

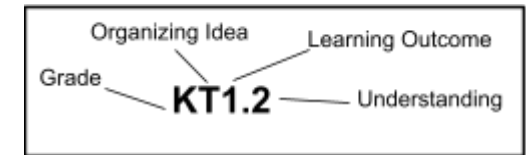
# Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

## **Guide to Using this Document**

It is critical that users view the instructional video guide prior to engaging with this document.

Please access the [Numbered Curriculum document](#) and Numbered Curriculum document [video instructions](#), by clicking the hyperlink titles.

*Note: The instructional video uses the Kindergarten Math curriculum as an exemplar though instructions are applicable to the ELAL documents.*



## **Important Links**

Comparison of Current 2000 Curriculum or Draft 2021 [Changes](#)

March 2022 Comparison of [Multigrades](#) of new Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
<b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b>			
<b>1.1 Discover and Explore</b>			
<b>Express ideas and develop understanding</b> <ul style="list-style-type: none"> <li>share personal experiences prompted by oral, print and other media texts</li> <li>talk about ideas, experiences and familiar events</li> </ul>	<b>Oral Language:</b> KO1.2 Ideas, information, and feelings can be shared through listening and speaking.	Listening and speaking skills can be developed through <ul style="list-style-type: none"> <li>discussions</li> <li>sharing (presentations)</li> <li>stories</li> <li>songs</li> <li>poems</li> </ul> The appropriate volume for speaking can change based on the situation.	Share personal experiences and stories through listening and speaking with others.  Participate in group discussions.  Share stories, songs, or poems individually or as part of a group.
	<b>Oral Language:</b> KO1.4 Language can be expressed verbally or nonverbally.	Messages can be shared through sounds and words (verbally).  Messages can be shared without sounds or words (non-verbally) through body language, such as <ul style="list-style-type: none"> <li>movements</li> <li>facial expressions</li> </ul>	Express an idea or share information through the use of body language or voice.  Share a short poem, story, or song from memory using verbal and non-verbal language.
	<b>Comprehension:</b> KCP1.1 Understanding messages in texts can be enhanced by listening to texts read aloud.	New words and ideas can be learned by listening to texts.  The language in texts that is listened to can contain more complex words and ideas than everyday language.	Listen to a variety of texts that are read aloud.  Engage in discussions about texts that have been listened to.

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

	<b>Comprehension:</b> KCP1.6 Understanding messages involves making predictions	Predicting includes imagining what might happen based on information (critical thinking), including <ul style="list-style-type: none"> <li>• title</li> <li>• pictures</li> </ul>	Make predictions based on information provided in texts.  Compare actual outcomes to predictions made.
--	--	---	--

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <span style="background-color: yellow;">(highlighted = new)</span>	Knowledge <span style="background-color: yellow;">(highlighted = new)</span>	Skills and Procedures <span style="background-color: yellow;">(highlighted = new)</span>
		<ul style="list-style-type: none"> <li>• details within the text</li> <li>• background knowledge</li> </ul> Predictions can be made prior to or during reading, viewing, or listening to texts.	
<b>Experiment with language and forms</b> <ul style="list-style-type: none"> <li>• talk and represent to explore, express and share stories, ideas and experience</li> </ul>	<b>Oral Language:</b> KO1.1 Oral traditions can provide lessons and entertainment and develop imagination.	Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	Practise listening and speaking skills through sharing oral stories.  Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities.
<b>Express preferences</b> <ul style="list-style-type: none"> <li>• talk about favorite oral, print and other media texts</li> </ul>	<b>Comprehension:</b> KCP1.4 Understanding messages in texts involves making connections.	Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> <li>• experiences</li> <li>• feelings</li> </ul>	Share connections between a text and personal feelings or experiences.
<b>Set goals</b> <ul style="list-style-type: none"> <li>• talk about own reading and writing experiences</li> </ul>			
<b>1.2 Clarify and Extend</b>			
<b>Consider the ideas of others</b> <ul style="list-style-type: none"> <li>• listen to experiences and feelings shared by others</li> </ul>			
<b>Combine ideas</b> <ul style="list-style-type: none"> <li>• connect related ideas and information</li> </ul>			

