

BC Learning Pathways: *Literacy and English Language Arts*

Curriculum and Assessment Resources

April 2026



Ministry of
Education and
Child Care



Welcome & Territorial Acknowledgement



Meet the Provincial Curriculum Team!

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- Zoe Graham, Manager
- Ana Ver, Curriculum Coordinator
- Lindsay Jansen, Curriculum Coordinator
- Jennifer Calestagne, Curriculum Coordinator
- Justin Potestio, Curriculum Coordinator



BC Learning Pathways

By teachers for teachers



BC Learning Pathways

A series of resources that help teachers develop students' literacy and numeracy skills

K-4
Foundational
Learning
Progressions

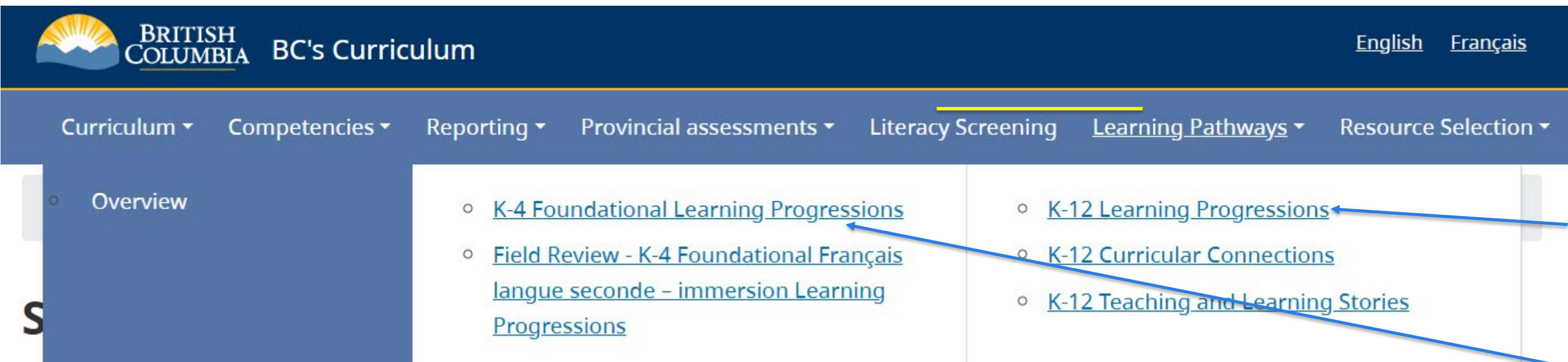
K-12
Cross -
Curricular
Resources



Where do I find these resources?

From the home page:
[Curriculum | Building Student Success - B.C. Curriculum](#)

Select the **Learning Pathways** menu tab to open the drop-down menu

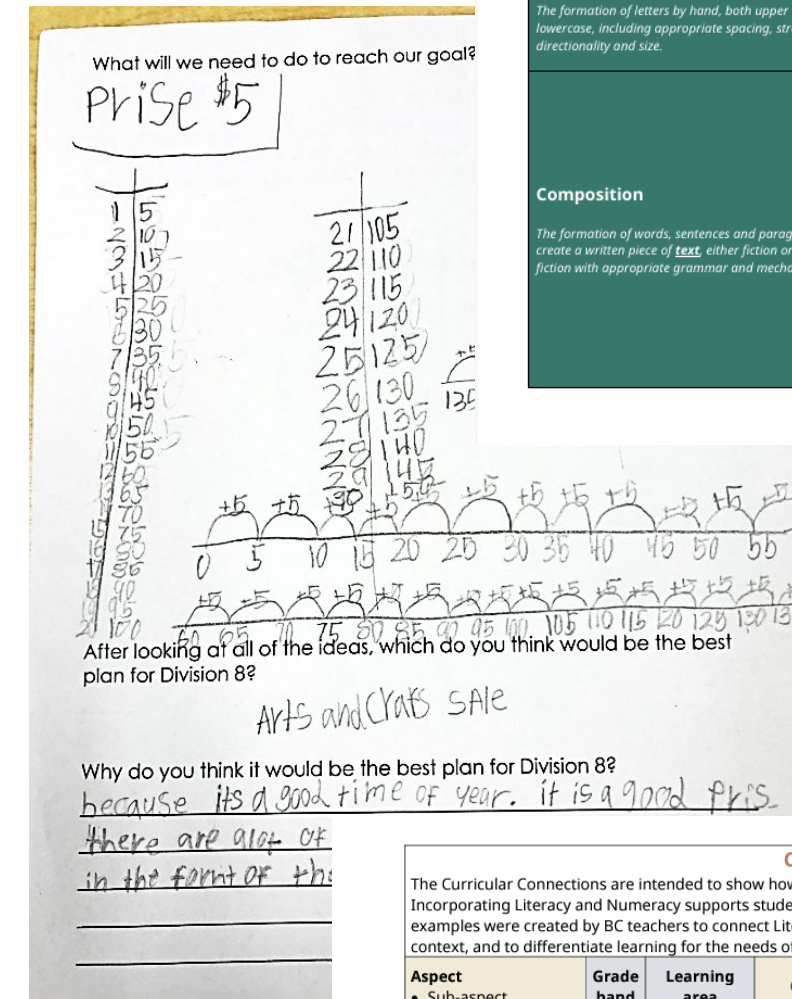


From the **Learning Pathways** drop-down menu, select **K-12 Cross-Curricular resources** or **K-4 Foundational Learning Progressions resources**.

BC Learning Pathways resources

- ***NEW* K-4 Foundational Learning Progressions** align directly with Language Arts and Math learning standards and describe “proficient” in reading, writing, oral language and math
- **K-12 Cross Curricular Learning Progressions** describe “proficient” in literacy and numeracy. Can be used in all learning areas
- **K-12 Curricular Connections** show how to incorporate literacy and numeracy into all learning areas
- **K-12 Teaching and Learning Stories** showcase examples of teacher practice and proficient student learning

COMING SOON: K-4 Foundational ELA and Math and French Immersion Teaching and Learning Stories

