops through large,

uninterrupted periods of play and as learners grow, this becomes more formalized through dedicated time for design thinking, research, maker learning, and projects.

Self-Awareness and Self-Management

Respectful and responsive relationships support all learners' positive emotional health and identity. These are paramount to development of a sense of self, in relation to others and to place. Self-awareness and self-regulation develop in young learners through their play. Young learners inherently develop autonomy and agency when they are at liberty to invent symbols of representation, create imaginary worlds in which to explore new possibilities and take risks, and take possession of their worlds.

Testing limits, negotiating joint undertakings and finding creative solutions, solidify learners' identities as responsive and responsible members of a community. Exploring identity through play creates a safe space for learners to raise questions, reflect on behaviours and observations, and act to change inequitable practices and practice democratic decision-making in matters that affect them. The interplay between the issues and solutions explored through play, inquiry, and shared learning experiences, builds self-reflective skills and an awareness of ways of knowing that include personal and communal values and principles. Reinforced through experiences in their learning environment, **these** influence self-regulation and self-management.

Sustainability and Global Citizenship

Being and becoming socially **responsible** citizens is a universal obligation that is interwoven throughout each of the early learning and childcare goals and continues beyond graduation. Prioritizing a strength-based approach to learning means that learners are given opportunities to introduce and celebrate other cultures and ways of knowing, being and doing. The acquisition of knowledge in this way reinforces learners' ability to appreciate their own distinctiveness and that of others. A shared understanding of human and non-human beings with whom we share this world builds empathy and strengthens allegiance with others and to the environment. As learners explore the interconnectedness of people, animals and the planet, they question inequitable practices that exclude and/or discriminate and favour practicing fairness and equity. Through daily life in centres of learning, this competency develops the value of and strategies for socially and environmentally responsive practices.

Appendix C: Curriculum Changes

Change	Content/Concepts	Reason
Changed names of strands	Listening/Speaking, Reading/Viewing, and Writing/Representing have been changed to: Interactions, Reading, and Representations.	Language is more inclusive, i.e., listening requires auditory processing, speaking requires vocal projection, etc.
Big Ideas added	Big ideas such as Expression, Reception, Interaction, Phonological awareness, Phonics, Fluency, Vocabulary, Reading Comprehension, Text Analysis, Handwriting, Spelling, and Composition have been added.	Big ideas enable another layer of curriculum filtering/sorting in a digital platform.
SCOs converted to skill descriptors	Specific Outcomes have been converted to skill descriptors to enable clear and concise teaching and assessing of curriculum.	Skills are measurable and streamlined.
Elaborations added	Elaborations have been added as mouse overs to provide an additional layer of information as needed in the digital platform, i.e., When moused over, **Express,** will reveal: Using spoken words, signs, symbols, or assistive technology.	Elaborations provide clarity for action verbs and other terms as needed.
Achievement indicators added	Achievement standards and curriculum front matter have been converted to achievement indicators accompanying each skill descriptor.	Teacher feedback indicates a need for consolidated and clear indicators for performance monitoring and evaluation of each skill.
Global competencies aligned	For each skill descriptor in K-9, aligned global competencies have been identified.	Alignment highlights subject area skills that support development of the global competencies.
Reduced number of outcomes	Specific outcomes have been reduced to enable more thorough thematic and cross-curricular teaching.	Teacher feedback revealed a need for reduced outcomes and streamlined curriculum.
Continuity of skills and performance indicators clearly defined	Skill continuity evident in each strand, and from K-9	A continuum of skills will enable educators to access prequel and sequel skills with ease and through various blocks.
Skills reviewed using Wabanaki Framework	Wabanaki teaching/perspectives have been embedded as per the Wabanaki Framework, i.e., engaging with elders, storytelling, language of harmony, etc.	As per TRC call to action (63)
Skills reviewed for inclusive language	Exclusive language has been identified and removed, with elaborations describing multiple forms of reception and expression of language.	Some language used was unnecessarily exclusionary, i.e., listen, speak, write, etc.
Skills reviewed to ensure research-based practices in K-5	Specific outcomes promoting cueing as a decoding strategy have been removed, and replaced with skill descriptors in phonological awareness, phonics, fluency, vocabulary, and reading comprehension	Expert consultations and compelling research indicate foundational word reading skills are essential in primary and elementary curriculum.