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<b>Extend understanding</b> <ul style="list-style-type: none"> <li>express interest in new ideas and experiences</li> </ul>	<b>Comprehension:</b> KCP1.5 Understanding messages in texts involves asking and answering questions.	Questions that help understand messages in texts include <ul style="list-style-type: none"> <li>Who?</li> <li>What?</li> <li>Where?</li> <li>When?</li> </ul>	Ask questions to clarify ideas or information in texts.  Answer questions about ideas or information in texts.
---	--	---	--

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <i>(highlighted = new)</i>	Knowledge <i>(highlighted = new)</i>	Skills and Procedures <i>(highlighted = new)</i>
		<ul style="list-style-type: none"> <li>Why?</li> </ul>	
<i>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</i>			
<b>2.1 Use Strategies and Cues</b>			
<b>Use prior knowledge</b> <ul style="list-style-type: none"> <li>connect oral language with print and pictures</li> <li>understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed</li> <li>expect print and pictures to have meaning and to be related to each other in print and other media texts</li> <li>understand that print and books are organized in predictable ways</li> </ul>	<b>Vocabulary:</b> KV1.1 Literacy experiences can provide opportunities to learn new words.	Vocabulary can be developed through literacy experiences, such as <ul style="list-style-type: none"> <li>read alouds</li> <li>songs</li> <li>poems</li> <li>rhymes</li> <li>pictures</li> <li>conversations</li> <li>land</li> </ul>	Explore and play with new words. <i>Identify the meaning of new words.</i>  Develop new vocabulary through a variety of literacy experiences.  <i>Transfer new vocabulary to different situations.</i>
	<b>Fluency:</b> KF1.2 Fluent and phrased reading sounds like spoken language.	Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	<i>Notice end punctuation and reflect it in voice.</i>

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>begin to use language prediction skills when stories are read aloud</li> <li>ask questions and make comments during listening and reading activities</li> <li>recall events and characters in familiar stories read aloud by others</li> <li>read own first name, environmental print and symbols, words that have personal significance and some words in texts</li> </ul>	<p><b>Fluency:</b>                  KF1.1 Some words, signs, and symbols are very common and can be recognized automatically.</p>	<p>Some letters can be recognized quickly and accurately.                  Some words can be recognized quickly and accurately.</p>	<p>Recognize some letters of the alphabet with speed and accuracy.                  Recognize 5–10 high-frequency words.                  Recognize own name.                  Recognize some environmental print automatically.</p>
<p><b>Use textual cues</b></p> <ul style="list-style-type: none"> <li>attend to print cues when stories are read aloud</li> <li>begin to identify some individual words in</li> </ul>	<p><b>Text Forms and Structure:</b>                  KT1.1 Ideas and information can be organized in ways that support understanding messages.</p>	<p>Messages can be shared for different reasons (purposes), including to learn and have fun.                  Messages can be imaginary (fiction) or real (non-fiction).                  Messages can be shared digitally or non-digitally in a variety</p>	<p>Explore messages shared for different reasons.                  Engage with messages for enjoyment.                  Discuss the differences between messages that are</p>