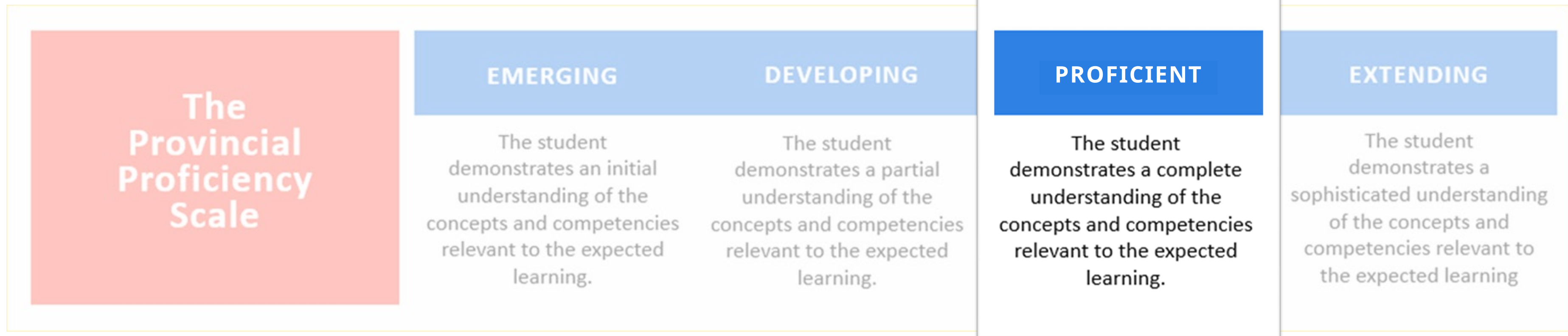


Skill: Writing	
Writing allows students to demonstrate their learning and communicate their thoughts in unique and expressive ways. <u>Handwriting</u> instruction should ensure accurate letter formation and spacing. Students should receive regular practice (5-10 minutes/day) to build <u>automaticity</u> which reduces cognitive load and frees up the brain to think about word choice, conventions and sentence formation. Writing instruction should focus on the joy of writing while naturally reinforcing reading and phonics instruction and begin with explicitly teaching sentence, then paragraph construction. Composition of <u>text</u> can take many shapes, including a focus on narrative, persuasive, informational (expository) and opinion genres.	
For additional information on <u>composition</u> related to developing and communicating ideas and information in a variety of ways, please see the <u>K-5 Literacy Learning Progressions</u> .	
Sub-skill	Proficiency Descriptor (for the end of the year)
Grade 1	
Printing	<p>Holds and controls pencil with appropriate grip and pressure</p> <p>Prints lowercase and uppercase letters using appropriate strokes, directionality, and size</p> <p>Uses appropriate spacing between letters and words</p>
Composition	<p>Writes a few sentences (2-3+) to express thoughts and/or ideas with some detail</p> <p>Uses graphemes to represent the words they are trying to write. Able to write <u>initial</u> phonemes and <u>terminal</u> phonemes and most <u>medial</u> phonemes (e.g., "I lik flowers = I like flowers")</p> <p>Expands sentences by including more information (e.g., what, where, when, who)</p> <p>Fiction writing follows a taught <u>story framework</u> and may contain some <u>story language</u></p> <p>Non-fiction writing is conversational, with simple descriptions and repeats simple patterns</p> <p>Uses <u>nouns</u> and <u>verbs</u> correctly and may expand sentences using additional describing words (<u>adjectives</u>)</p> <p>Forms complete sentences with a <u>subject</u> and a <u>predicate</u> (e.g., "The kids are running to the park.")</p> <p>Constructs <u>compound sentences</u> using <u>conjunctions</u> (e.g., "I like cake, but I love ice cream.")</p> <p>Uses present and past tense verbs correctly (e.g., "she plays soccer." and "she played soccer.")</p>

CURRICULAR CONNECTIONS – LITERACY K-5				
The Curricular Connections are intended to show how aspects of Literacy and Numeracy can be used to support deeper learning in all areas of the BC curriculum. Incorporating Literacy and Numeracy supports students' development, practice, and demonstration of the learning area curricular competencies. The following examples were created by BC teachers to connect Literacy with the curricular competencies, to inspire personalization to your students' interests and your local context, and to differentiate learning for the needs of your students. These connections are meant to be illustrative and not exhaustive.				
Aspect	Grade band	Learning area	Curricular Competency	Student learning opportunity
Comprehends text Makes meaning from text • Interprets texts • Makes connections • Analyzes texts	K-1	Social Studies (K/1)	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	As a whole class, students gather information about the different responsibilities children might have at home and at school. Students might gather information by listening to several texts about responsibilities, including oral stories from older students, and asking questions about and discussing why responsibilities are important.
		Career Education (2/3)	Recognize the importance of positive relationships in their lives	The teacher facilitates discussions with students around their connections between home and community. What are positive relationships, and how can students identify one? Students explore the concept of family through books, stories, videos, and other texts. The teacher helps to draw connections between texts and the students' own lives, and to consider the nature of positive relationships in other contexts.
	2-3	Arts Education (3)	Choose elements, processes, materials, movements, technologies, tools, techniques, and environments of the arts	Students learn about and define common elements in the arts from a certain time or place, or representing a key message or interpretation. Students gather books, photographs, and stories from resources, preselected by the teacher, exploring a variety of dance, drama, music, or visual arts. Students present about how the art pieces are connected with their chosen idea, time, or place.
		Science (3)	Identify First Peoples perspectives and knowledge as sources of information	Students listen to and read multiple locally developed texts about the local ecosystem, landscape, or environment. Through small-group discussion, they analyze the texts and make connections with the place or living thing described.
	4-5	Science (4)	Make predictions based on prior knowledge; transfer and apply learning to new situations	Students imagine that they are travelling to a biome of their choice and need to pack a suitcase to prepare for their journey. They must research the climate of their biome and consider their own needs. They can also consider the efficiency and weight of certain materials.

