**Proposed Scope & Sequence: BC Redesigned Curriculum**

**Subject: \_\_\_\_\_\_English Language Arts\_\_\_\_\_\_\_\_Big Ideas\_\_\_\_\_\_\_\_\_\_\_\_**

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| Domain | Kindergarten/ Maternelle | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ReadingViewinglisten | Language and **stories** can be a source of creativity and joy. | Language and **stories** can be a source of creativity and joy. | Language and **stories** can be a source of creativity and joy. | Language and **stories** can be a source of creativity and joy. | Language and **text** can be a source of creativity and joy. | Language and **text** can be a source of creativity and joy | Language and **text** can be a source of creativity and joy | Language and **text** can be a source of creativity and joy. |
| ReadingViewinglisten | **Stories** help us learn about ourselves and our families. | **Stories** help us learn about ourselves and our families. | **Stories** help us learn about ourselves, our families, and our communities. | **Stories** help us learn about ourselves, our families, and our communities. | Exploring **text** and **story** helps us understand ourselves and make connections to others and to the world. | Exploring **text** and **story** helps us understand ourselves and make connections to others and to the world. | Exploring **text** and **story** helps us understand ourselves and make connections to others and to the world. | Exploring **text**and **story** helps us understand ourselves and make connections to others and to the world. |
| ReadingViewingWritinglisten | **Stories** can be told through pictures and words | **Stories** can be told through pictures and words. | Everyone can be a reader and a writer. | Everyone can be a reader and a writer. | Listening carefully helps us learn. | Listening carefully helps us learn. | Exploring and sharing multiple perspectives extends our thinking. | Exploring and sharing multiple perspectives extends our thinking. |
| ReadingViewingWritinglisten | Everyone can be a reader and can create **stories**. | Everyone can be a reader and can create **stories**. | Listening and speaking helps us to explore, share, and develop our ideas. | Listening and speaking helps us to explore, share, and develop our ideas. | **Text** can be understood from different perspectives. | **Text** can be understood from different perspectives. | Developing our understanding of how language works allows us to use it purposefully. | Developing our understanding of how language works allows us to use it purposefully |
| Domain | Kindergarten/ Maternelle | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ReadingViewingWriting | Everyone has a unique **story** | Everyone has a unique **story** | Using language in creative and playful ways helps us understand how language works. | Using language in creative and playful ways helps us understand how language works. | Using language in creative and playful ways helps us understand how language works. | Using language in creative and playful ways helps us understand how language works. | **Texts** are created for different purposes and audiences. | **Texts** are created for different purposes and audiences. |
| ReadingViewingwriting | Playing with language helps us discover how language works. | Playing with language helps us discover how language works | Readers use strategies to make sense of what they read, hear, and view. | Readers use strategies to make sense of what they read, hear, and view. | Combining different **texts** and ideas allows us to create new understandings | Combining different **texts** and ideas allows us to create new understandings. | Synthesizing the meaning from different **texts** and ideas helps us create new understandings. | Synthesizing the meaning from different **texts** and ideas helps us create new understandings. |
| ReadingViewingwriting | Listening and speaking builds our understanding and helps us learn | Listening and speaking builds our understanding and helps us learn. |  |  | **Texts** are created for different purposes and audiences. | **Texts** are created for different purposes and audiences. |  |  |