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
<p>texts that have been read aloud</p>		<p><b>of forms, including</b></p> <ul style="list-style-type: none"> <li>• stories</li> <li>• pictures</li> <li>• plays</li> <li>• land</li> </ul> <p><b>Messages, both real and imaginary, can follow a sequence (structure), including</b></p> <ul style="list-style-type: none"> <li>• beginning</li> <li>• middle</li> <li>• ending</li> </ul> <p>Books and other forms of print are organized in specific ways (concepts of print):</p> <ul style="list-style-type: none"> <li>• A book has a front and a back cover.</li> <li>• Words are made up of letters.</li> <li>• Print is read from left to right and top to bottom.</li> <li>• One print word represents one spoken word when read aloud.</li> <li>• Every word has a first and last letter.</li> <li>• Every sentence has a first and last word.</li> </ul>	<p><b>imaginary (fiction) or real (non-fiction).</b></p> <p><b>Explore messages shared in a variety of forms.</b></p> <p><b>Discuss the beginning, middle, and ending in a message.</b></p> <p>Identify the front and back of a book.</p> <p>Identify where reading begins and where to go after (return sweep).</p> <p>Identify the first and last letter in a word.</p> <p>Identify the first and last word on a page or in a message.</p> <p>Identify corresponding written words as they are read aloud.</p>
	<p><b>Conventions:</b> KCV1.1 Written messages can be communicated in predictable ways.</p>	<p><b>Names begin with a capital letter.</b></p> <p><b>Sentences begin with a capital letter.</b></p> <p><b>Sentences often end with periods.</b></p>	<p><b>Identify capital letters in names.</b></p> <p><b>Identify capital letters at the beginning of sentences.</b></p> <p><b>Identify periods at the end of sentences.</b></p>
<p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>• begin to make connections among sounds, letters, words, pictures and meaning</li> <li>• identify and generate rhyming words in oral language</li> <li>• hear and identify sounds in words</li> <li>• associate sounds with consonants that appear at the beginning of personally</li> </ul>	<p><b>Conventions:</b> KCV1.3 Some words are very common and can be spelled automatically.</p>	<p>The spelling of words can be remembered.</p> <p>Some words occur often in spoken and written language (high-frequency words).</p> <p>Some words do not have a one-letter-to-one-sound relationship (e.g., the).</p>	<p><b>Spell 5-10 high frequency words.</b></p>
	<p><b>Conventions:</b> KCV1.4 Spelling includes writing the sounds heard in words.</p>	<p>Saying words slowly can help to hear individual sounds in words.</p>	<p><b>Attempt to spell unknown words using letter-sound relationships</b></p>

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
significant words			Copy environmental print to become familiar with how words are spelled.
<b>Use references</b> <ul style="list-style-type: none"> <li>recite the letters of the alphabet in order</li> <li>copy scribed words and print texts to assist with writing</li> </ul>	<b>Phonics:</b> <b>KP1.1 Letters come in many shapes and sizes.</b>	<b>The English alphabet consists of a set of 26 letters.</b>  <b>Letters have distinguishable characteristics, including</b> <ul style="list-style-type: none"> <li>height</li> <li>shape</li> <li>straight lines</li> <li>curved lines</li> </ul> <b>Letters can be uppercase or lowercase.</b>	<b>Identify letters by characteristics</b>  <b>Recognize most uppercase and lowercase letters by name.</b>
<b>2.2 Respond to Texts</b>			
<b>Experience various texts</b> <ul style="list-style-type: none"> <li>participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs</li> <li>listen and view attentively</li> <li>identify favourite stories and books</li> </ul>	<b>Oral Language:</b> KO1.2 Ideas, information, and feelings can be shared through listening and speaking.	Listening and <b>speaking skills can be developed through</b> <ul style="list-style-type: none"> <li>discussions</li> <li>sharing (presentations)</li> <li>stories</li> <li>songs</li> <li>poems</li> </ul> <b>The appropriate volume for speaking can change based on the situation.</b>	Share personal experiences and stories through listening and speaking with others.  Participate in group discussions.  Share stories, songs, or poems individually or as part of a group.
	<b>Oral Language:</b> KO1,3 Listening is an active process that can support learning, collaborating, and having fun.	Listening is an active process that involves <ul style="list-style-type: none"> <li>focusing on the speaker</li> <li>taking turns</li> <li>using appropriate body postures and gestures</li> </ul>	Demonstrate a variety of listening behaviors  <b>Listen to and follow simple one or two step instructions.</b>
	<b>Phonological Awareness:</b> KPA1.2 Words that rhyme have the same sound at the end.	Songs and poems can contain rhyming words.	Explore rhyme in a variety of language learning contexts. Identify one-syllable rhyming words.