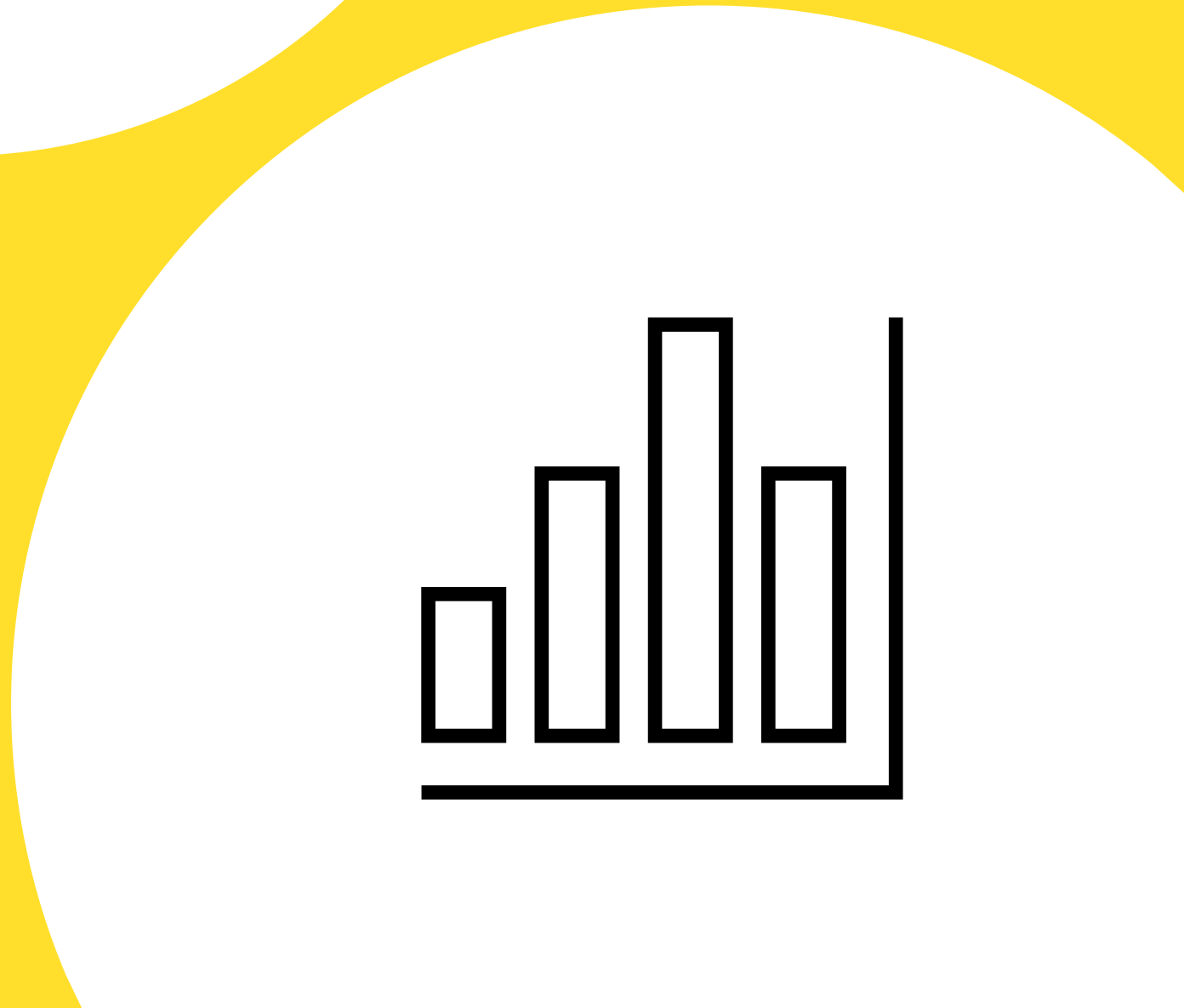
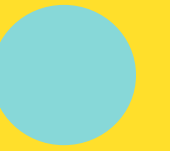
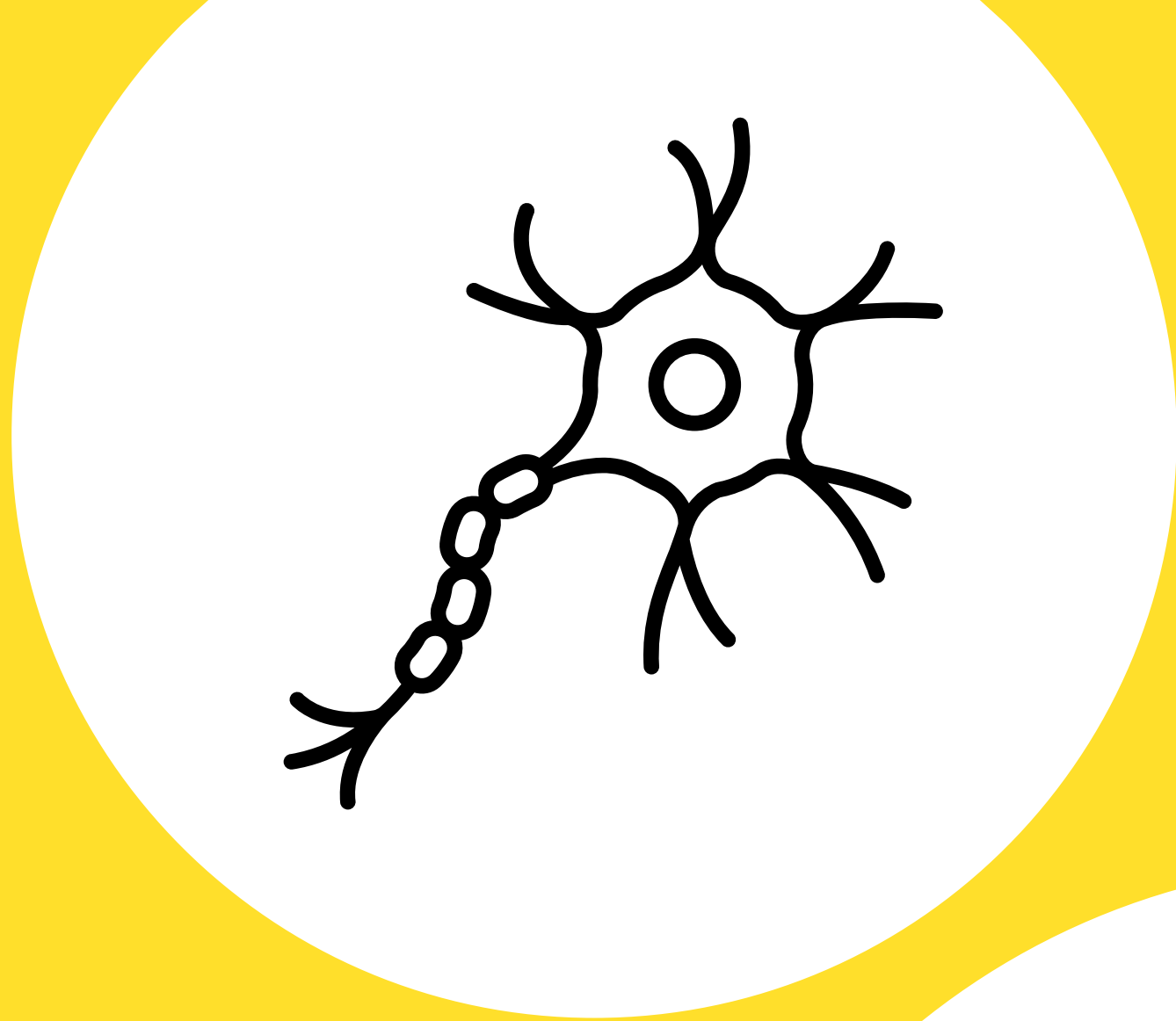
The Learning Progressions describe Proficient literacy, numeracy, and foundational skills by grade level

Proficient is the goal for the end of the year





K-12 Cross-Curricular Learning



OVERVIEW

A continuum of proficiency in Literacy from Kindergarten through Grade 12.

The grade level proficiency descriptors highlight what a thinking or communication skill may look like for a proficient student across all learning areas, emphasizing their **CROSS-CURRICULAR** nature.

Each **SKILL** represents a set of transferrable thinking or communication skills

A proficient student must develop, practice, and demonstrate each aspect to become a Literate Learner

All aspects are important when building Literacy skills

Each **SUB-SKILL** further defines the transferrable skills within each aspect

The **DESCRIPTOR** is grade specific and describes what proficient student learning looks like at the end of the year/term

K-12 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS														
Skill	Sub-skill	K	1	2	3	4	5	6	7	8	9	10	11	12
Comprehends text <i>Makes meaning from text(s)</i>	Interprets texts <i>Examines a text or texts to support comprehension</i>	Identifies text features and applies strategies to identify main ideas of the text to support understanding	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to analyze content, purpose, and perspective of the text	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone to analyze content, purpose, and perspective of the text	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text	Applies strategies and uses text features as cues to identify themes, key messages, ideas, and/or tone as a means to consider context, purpose, and perspective of the text	Applies important concepts and text features to support the main idea(s)/theme of the text, and demonstrates understanding of the context, purpose, and perspective of the text	Applies important concepts and text features to support the main idea(s)/theme of the text, and demonstrates understanding of the context, purpose, and perspective of the text	Applies important concepts and text features to support the main idea(s)/theme of the text, and demonstrates understanding of the context, purpose, and perspective of the text
	Makes connections	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes connections with text(s)	Makes relevant connections with text to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or personal biases	Makes relevant connections with text to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or personal biases	Makes relevant connections with text to deepen understanding and support analysis of interpretations, beliefs, understanding, and/or personal biases
	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)	Connects personal experiences, prior knowledge, other text(s)
Analyzes texts <i>Formulates predictions, inferences, and critical questions to deepen understanding</i>	Formulates predictions, inferences, and critical questions to deepen understanding	Formulates predictions, inferences, and critical questions to deepen understanding	Formulates predictions, inferences, and critical questions to deepen understanding	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates predictions, inferences, and critical questions to deepen understanding of text(s)	Formulates and justifies reasonable predictions based on text(s); develops arbitrary and/or reflective questions to deepen understanding of text(s) and broader concepts	Formulates and justifies reasonable predictions based on text(s); develops arbitrary and/or reflective questions to deepen understanding of text(s) and broader concepts	Formulates and justifies reasonable predictions based on text(s); develops arbitrary and/or reflective questions to deepen understanding of text(s) and broader concepts
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K-12 Cross-Curricular Literacy Learning Progressions

