

DRAFT AUGUST 2025

Course Name

English Language Arts

Grade Level

Kindergarten

Course Code

0001

Course Credit

0.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.



Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Kindergarten, learners' oral vocabularies are expanding rapidly, and they are experimenting with new words, phrases and language patterns they acquire from poems, chants and books they hear or read. Learners develop an awareness of rhyme and of words that start with the same sound. They use and understand more words than they can read or write. They use language to clarify their ideas, ask questions and participate in discussions with others. Learners at this age can recount or retell a story or personal experience logically to others.

Kindergarten learners use words, pictures, and their own experiences to understand a variety of multimodal texts such as art, books, websites, oral stories and land-based education. They develop early concepts about print such as one-to-one word matching, directionality (e.g., print is read from left to right), and begin to build a reading vocabulary of familiar words. They learn to express personal connections to what they have seen and heard.

Kindergarten learners plan and create multimodal texts using talk/ pictures and share their ideas with others in different ways such as drawing, writing, telling stories, singing, drama and role-playing. They are learning how to develop an idea by recording their experiences in text. They experiment with capturing their own vocabulary words by writing familiar words and attempting to record the sounds of letters within new words they want to use and write.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:

- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.
- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:

- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:

- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.
- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to find equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:

- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.

- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.
- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:

- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:

- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.
- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.

Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/known language and literacies in my classroom?*

Language and literacy learning and use are social.

Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.

Today's learners require the capacity and capability to navigate multiple uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.

Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.

Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

[\(Source: English Language Arts Curriculum Framework, A Living Document, 2020\)](#)

Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME

ELA.K.A1 Oral Language Communication

Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.K.A1.1 Listen to the ideas and opinions of others and respond by making relevant comments/repeating the speaker's message to demonstrate listening skills.

ELA.K.A1.2 Use non-verbal cues (e.g., body position to speaker, focus on speaker without interrupting, appropriate facial expressions and gestures) to demonstrate listening to others during partner, small or large group activities.

Interacting

ELA.K.A1.3 Experiment with language to initiate and maintain a conversation, with a variety of partners.

ELA.K.A1.4 Ask basic questions (e.g., "what?", "where?" and "who?"); wonder about new information.

Speaking (Expressive)

ELA.K.A1.5 Use phrases and simple sentences to express ideas and feelings.

ELA.K.A1.6 Contribute to discussions, recognizing they have a voice (e.g., conveying a sense of, "I have something to say.")

GENERAL LEARNING OUTCOME**ELA.K.A2 Language as the Foundation for Reading and Writing**

Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonological/Phonemic Awareness

ELA.K.A2.1 Recognize rhyme, and clap syllables in own and others' name; identify the first sound in a word (e.g. /b/- in ball); blend sounds in a CVC word (e.g. /s/i/t/); segment individual sounds in simple words (e.g. a-t)

Alphabetic Knowledge

ELA.K.A2.2 Identify individual alphabet letters by name (upper and lowercase letters) and notice the similarities/differences between the shape of letters.

Phonics

ELA.K.A2.3 Recognize and use knowledge of letters and sounds to decode/encode (spell) words with phonetically regular patterns (e.g., up, at, it).

Word Study (Morphology)

ELA.K.A2.4 Understand with support how small, meaningful parts of a word (morphemes) change word meaning (e.g., prefix: un-, suffix: -s, -ing).

Vocabulary

ELA.K.A2.5 Understand and use a range of vocabulary when communicating in different contexts (e.g., picture symbols on communication board).

Reading Fluency

ELA.K.A2.7 Participate in choral reading with accuracy and expression to support comprehension.

Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.K.B1 Acquire New Information

Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.K.B1.1 Activate prior knowledge including knowledge gained from field trips, experts, Elders, texts and diverse experiences to understand new topics.

ELA.K.B1.2 Ask simple questions about familiar topics to explore in a group inquiry.

Engage with a variety of texts (read, view, listen)

ELA.K.B1.3 Choose from a variety of multimodal texts based on interests and curiosities about the world to build background knowledge, with guidance.

Review Information

ELA.K.B1.4 Use gathered information as a basis for sharing, with guidance.

GENERAL LEARNING OUTCOME

ELA.K.B2 Construct Meaning

Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.K.B2.1 Recognize with guidance the various forms/genres and structures of text (e.g., poetry, poem-rhyming couplets).

ELA.K.B2.2 Use print symbols/images, photographs, and illustrations to construct meaning of text.

Make Predictions

ELA.K.B2.3 Use prior knowledge to make predictions about a new text.

Make Connections

ELA.K.B2.4 Make personal connections to texts by sharing feelings and thoughts drawn from own experiences to construct meaning.