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<b>Construct meaning from texts</b> <ul style="list-style-type: none"> <li>relate aspects of oral, print and other media texts to personal feelings and</li> </ul>	<b>Text Form &amp; Structure:</b> KT1.4 Some messages share ideas and information about things that are real	Real information or ideas (non-fiction) can come in many forms, including	Represent information and ideas from a variety of real messages
--	---	---	---

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
experiences <ul style="list-style-type: none"> <li>talk about and represent the actions of characters portrayed in oral, print and other media texts</li> <li>talk about experiences similar or related to those in oral, print and other media texts</li> </ul>	(non-fiction).	<ul style="list-style-type: none"> <li>factual books or stories</li> <li>people</li> <li>pictures</li> </ul>	
	<b>Text Form &amp; Structure:</b> KT1.5 Poetry helps us explore ideas and feelings.	Poems can describe ideas and feelings in serious or playful ways.	Explore a variety of ideas and feelings represented through poetry and song  Identify rhymes in poems.
<b>Appreciate the artistry of texts</b> <ul style="list-style-type: none"> <li>experiment with sounds, words, word patterns, rhymes and rhythms</li> </ul>	<b>Phonological Awareness:</b> KPA1.1 Words are made up of sounds(phonemes).	Sounds can be identified at the beginning, middle, or ending of words.	Identify sounds at the beginning of spoken words.  Identify sounds in the middle of spoken words.  Identify sounds at the ending of spoken words.
	<b>Phonological Awareness:</b> KPA1.2 Words that rhyme have the same sound at the end.	Songs and poems can contain rhyming words.	Explore rhyme in a variety of language-learning contexts.
	<b>Phonological Awareness:</b> KPA1.3 Words have initial and final sounds (phonemes)	Sounds can be identified at the beginning of words.  Sounds can be identified at the ending of words.	Identify sounds at the beginning and ending of spoken words.  Sort words based on their initial sounds.  Sort words based on their final sounds

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

	<p><b>Phonological Awareness:</b> KPA1.4 Spoken language is made up of words and sentences that can be separated into parts (segmentation).</p>	<p>Sentences can be separated into words.</p> <p>Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).</p>	<p>Count the number of words in a spoken sentence of three to four words.</p> <p>Separate compound words into two individual words.</p> <p>Identify the number of syllables in one- to three-syllable words.</p> <p>Separate words into onsets and rimes.</p>
	<p><b>Phonological Awareness:</b> KPA1.5 Sounds can be blended to form spoken words.</p>	<p>Two separate words can be blended to form a new word (compound word).</p>	<p>Blend two words to form compound words.</p> <p>Blend syllables to form words.</p>

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<p>Two or more syllables can be blended to form a new word</p> <p>Sounds (phonemes) can be blended to form words.</p>	<p>Blend onsets and rimes to form words.</p> <p>Blend sounds to form words.</p>
	<p><b>Phonological Awareness:</b> KPA1.6 Parts of words can be removed (deletion).</p>	<p>One of the words in a compound word can be removed.</p> <p>Syllables in words can be removed.</p> <p>Sounds in words (phonemes) can be removed</p>	<p>Delete one word in compound words.</p> <p>Delete one syllable from multisyllabic words.</p> <p>Delete onsets or rimes in words.</p>
	<p><b>Phonics:</b> KP1.2 Knowing the relationship between letters and sounds (phonics) supports reading print messages.</p>	<p>Letters represent sounds in words.</p> <p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p>	<p>Make connections between letters and sounds in words.</p> <p>Recognize the first, middle, or ending letter or sound in words.</p>

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

2.3 Understand Forms, Elements & Techniques			
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>experience a variety of oral, print and other media texts</li> </ul>	<p><b>Text Form &amp; Structure:</b> KT1.2 Messages can be clarified when they include features.</p>	<p>Features that clarify messages can be digital or non-digital, including pictures and print size.</p>	<p>Investigate a variety of features that help clarify messages.</p>
<p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>develop a sense of story through reading, listening and viewing experiences</li> <li>identify the main characters in a variety of oral, print and other media texts</li> </ul>	<p><b>Comprehension:</b> KCP1.3 Understanding texts can involve describing ideas, information, and details.</p>	<p>Details include specific information that help the reader to understand texts.</p> <p>Sequencing involves putting events in a correct or an appropriate order.</p>	<p>Discuss ideas and details from texts.</p> <p>Sequence events in a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and events.</p> <p>Interpret illustrations.</p>
<p><b>Experiment with language</b></p> <ul style="list-style-type: none"> <li>appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and</li> </ul>			