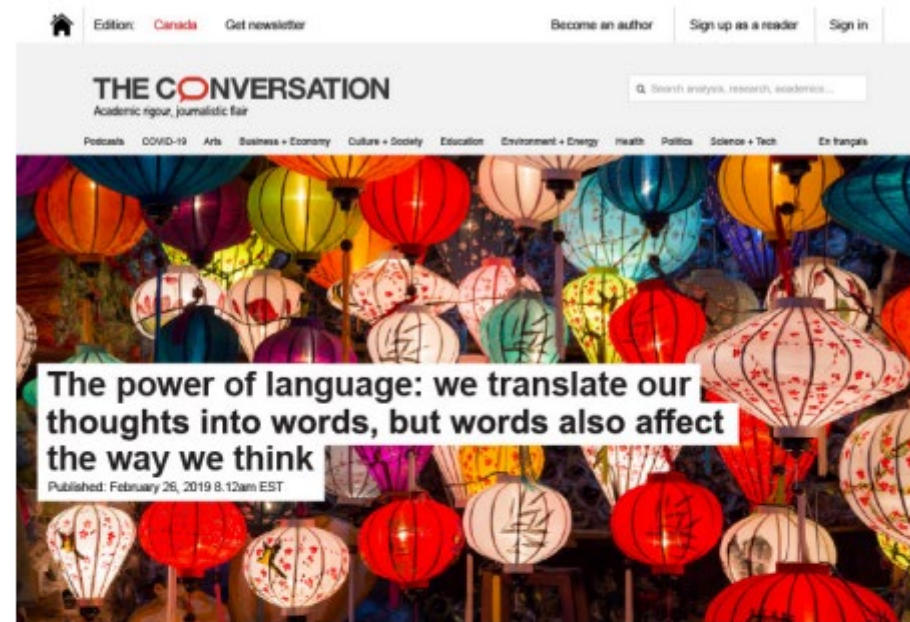
Skill	Sub-skill
Comprehends texts	<ul style="list-style-type: none">• Interprets texts• Makes connections• Analyzes texts
Applies understanding	<ul style="list-style-type: none">• Curates texts• Extracts ideas and information• Synthesizes ideas and information
Develops ideas	<ul style="list-style-type: none">• Generates ideas• Evaluates ideas• Refines ideas
Communicates	<ul style="list-style-type: none">• Expresses ideas and information• Presents ideas and information• Justifies and defends decisions and/or ideas

K-12 Cross-Curricular Literacy Learning

K-5 CROSS CURRICULAR LITERACY LEARNING PROGRESSIONS – GRADE LEVEL PROFICIENCY DESCRIPTORS							
Skill	Sub-skill	K	1	2	3	4	5
Comprehends text <i>Makes meaning from text(s)</i>	Interprets texts <i>Examines a text or texts to support comprehension</i>	Identifies text features and applies strategies to identify main ideas of the text to support understanding <i>texts: oral, visual, digital, etc.</i>	Identifies text features and applies strategies to identify main ideas and purpose of the text to support understanding <i>texts: oral, visual, digital, etc.</i>	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Applies strategies and demonstrates understanding of text features to identify messages, ideas, and/or tone in the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Applies strategies and identifies text features to highlight themes, key messages, ideas, and/or tone to examine purpose and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>	Applies strategies and identifies text features to highlight themes, key messages, ideas and/or tone to examine purpose and perspective of the text <i>strategies: e.g., monitoring, summarizing, using graphic organizers, generating questions</i> <i>texts: oral, visual, digital, etc.</i>
	Makes connections <i>Makes meaning from text and uses experience (e.g., personal experience, prior learning, including from other learning areas) to make connections and deepen understanding</i>	Makes connections with text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes connections with text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes connections with texts and between ideas within text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes connections with texts and between ideas within text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes connections with texts and between ideas within text(s) <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>	Makes connections with key aspects of text(s) and important ideas within text(s) to support understanding <i>connections: personal experiences, prior knowledge, other text(s)</i> <i>texts: oral, visual, digital, etc.</i>

Literacy is embedded in Provincial Assessments

Comprehend



Have you ever worried in your student years or later in life that time may be starting to run out to achieve your goals? If so, would it be easier conveying this feeling to others if there was a word meaning just that? In German, there is. That feeling of panic associated with one's opportunities appearing to run out is called *Torschlusspanik*.

German has a rich collection of such terms, made up of often two, three or more words connected to form a superword or compound word. Compound words are particularly powerful because they are (much) more than the sum of their parts. *Torschlusspanik*, for instance, is literally made of "gate"- "closing"- "panic".

If you get to the train station a little late and see your train's doors still open, you may have experienced a concrete form of *Torschlusspanik*, prompted by the characteristic beeps as the train doors are about to close. But this compound word of German is associated with

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What is the stylistic purpose of the first paragraph of the article?

to remind readers that time is precious

to help readers make a personal connection to the subject

to encourage readers to consider learning another language

to prompt readers to reflect on missed opportunities in their own lives

Develop

? Essential Question
To what extent does language influence the way people perceive the world?

Writing Pathway

Click on your preferred Writing Pathway to continue to the extended written response.

1

Language is an essential aspect of culture.

2

Learning a language is an ongoing journey.

Apply

1 Writing Pathway

Language is an essential aspect of culture.

