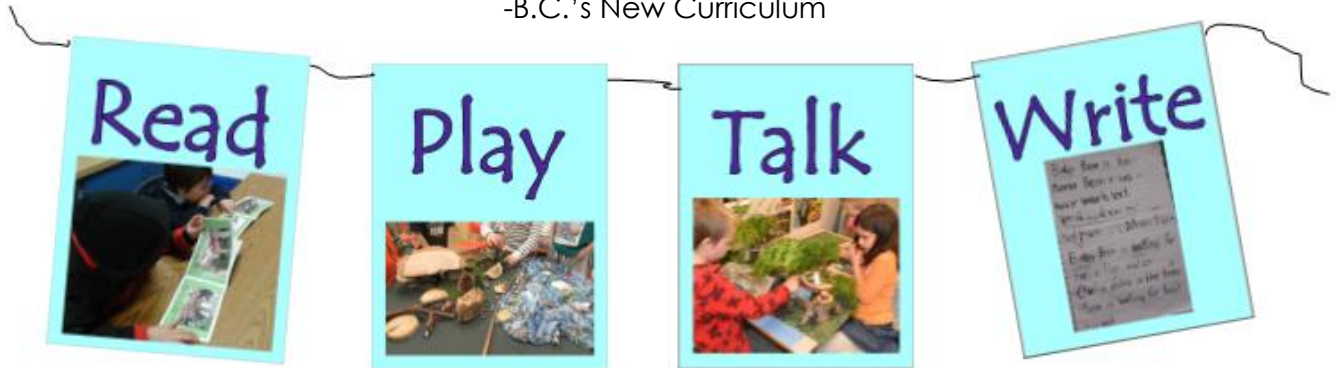


*"Deeper learning is better achieved through "doing" than through passive listening or reading."
-B.C.'s New Curriculum*



*Are you looking for resources to support BC's New Curriculum?
Foxy and Friends Books might be just what you are looking for!*

Personalized learning

"Personalized learning acknowledges that not all students learn successfully at the same rate, in the same learning environment, and in the same ways. It involves the provision of high-quality and engaging learning opportunities that meet the diverse needs of all students."

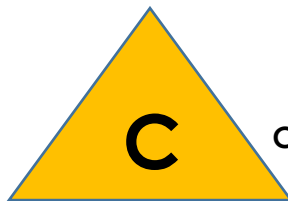
-B.C.'s New Curriculum

The carefully leveled books in the Foxy and Friends collection are perfect for helping every student be successful. Incorporate the **Read, Play, Talk, Write** process into your teaching, and you will engage children in a unique learning opportunity that embraces diversity.

Learn more about the **Read, Play, Talk, Write** process and how it supports children's understanding of the Big Ideas in the Language Arts Curriculum: [Read Play Talk Write.pdf](#)

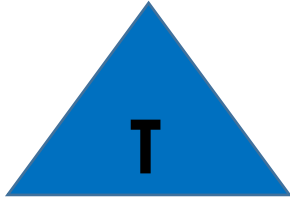
When we use the **Read, Play, Talk, Write** process we can see direct links to the

Core Competencies*:



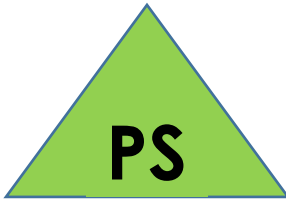
Communication Core Competency

- *I ask and respond to simple, direct questions.*
- *I can understand and share information about a topic that is important to me.*
- *I can work with others to achieve a common goal; I do my share.*
- *I give, receive, and act on feedback.*



Thinking Core Competency

- *I get ideas when I play. My ideas are fun for me and make me happy.*
- *I get ideas when I use my senses to explore.*
- *I make my ideas work or I change what I am doing.*
- *I can show if I like something or not.*
- *I can explore materials and actions.*
- *I can experiment with different ways of doing things.*



Personal and Social Core Competency

- *I can tell what is important to me.*
- *I can show a sense of accomplishment and joy.*
- *I can celebrate my efforts and accomplishments.*
- *I can persevere with challenging tasks.*
- *I can solve some problems myself and can identify when to ask for help.*
- *With some direction, I can demonstrate respectful and inclusive behaviour.*
- *I can explain when something is unfair.*
- *With some support, I can be part of a group.*
- *I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.*

Language Arts Learning Standards for Grade One* supported with the [Read, Play, Talk, Write](#) process and/or Guided Reading:

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

Comprehend and connect (reading, listening, viewing)

- Read fluently at grade level
- Use sources of information and prior knowledge (Personal stories and experiences) to make meaning.
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning (examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others)
- Use foundational concepts of print, oral, and visual texts
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Recognize the importance of story in personal, family, and community identity (stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers)
- Use personal experience and knowledge to connect to stories and other texts to make meaning
- Recognize the structure and elements of story (Students can use the vocabulary needed to talk about a story, such as beginning, middle, end, and main character, and can follow events in sequence)

Create and communicate (writing, speaking, representing)

- Exchange ideas and perspectives to build shared understanding (involves taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion)
- Identify, organize, and present ideas in a variety of forms
- Create stories and other texts to deepen awareness of self, family and community
- Plan and create a variety of communication forms for different purposes and audiences (examples include lists, journals, notes, simple stories, digital presentations, oral presentations, pictures, drama (e.g. puppet shows, dance, plays, storyboards) used to communicate ideas and information)
- Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation
- Explore oral storytelling processes (creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text)

The **Read, Play, Talk, Write** process also allows us to integrate and further explore the reciprocity between the Curricular Competency of **Comprehend and Connect** (reading, listening, viewing) and that of **Create and Communicate** (writing, speaking, representing).

Content

Students are expected to know the following:

Story/text

- Elements of story (setting, character, events)
- Literary elements and devices (poetic language, figurative language, sound play, images, colour, symbols)
- Vocabulary to talk about texts

Strategies and processes:

- *Reading strategies (using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar "sight" words;; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cuing systems: meaning, structures, and visual)*
- *Oral language strategies (adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; and making relevant contributions to discussion)*
- *Metacognitive strategies (talking and thinking about learning to develop awareness of self as a reader and as a writer)*
- *Writing processes (may include revising, editing, considering audience)*

Language features, structures, and conventions:

- *Concepts of print*
- *Print awareness*
- *Phonemic and phonological awareness*
- *Letter formation*
- *Sentence structure*
- *Conventions*

(*This is not a complete list of all the Learning Standards or Core Competency 'I can' statements, only those applicable to the **Read, Play, Talk, Write** process and guided reading.)