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
personal songs			
<b>2.4 Create Original Text</b>			
<b>Generate ideas</b> <ul style="list-style-type: none"> <li>contribute ideas and answer questions related to experiences and familiar oral, print and other media texts</li> </ul>	<b>Writing:</b> KW1.1 Ideas and information can be expressed creatively to learn and have fun.	<b>Writing:</b> Ideas for personal expression can be inspired by experiences with people, places, and things.  Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation.  Messages have creators.  Messages can be shared in digital or non-digital ways, including: <ul style="list-style-type: none"> <li>Pictures</li> <li>Symbols</li> <li>Letters</li> <li>Words</li> <li>Scribbles</li> </ul> Ideas for personal expression can be inspired by experiences with people, places, and things.  Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation.  Messages have creators.	<b>Writing:</b> Express ideas and information in a variety of creative ways.  <b>Apply creative thinking to create or make changes to a representation of a message.</b>  Identify the creator or creators of a variety of messages.  <b>Include first name on messages created.</b>
	<b>Writing:</b> KW1.2 Information can be shared about people, places, or things that are real (factual).	Factual information can be gathered from a variety of people, places, or things (sources).  Information can be shared through messages that include pictures, letters, or words	Ask questions about real people, places, or things to learn more about them.  Gather factual information from a variety of people, places or things.  Share factual information
	<b>Writing:</b> KW1.3 Messages can be created using a variety of digital or non-digital methods or tools.	Messages can be shared in digital or non-digital ways, including <ul style="list-style-type: none"> <li>pictures</li> <li>symbols</li> </ul>	<b>Create a variety of digital or non-digital messages.</b>

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<ul style="list-style-type: none"> <li>• letters</li> <li>• words</li> <li>• scribbles</li> </ul>	
<b>Elaborate on the expression of ideas</b> <ul style="list-style-type: none"> <li>• listen to and recite short poems, songs and rhymes; and engage in word play and action songs</li> </ul>	<b>Comprehension:</b> KCP1.2 Predictable and decodable texts support a reader's understanding.	Texts often repeat words and phrases through patterns that can be organized.  Understandings of messages within texts can be shared in a variety of ways including: <ul style="list-style-type: none"> <li>• discussions</li> <li>• pictures with a few letters or words</li> </ul>	Read aloud simple, predictable, and decodable texts  Share understandings of messages read independently.
<b>Structure texts</b> <ul style="list-style-type: none"> <li>• draw, record or tell about ideas and experiences</li> <li>• talk about and explain the meaning of own pictures and print</li> </ul>			
<i>General Outcome 3: Manage Ideas and Information</i>			
<b>3.1 Plan and Focus</b>			

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<p><b>Focus Attention</b></p> <ul style="list-style-type: none"> <li>attend to oral, print and other media texts on topics of interest</li> <li>make statements about topics under discussion</li> </ul>	<p><b>Text Form &amp; Structure:</b> KT1.1 Ideas and information can be organized in ways that support understanding messages.</p>	<p>Messages can be shared for different reasons (purposes), including to learn and have fun.</p> <p>Messages can be imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally in a variety of forms, including</p> <ul style="list-style-type: none"> <li>stories</li> <li>pictures</li> <li>plays</li> <li>land</li> </ul> <p>Messages, both real and imaginary, can follow a sequence (structure), including</p> <ul style="list-style-type: none"> <li>beginning</li> <li>middle</li> <li>ending</li> </ul>	<p>Explore messages shared for different reasons.</p> <p>Engage with messages for enjoyment.</p> <p>Discuss the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Explore messages shared in a variety of forms.</p> <p>Discuss the beginning, middle, and ending in a message.</p> <p>Identify the front and back of a book.</p> <p>Identify where reading begins and where to go after (return sweep).</p> <p>Identify the first and last letter in a word.</p> <p>Identify the first and last word on a page or in a message.</p> <p>Identify corresponding written words as they are read aloud.</p>
--	--	--	--