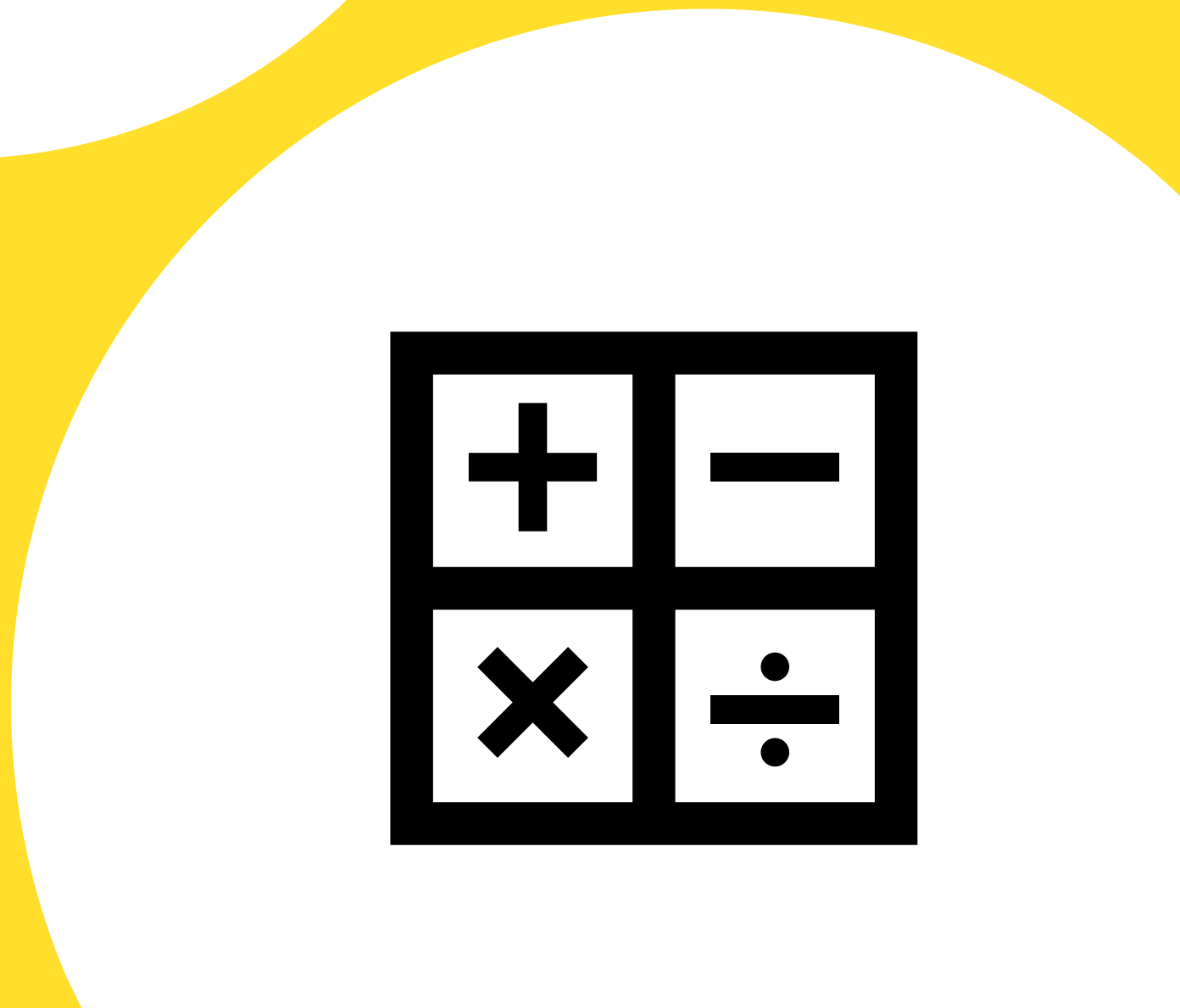
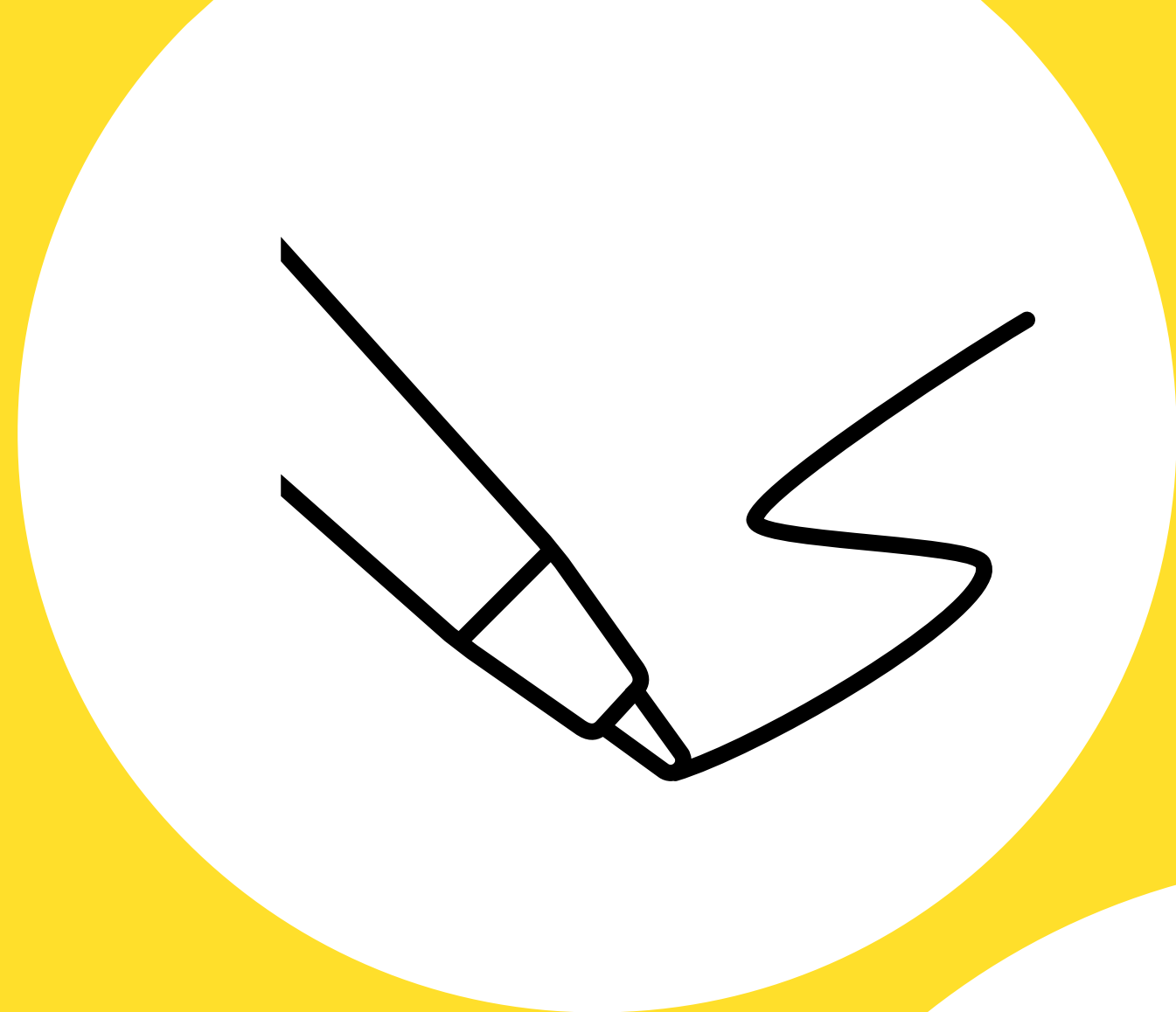
- You must express yourself in an extended written format of your choice.
- You must communicate insights that demonstrate your creative, reflective, and/or critical thinking skills.
- You may refer to the texts, but you are not required to do so.

Suggested time: 25 minutes

Communicate



K-4 Foundational Learning



K-4 English and French Immersion Language Arts

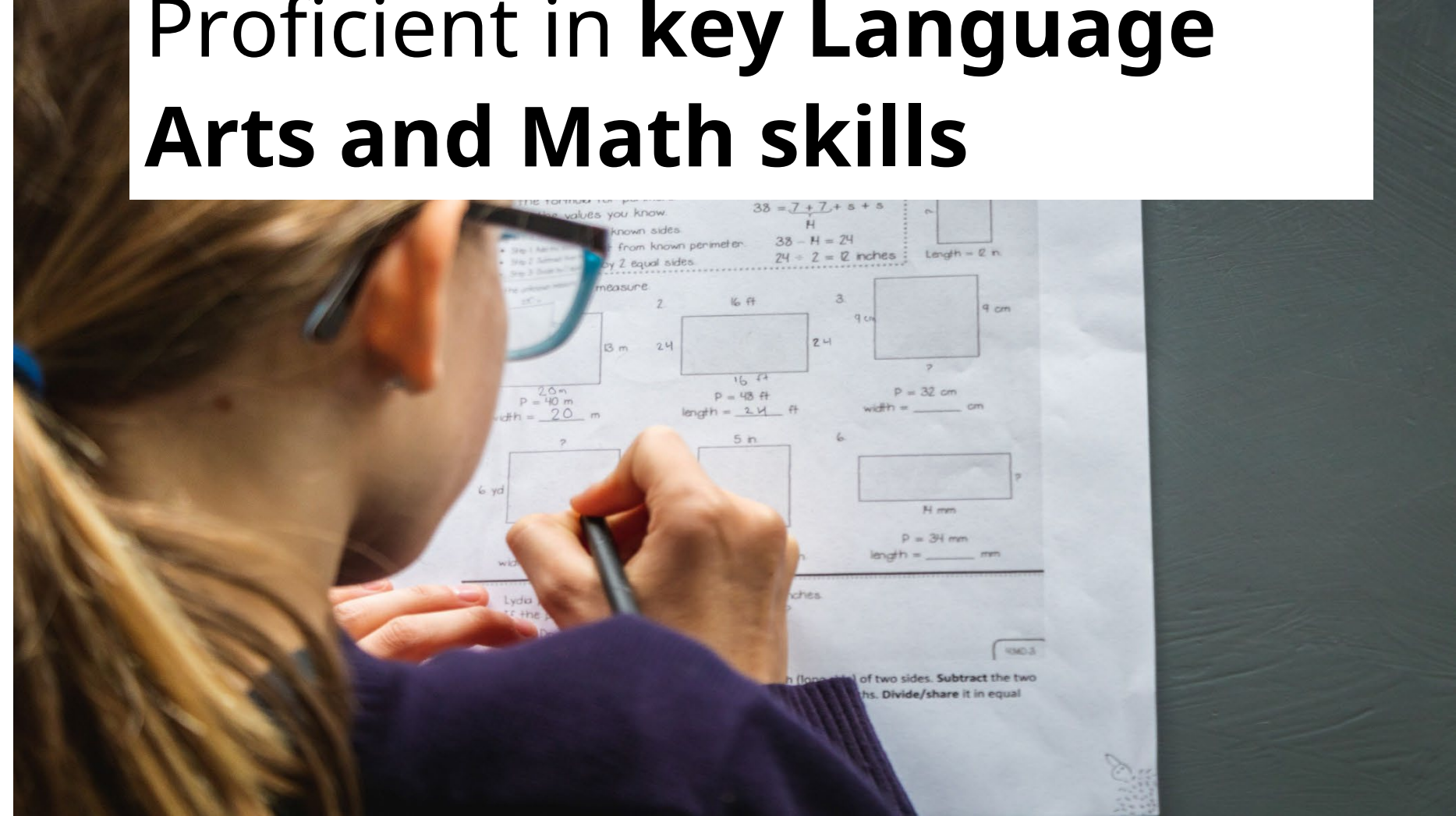
- Outline the progression of key language skills:
 - Reading
 - Writing
 - Oral language
- Identify areas of strengths and areas of support and intervention