Monitor Understanding - Check and Adjust

ELA.K.B2.5 Ask questions to clarify understanding.

Monitor Understanding – Summarize

ELA.K.B2.6 Retell a story (fiction); summarize key information (nonfiction).

Consolidate New Knowledge

ELA.K.B2.7 Acquire and experiment with new vocabulary words that are topic and subject specific.

GENERAL LEARNING OUTCOME**ELA.K.B3 Think Critically about Multimodal Text and Respond**

Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.K.B3.1 Recognize when they see themselves represented in texts.

Recognize Facts, Bias and Viewpoints

ELA.K.B3.2 Recognize what information and/or ideas might be true and false in texts, with guidance.

ELA.K.B3.3 Begin to understand that others have their own thoughts and experiences (viewpoints) that are different from their own.

Respond to Text

ELA.K.B3.4 Express a personal response by sharing an opinion about text.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME**ELA.K.C1 Generate Ideas, Create Plan and Draft/Prototype**

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.K.C1.1 Express ideas based on personal experiences of a topic.

Research Sources

ELA.K.C1.2 Explore information from different sources, including modelled and mentor text (e.g., books, experts, videos) with guidance.

Create Plan

ELA.K.C1.3 Use strategies such as dramatization, peer discussion, play with materials (e.g., blocks, clay, natural materials), drawings and brainstorming with others to plan for text creation, with teacher guidance.

Choose Form

ELA.K.C1.4 Begin to develop an awareness of different types of writing (narrative, informational, descriptive and persuasive) and genres to inform text creation for different purposes and audiences, with support.

Create Draft/Prototype

ELA.K.C1.5 Create simple multimodal text (e.g., oral storytelling, drawings with labels, role play); begin to experiment with digital apps/tools (e.g., images) to draft ideas effectively and creatively with support

GENERAL LEARNING OUTCOME**ELA.K.C2 Enhance the Clarity and Artistry of Multimodal Texts**

Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas

ELA.K.C2.1 Place pictures, images and words in a simple sequence to match the text form chosen.

Sentence Structure

ELA.K.C2.2 Use 5–6-word sentences to express ideas in shared language activities; record words, phrases and simple sentences with support.

Word Choice

ELA.K.C2.3 Use new words to enhance meaning for the audience in drawings (e.g., labels), text creation and other forms of expression.

Voice/Style

ELA.K.C2.4 Demonstrate personal voice in texts, using words and expressive drawings (e.g., facial expressions, colour or details in picture) to engage with an audience about a topic.

Revision

ELA.K.C2.5 Understand that text creators can change their ideas in response to feedback.

GENERAL LEARNING OUTCOME**ELA.K.C3 Edit and Publish**

Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.K.C3.1 Form letters/words with accurate formation and placement to ensure legibility; experiment with technology to learn location of letters.

Spelling

ELA.K.C3.2 Use knowledge of sound-symbol relationships, and environmental print to spell familiar words.

Punctuation and Capitalization

ELA.K.C3.3 Use a capital letter when writing names, the pronoun “I” and at the beginning of a sentence with guidance.

ELA.K.C3.4 Explore punctuation (e.g., periods, exclamation marks) with guidance.

Publish Final Text

ELA.K.C3.5 Produce final text and develop understanding of simple techniques such as combining visual (e.g., drawings, images) and verbal elements (e.g., oral narration/audio) with guidance to communicate message for a specific purpose and audience.

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME**ELA.K.D1 Share Ideas and Information**

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.K.D1.1 Experiment with different communication styles for an audience (e.g., Elder, friend, teacher, parent) with guidance.

ELA.K.D1.2 Experiment with artifacts to enhance message; use dramatizations and visual aids/digital tools to share ideas with guidance.

ELA.K.D1.3 Present information in a simple sequence of ideas to an audience.

GENERAL LEARNING OUTCOME

ELA.K.D2 Assess and Set Goals

Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their growth as independent learners. Learners will set goals and monitor progress.

Self-Assess

ELA.K.D2.1 Engage in basic self-reflection (e.g., notice when they don't understand something).

ELA.K.D2.2 Use visual aids such as smiley face (emoji), scale, stickers, thumbs up, etc. to indicate how well they understand a concept.

Receive and Reflect on Feedback

ELA.K.D2.3 Listen to specific feedback; reflect and respond to simple questions about learning (e.g., *What went well? What are you learning about?*).

Set Goals and Monitor Progress

ELA.K.D2.4 Develop simple learning goals with guidance.

ELA.K.D2.5 Recognize own progress and indicate by saying, "I did it!" or "I can do this now" and use visual aids (e.g., charts, stickers) to track progress (e.g., home reading) with guidance.