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
		<p>Books and other forms of print are organized in specific ways (concepts of print):</p> <ul style="list-style-type: none"> <li>A book has a front and a back cover.</li> <li>Words are made up of letters.</li> <li>Print is read from left to right and top to bottom.</li> <li>One print word represents one spoken word when read aloud.</li> <li>Every word has a first and last letter.</li> <li>Every sentence has a first and last word.</li> </ul>	
<p><b>Determine information needs</b></p> <ul style="list-style-type: none"> <li>ask questions to satisfy personal curiosity</li> </ul>			
<p><b>Plan to gather information</b></p> <ul style="list-style-type: none"> <li>suggest ways to gather ideas and information</li> </ul>			

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<b>3.2 Select and Process</b>			
<p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"> <li>seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos</li> </ul>			
<p><b>Access information</b></p> <ul style="list-style-type: none"> <li>use illustrations, photographs, video programs, objects and auditory cues, to access information</li> </ul>	<p><b>Writing:</b> KW1.2 Information can be shared about people, places, or things that are real (factual).</p>	<p>Factual information can be gathered from a variety of people, places, or things (sources).</p> <p>Information can be shared through messages that include pictures, letters, or words.</p>	<p>Ask questions about real people, places, or things to learn more about them.</p> <p>Gather factual information from a variety of people, places or things.</p> <p>Share factual information</p>
<p><b>Evaluate sources</b></p> <ul style="list-style-type: none"> <li>ask questions to make sense of information</li> </ul>			
<b>3.3 Organize, Record and Evaluate</b>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <i>(highlighted = new)</i>	Knowledge <i>(highlighted = new)</i>	Skills and Procedures <i>(highlighted = new)</i>
<p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing</li> <li>draft ideas and information into short paragraphs, with topic and supporting sentences</li> </ul>			
<p><b>Record information</b></p> <ul style="list-style-type: none"> <li>represent and talk about ideas and information; dictate to a scribe</li> </ul>			

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<b>Evaluate information</b> <ul style="list-style-type: none"> <li>share new learnings with others</li> </ul>			
<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <ul style="list-style-type: none"> <li>share ideas and information about topics of interest</li> </ul>			
<b>Review research process</b> <ul style="list-style-type: none"> <li>share information-gathering experiences</li> </ul>			
<i>General Outcome 4 : Enhance the clarity and artistry of communication</i>			
<b>4.1 Enhance and Improve</b>			
<b>Appraise own and others' work</b> <ul style="list-style-type: none"> <li>make statements related to the content of own and others' pictures, stories or talk</li> </ul>			
<b>Revise and edit</b> <ul style="list-style-type: none"> <li>retell ideas to clarify meaning in response to questions or comments</li> </ul>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <span style="background-color: yellow;">(highlighted = new)</span>	Knowledge <span style="background-color: yellow;">(highlighted = new)</span>	Skills and Procedures <span style="background-color: yellow;">(highlighted = new)</span>
<b>Enhance legibility</b> <ul style="list-style-type: none"> <li>form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner</li> <li>explore the keyboard, using letters, numbers and the space bar</li> </ul>	<b>Writing:</b> KW1.2 Messages can be created using a variety of digital or non-digital methods or tools.	Messages can be shared in digital or non-digital ways, including <ul style="list-style-type: none"> <li>pictures</li> <li>symbols</li> <li>letters</li> <li>words</li> <li>scribbles</li> </ul>	<span style="background-color: yellow;">Create a variety of digital or non-digital messages.</span>