K-4 Mathematics

- Outline the progression of key mathematics concepts:
 - Number Sense
 - Computational Fluency
 - Patterning and Algebraic Thinking
 - Geometry and Measurement
 - Data and Probability
 - Financial Literacy
- Provide definitions and suggested teaching strategies



The K-4 Foundational Learning Progressions describe Proficient in **key Language Arts and Math skills**



K-4 ELA Foundational Learning Progressions

Where we started

- K-7 Foundational Learning Progressions, separated into **Reading and Writing**
- **Reading** and **Writing** both contained **Oral Language** components
- **9 Skills and 37 Sub-skills**



Field Review

- K-4 Foundational Learning Progressions, separated into **Oral Language, Reading and Writing**
- **9 Skills and 19 Sub-skills**



Final Release

- [K-4 Foundational Learning Progressions](#) including **front matter** and **overview document** information
- **5 Skills and 11 Sub-skills**

INFORMATION FOR EDUCATORS AND SCHOOL LEADERS



Ministry of
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Child Care

K-4 Foundational English Language Arts Learning Progressions

PURPOSE

- The K-4 English Language Arts (ELA) Foundational Learning Progressions (the Learning Progressions) provide additional details and clarity to help teachers develop key foundational skills in the Learning Standards of the curriculum - they are not intended to replace the ELA curriculum.
- The grade-specific descriptors describe what proficiency in foundational reading, writing and oral language skills looks like at the end of the school year.
- The Learning Progressions are intended to support teacher instruction and classroom assessment in key foundation skills and should not be the only ELA skills that teachers are teaching and assessing.



GUIDING INFORMATION

- The Learning Progressions set a high standard of learning starting with our youngest learners. While working towards proficiency, it is normal for students to be assessed as “emerging” or “developing” as they continue to develop the foundational skills outlined in the Learning Progressions.
- The skills included in the Learning Progressions do not need to be developed in isolation and students can practice or demonstrate multiple foundational skills at the same time.
- While it’s important to ensure students acquire skills such as decoding, reading with fluency and developing strong oral and written communication skills, it is equally important to ensure students can experience the enjoyment of reading, writing and exploring oral language and use those skills in meaningful ways.
- The K-4 ELA Foundational Learning Progressions below are organized by skill. The Foundational Learning Progressions Skills are Oral Language, Reading and Spelling, Fluency, Comprehension and Writing.

CURRICULUM-ALIGNED RESOURCES

- Teachers can use instructional strategies and learning resources recommended by professional associations, approved by schools and districts, or suggested in Ministry resources, to help students work toward proficiency.
- See the [Teaching and Learning Stories](#) for examples of how B.C. classroom teachers are supporting their students in developing literacy skills, including samples of proficient student work.
- During the 2025/26 school year, additional supporting resources will be developed and made available on the Ministry’s curriculum website.



Email: LearningPathways@gov.bc.ca

Website: <https://curriculum.gov.bc.ca>

WHAT DOES ELA LEARNING LOOK LIKE IN THE CLASSROOM?

- The ELA curriculum allows for a great deal of choice in the ways in which content and competencies can be combined to create engaging lessons, units, and learning experiences helping teachers meet the individual needs of their students. The Learning Progressions describe what proficient students might look like when they are demonstrating the foundational skills in the ELA curriculum.
- Students learn to communicate effectively, develop, practice, and demonstrate language knowledge, competencies, and understandings that are transferrable across the curriculum and to life outside school. The ELA curriculum supports students in becoming educated citizens by:
 - helping them develop language strategies that can be applied to new contexts
 - developing their cultural awareness and understanding while also deepening their own self identity
 - helping them learn to read for information and for enjoyment
 - enhancing their understanding of how language is constructed, how it works, and how it changes with time and circumstance
 - preparing them for success in future educational and career contexts

The curriculum is designed to empower students by providing them with strong communication skills, an understanding and appreciation of language and literature, and the capacity to engage fully as literate and responsible citizens. The Learning Progressions aim to support teachers in creating these experiences for their students.

OVERVIEW

A continuum of proficiency in foundational English Language Arts skills from Kindergarten through Grade 4.

The grade level proficiency descriptors highlight what key foundational learning may look like for a proficient student in relation to the English Language Arts curriculum.

- Each SKILL represents a set of foundational language arts knowledge. A proficient student should be able to develop, practice, and demonstrate each skill. All skills are important when building knowledge in language arts.
- Each SKILL DESCRIPTOR provides additional information as to the skills developed within each ASPECT.
- Each SUB-SKILL further defines the foundational knowledge within each skill.
- The DESCRIPTOR is grade specific and describes what proficient student learning looks like at the end of the year/term.
- DEFINITIONS provide further explanation for key concepts found in the foundational proficiency descriptors.

K-4 Foundational English Language Arts Learning Progressions					
Skill – Oral Language					
Students should use independent vocabulary-building strategies to acquire Tier 1 words, while more explicit instruction may be required for learners with an indicated need, such as English Language Learners. Students will develop Tier 2 vocabulary through classroom instruction, while content-specific Tier 3 words will develop across multiple learning areas. There isn't a mandated list of vocabulary words that should be taught at each grade. The selection of words taught will depend on the students, the texts being used, and the classroom context. It is important to provide opportunity for students to experience a variety of texts (oral, written and visual – both fiction and non-fiction) to build fluency early and consistently. This supports students in developing a rich and varied vocabulary that will enhance overall reading and writing proficiency and encourage a love and understanding of diverse literacy forms.					
Sub-skill	Proficiency Descriptor (for the end of the school year)				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Vocabulary Understanding, recognition, and usage of words, knowing word meanings, and application of words in different contexts.	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas.	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas.	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas.	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas.	Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas.
Sentence Construction (Syntax) Formulating grammatically correct sentences helps students convey their thoughts accurately and meaningfully in oral and written communication.	Communicates using simple sentences to express ideas and needs (e.g., "She wears boots.") Uses conjunctions (e.g., "and", "but", "so") to orally form compound sentences, with guidance from teacher prompts (e.g., "I wake up late and...") Asks and answers questions using simple sentences. Begins to recognize sentence types, including statements or questions.	Uses conjunctions (e.g., and, for, but) to provide more information (e.g., "She wears boots and a jacket.") Expands sentences using additional describing words (adjectives) Identifies sentence types, including statements or questions.	Complete sentences containing a subordinating conjunction ("because", "after", "if", "when") (e.g., "She wears boots and a jacket when it rains because...") Uses sentences combining to join sentences with a compound subject and/or compound predicate (e.g., "chocolate and strawberry are my two favourite ice cream flavours.") Communicates sentences with more advanced structures such as relative clauses and varied sentence beginnings (e.g., "It could...", "I feel...", "Everyday I like to...") Develops statements, questions (who, what, where, when), commands and exclamations based on a picture or text material.	Uses more difficult sentence structures (i.e., use of subordinating conjunctions after, because, before, unless, while) and includes additional detail (e.g., "She wears her red boots and blue jacket when it rains because she doesn't like getting wet.")	Uses sentence structures including use of more advanced subordinating conjunctions (although, even though, even if, in case, since) with increasing complexity and additional detail (e.g., "She wears her red boots and blue jacket when it rains even though she'd rather stay inside and read her book.")