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>• explore and experiment with new words and terms associated with topics of interest</li> <li>• experiment with rhymes and rhythms of language to learn new words</li> </ul>			
<p><b>Enhance artistry</b></p> <ul style="list-style-type: none"> <li>• experiment with sounds, colours, print and pictures to express ideas and feelings</li> </ul>			
<p><b>4.2 Attend to Conventions</b></p>			
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>• develop a sense of sentence</li> </ul>			
<p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>• hear and identify dominant sounds in spoken words</li> <li>• demonstrate curiosity about visual features of letters and words with personal significance</li> <li>• connect letters with sounds in words</li> <li>• print own name, and copy environmental print and words with personal significance</li> </ul>	<p><b>Phonological Awareness:</b> KPA1.1 Words are made up of sounds (phonemes).</p>	<p>Sounds can be identified at the beginning, middle, or ending of words.</p>	<p>Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.</p>

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
<b>Attend to capitalization and punctuation</b> <ul style="list-style-type: none"> <li>recognize capital letters and periods in print texts</li> <li>capitalize first letter of own name</li> </ul>	<b>Conventions:</b> KCV1.1 Written messages can be communicated in predictable ways.	Names begin with a capital letter. Sentences begin with a capital letter. Sentences often end with periods.	Identify capital letters in names. Identify capital letters at the beginning of sentences. Identify periods at the end of sentences.
<b>4.3 Present and Share</b>			
<b>Present information</b> <ul style="list-style-type: none"> <li>share ideas and information about own drawings and topics of personal interest</li> </ul>	<b>Conventions:</b> KCV1.2 Language is organized to support understanding and sharing of ideas (grammar).	A sentence is a group of words that shares a complete thought or idea. Sentence types include telling (declarative) or asking (interrogative).	Recognize sentences in oral language that include a complete thought or idea. <b>Differentiate between telling and asking sentences.</b>
<b>Enhance presentation</b> <ul style="list-style-type: none"> <li>use drawings to illustrate ideas and information, and talk about them</li> </ul>			
<b>Use effective oral and visual communication</b> <ul style="list-style-type: none"> <li>speak in a clear voice to share ideas and information</li> </ul>	<b>Comprehension:</b> KCP1.1 Understanding messages in texts can be enhanced by listening to texts read aloud.	New words and ideas can be learned by listening to texts. The language in texts that is listened to can contain more complex words and ideas than everyday language.	Listen to a variety of texts that are read aloud. Engage in discussions about texts that have been listened to.
	<b>Oral Language:</b> KO1.4 Language can be expressed verbally or non-verbally.	Messages can be shared through sounds and words (verbally). Messages can be shared without sounds or words (non-verbally) through body language, such as: <ul style="list-style-type: none"> <li>movements</li> <li>facial expressions</li> </ul>	Express an idea or share information through use of body language or voice. Share a short poem, story or song from memory using verbal and non-verbal language.

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"> <li>• follow one- or two-step instructions</li> <li>• make comments that relate to the topic being discussed</li> </ul>			
--	--	--	--

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
<i><b>General Outcome 5.1 : Respect Others and Strengthen Community</b></i>			
<b>5.1 Respect Others and Strengthen Community</b>			
<p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"> <li>• explore personal experiences and family traditions related to oral, print and other media texts</li> </ul>			
<p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"> <li>• explore oral, print and other media texts from various communities</li> </ul>			
<p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"> <li>• share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments</li> </ul>			
<p><b>Use language to show respect</b></p> <ul style="list-style-type: none"> <li>• use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns</li> </ul>			
<b>5.2 Work within a Group</b>			

## Kindergarten ELAL Curriculum Comparison for the New Alberta Curriculum

<p><b>Cooperate with others</b></p> <ul style="list-style-type: none"> <li>• participate in class and group activities</li> <li>• find ways to be helpful to others</li> </ul>			
<p><b>Work in groups</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions to determine what the class knows about a topic</li> <li>• listen to the ideas of others</li> </ul>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) <b>(highlighted = new)</b>	Knowledge <b>(highlighted = new)</b>	Skills and Procedures <b>(highlighted = new)</b>
<p><b>Evaluate group process</b></p> <ul style="list-style-type: none"> <li>• respond to questions about personal contributions to group process</li> </ul>			