- Definitions**
- abstract concepts – thoughts/ideas that are not concrete.
 - adjective – a word that describes a noun (e.g., "huge", "red", "angry").
 - adverb – a word that describes a verb (e.g., "quickly", "silently", "happily").
 - affixes - added to the beginning (prefixes) or end (suffixes) of a word to change its meaning. (e.g., The prefix "un-" changes the meaning of the word "happy" to "unhappy").

K-4 Foundational ELA Learning Progressions

Skill	Sub-skill
Oral language	<ul style="list-style-type: none">• Vocabulary• Sentence Construction (Syntax)• Oral Storytelling
Reading and Spelling: Word Level	<ul style="list-style-type: none">• Phonemic Awareness• Phonics• Morphology• Spelling
Fluency	<ul style="list-style-type: none">• Fluency
Comprehension	<ul style="list-style-type: none">• Comprehension
Writing	<ul style="list-style-type: none">• Printing• Composition

K-4 Foundational English Language Arts Learning Progressions

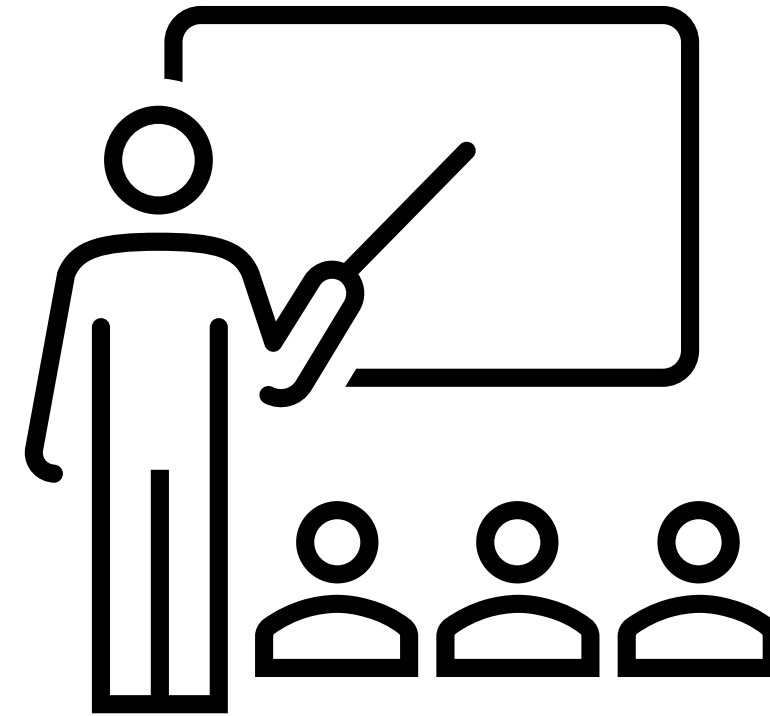
Skill – Oral Language

Students should use independent vocabulary-building strategies to acquire **Tier 1** words, while more explicit instruction may be required for learners with an indicated need, such as English Language Learners. Students will develop **Tier 2** vocabulary through classroom instruction, while content-specific **Tier 3** words will develop across multiple learning areas. There isn't a mandated list of vocabulary words that should be taught at each grade. The selection of words taught will depend on the students, the texts being used, and the classroom context. It is important to provide opportunity for students to experience a variety of texts (oral, written and visual – both fiction and non-fiction) to build **fluency** early and consistently. This supports students in developing a rich and varied vocabulary that will enhance overall reading and writing proficiency and encourage a love and understanding of diverse literacy forms.

Proficiency Descriptor *(for the end of the school year)*

Sub-skill	Proficiency Descriptor <i>(for the end of the school year)</i>				
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
<p>Vocabulary</p> <p><i>Understanding, recognition, and usage of words. Knowing word meanings, and application of words in different contexts.</i></p>	<p>Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas</p>	<p>Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas</p>	<p>Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas</p>	<p>Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas</p>	<p>Use Tier 1 (basic-familiar), Tier 2 (high-frequency) and Tier 3 (content-specific) vocabulary words, acquired from independent word learning and explicit instruction, in various contexts, including other learning areas</p>
		<p>Understands vocabulary associated with texts (e.g., book, page, chapter, author, title, web page, website, heading, table of contents, pictures and diagrams)</p>			
<p>Sentence Construction (Syntax)</p> <p><i>Formulating grammatically correct sentences helps students convey their thoughts logically and coherently in both spoken and written communication.</i></p>	<p>Communicates using simple sentences to express ideas and needs (e.g., "She wears boots.")</p> <p>Uses conjunctions (e.g., "and", "but", "so") to orally form compound sentences, with guidance from teacher prompts (e.g., "I woke up late and...")</p> <p>Asks and answers questions using simple sentences</p> <p>Begins to recognize sentence types, including statements or questions</p>	<p>Uses conjunctions (e.g., and, for, but), to provide more information (e.g., "She wears boots and a jacket.")</p> <p>Expands sentences using additional describing words (adjectives)</p> <p>Identifies sentence types, including statement or question</p>	<p>Complete sentences containing a subordinating conjunction ("because", "after", "if", "when") (e.g., "She wears boots and a jacket when it rains because...")</p> <p>Uses sentence combining to join sentences with a compound subject and/or compound predicate (e.g., "chocolate and strawberry are my two favourite ice cream flavours.")</p> <p>Communicates sentences with more advanced structures such as relative clauses, and varied sentence beginnings (e.g., "If I could...", "I feel...", "Everyday I like to...")</p> <p>Develops statements, questions (who, what, where, when), commands and exclamations based on a picture or text material</p>	<p>Uses more difficult sentence structures (i.e., use of subordinating conjunctions after, because, before, unless, while) and includes additional detail (e.g., "She wears her red boots and blue jacket when it rains because she doesn't like getting wet.")</p>	<p>Uses sentence structures including use of more advanced subordinating conjunctions (although, even though, even if, in case, since) with increasing complexity and additional detail (e.g., "She wears her red boots and blue jacket when it rains even though she'd rather stay inside and read her book.")</p>

Learning Pathways
Supporting
Resources



Curricular Connections provide starting points for planning competency development

Skill • Sub-skill	Learning area	Curricular Competency	Student learning opportunity
Comprehends text <i>Makes meaning from text</i> • Interprets texts • Makes connections • Analyzes texts	Social Studies (K/1)	Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	As a whole class, students gather information about the different responsibilities children might have at home and at school. Students might gather information by listening to several texts about responsibilities, including oral stories from older students, and asking questions about and discussing why responsibilities are important.
	Career Education (2/3)	Recognize the importance of positive relationships in their lives	The teacher facilitates discussions with students around their connections between home and community. What are positive relationships, and how can students identify one? Students explore the concept of family through books, stories, videos, and other texts. The teacher helps to draw connections between texts and the students' own lives, and to consider the nature of positive relationships in other contexts.
	Science (4)	Make predictions based on prior knowledge; transfer and apply learning to new situations	Students imagine that they are travelling to a biome of their choice and need to pack a suitcase to prepare for their journey. They must research the climate of their biome and consider their own needs. They can also consider the efficiency and weight of certain materials.

Teaching and Learning Stories: Socials/ELA Grade 1

GRADE 1 SOCIAL STUDIES AND ENGLISH LANGUAGE ARTS: Exploring the Local Environment

Summary of Learning Opportunity

Students explore the local environment, identifying important places in their community and highlighting natural and human-made structures. They then create and communicate stories about the significance of the place or structure. Big ideas: We shape the local environment and the local environment shapes who we are and how we live. Healthy communities recognize and respect the diversity of individuals and care for the local environment.

Curricular Competencies and Content	Social Studies 1
	<ul style="list-style-type: none"> Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. Explain the significance of...objects and places (significance) Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) Characteristics of the local community that provide organization and meet the needs of the community
English Language Arts 1	<ul style="list-style-type: none"> Recognize the importance of story in personal, family, and community identity Create stories and other texts to deepen awareness of self, family, and community Strategies and processes: oral language, writing, metacognitive

Literacy and Numeracy Connections

Instruction and Assessment

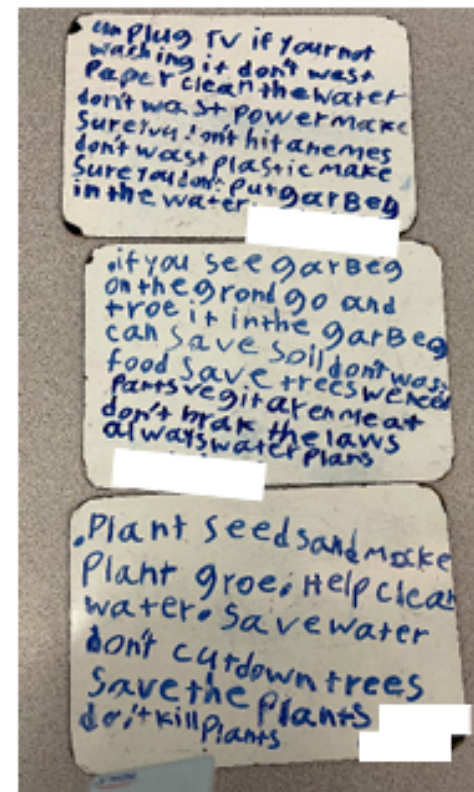
Competencies Developed, Practiced, and/or Assessed

LITERACY: Comprehends text—Makes connections; Applies understanding—Extracts ideas and information	<ol style="list-style-type: none"> Walk in the local community Notice humanmade features—discuss how they are made, take photos Notice features in natural areas—discuss, take photos Compare and contrast natural vs. humanmade features. How are they the same and different? 	<p>Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</p>
LITERACY: Communicates ideas and information—Expresses ideas and information	<ol style="list-style-type: none"> Read aloud: <i>Map of Good Memories</i> by Fran Nuno Students draw a map of their community, including personally important features and highlighting humanmade v. natural structures Discuss the importance/usefulness of each 	<p>Explain the significance of...objects and places (significance) Recognize the importance of story in personal, family, and community identity</p>
LITERACY: Communicates ideas and information—Expresses ideas and information	<ol style="list-style-type: none"> Create structures with natural materials. Tell a story about the structure, how it was made, or why it is significant. 	<p>Recognize the importance of story in personal, family, and community identity Create stories and other texts to deepen awareness of self, family, and community</p>

Proficient Student Work



Student-created structure with found natural materials. This student told an oral story about this structure and its importance in the neighbourhood.



A small group of three students decided to use whiteboards to plan how they could take care of the environment. They drafted some ideas they could use on signs.

Teacher's Observation, Assessment, and Reflection

The student work on the left demonstrated proficiency; they were very engaged in this learning. Students connected the activities about natural and humanmade structures and applied that understanding to create their own structures and explain their significance. They shared ideas during the in-class discussion. Three students drew conclusions from their observations during the nature walk in our local community, recognized their importance, and expressed their ideas (created text) on whiteboards.

Along with having time in the day for explicit literacy instruction, it is possible to have rich literacy learning happening throughout the day in cross-curricular activities. This helped me broaden the definition of 'literacy' and help to recognize the strengths of all learners including those whose strengths were previously unrecognized in more traditional formats.

Key Considerations and Further Connections

The teacher employed principles of Universal Design for Learning by giving the students choice in activity and action. Students were assessed via observation and conferencing. A checklist of Literacy or curricular competencies could be used for classroom assessment.

Further curriculum connections:

- Contributing to the community and Caring for the environment: Personal and Social—Social Awareness and Responsibility Core Competency
- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors (First Peoples Principles of Learning)
- Exploration of the Indigenous worldview of reciprocity
- Explore elements, processes, materials...tools, and techniques of the arts (Arts)
- Demonstrate curiosity and a sense of wonder about the world (Science)

Ideas for using learning stories:

- Reflect on the teacher's planning and assessment. Do you agree with the teacher's assessment of proficient?
- Discuss the learning story with others and co-plan a similar activity
- Adapt the learning story to emphasize different curricular competencies, literacy/numeracy or foundational skills, or grade levels

BC Learning Pathways support teachers to report student learning

- **Cross-Curricular and Foundational Learning Progressions:**
 - define and describe what proficient student learning looks like
 - can be used as a jumping off point for descriptive feedback
- **Curricular Connections** provide examples of how to develop the curricular competencies and skills in the classroom
- **Teaching and Learning Stories:**
 - provide examples of what proficient student learning looks like
 - provide examples of student-centered descriptive feedback and proficient student work



Cross-curricular and Foundational Learning Progressions support descriptive feedback

Descriptive feedback is:

- Concise
- Strengths-based
- Describes student learning
- Identifies specific areas for future growth
- Uses family and student-friendly language
- Lesson plans and the learning standards of the curriculum do not need to be summarized

English Language Arts Grade 3: Proficient

Quinn:

- Engaged with our class read-aloud by **making personal connections** to the main character's journey, and **making predictions** about next events in the plot
- **Fluently** read novel passages out loud, using good **intonation**. Quinn proficiently applied **knowledge of phonics to decode** complex words like "doughnut"
- **Logically organized** their written chapter summary with a **topic sentence and a key detail** from the text
- Should continue to use the content-specific **vocabulary** found in our novel study and from other learning areas like Science
- Is encouraged to **use relevant feedback to revise their ideas** during writing and discussions, and incorporate them with their own thoughts

Key Messages

- The Learning Pathways support teachers in **planning, teaching, assessing, and reporting** within the revised curriculum.
- The Learning Pathways support teachers in helping students develop **foundational, literacy, and numeracy** skills connected to each learning area, including Language Arts and Math.
- The Learning Pathways support teachers with language to **assess and report** students' competency and conceptual development

Further Information

- **BC Learning Pathways**
 - <https://curriculum.gov.bc.ca/learning-pathways>
- **K-12 Student Reporting Policy**
 - [Communicating Student Learning Guidelines](#)
- **Additional Reporting Policy info for teachers**
 - <https://curriculum.gov.bc.ca/reporting/information-for-educators-and-school-leaders>
- **Reporting Policy Webinar series**
 - <https://curriculum.gov.bc.ca/reporting/k-12-student-reporting-webinar-series>
 - 10-minute videos; modules 4, 5, and 7 recommended for teachers
- **Literacy Supports Initiatives**
 - <https://curriculum.gov.bc.ca/literacy-screening>
- **Learning Resource Policy**
 - <https://curriculum.gov.bc.ca/resources-policy/learning-resources-policy-clarification>
 - <https://curriculum.gov.bc.ca/resources-policy/guidance-on-learning-resources-selection>





QUESTIONS?

Please email us with follow up questions!

LearningPathways@gov.bc.ca



Thank you

Merci