

Curriculum Planning & Assessment Resource

English Language Arts and Literature Kindergarten



**Alberta Regional Professional
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Curriculum Planning & Assessment Resource

English Language Arts and Literature (ELAL)

Kindergarten

About This Document		
This resource is created to assist teachers with planning and using the ELAL curriculum (2022). It is designed to give teachers a place to start when planning lessons. The document is designed around the following information: - There is only one Learning Outcome for each Organizing Idea in the ELAL curriculum. - Alberta Education has stated clearly: The Learning Outcome is what is to be assessed and reported on BY the end of the School Year. - Each Learning Outcome is divided into a number of Understandings. Each understanding has a number of statements in the Knowledge and Skills & Procedures columns that further describes how the LO can be taught based on the Understanding. - The Understandings in the ELAL curriculum break down the Learning Outcome. So teachers can see how the Learning Outcome can be taught by the end of the year. - When teachers are planning they are required to use all of the KUSPs (knowledge, Understandings, Skills & Procedures). Users of this guide will find that each section of the document is centered around one “understanding” at a time. The suggestions for teaching are then directly related to the Learning Outcome based on the Understanding. The developers of this document have also created a preamble describing Phonological Awareness. The reason for this added information is so teachers know the importance of teaching phonological awareness and phonemic awareness and how foundational it is for students to have these skills when learning to decode, read and write. The intent of these ELAL rubrics is for formative assessment. They are for teachers to use with the Understanding they are teaching at the time, ensuring the Learning Outcome for that Organizing Idea is mastered by the students by the end of the year. These rubrics can be used more than once to show improvements made by the students. Student progress can be shown in using the ‘Year Long’ rubric where progress is shown by term.		
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Acknowledgements		
Thank you to all the teachers, literacy specialists, and technical expertise from Alberta school divisions and ARPDC who collaborated to develop, review, and revise these planning and assessment documents to support curriculum implementation.		

Competency Progressions	Literacy Progressions	Numeracy Progressions
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Organizing Idea: Text Forms and Structures

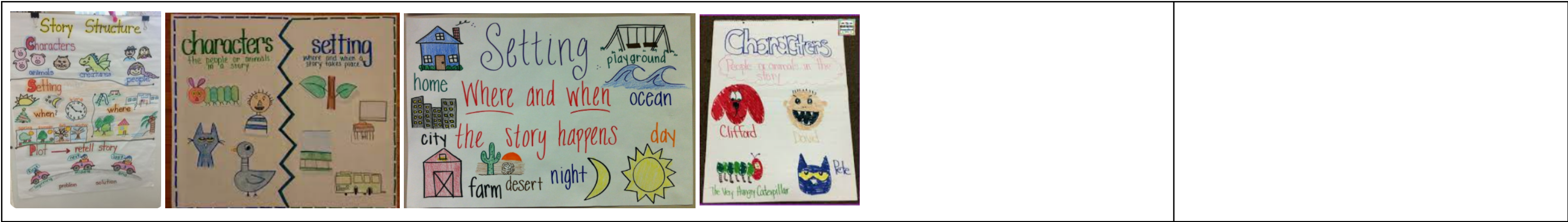
Organizing Idea: Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.			
Guiding Question: How can ideas and information be organized?			
Learning Outcome: Children explore how messages can be organized.			
Understanding: Ideas and information can be organized in ways that support understanding messages.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
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 of forms, including • stories • pictures • plays • land Messages, both real and imaginary, can follow a sequence (structure), including • beginning • middle • ending Books and other forms of print are organized in specific ways (concepts of print):	Explore messages shared for different reasons. Engage with messages for enjoyment. Discuss the differences between messages that are imaginary (fiction) or real (non-fiction). Explore messages shared in a variety of forms. Discuss the beginning, middle, and ending in a message. Identify the front and back of a book. Identify where reading begins and where to go after (return sweep). Identify the first and last letter in a word.	Message: A verbal, written or recorded communication sent to or left for a recipient. Purpose: Intention or objective. Messages/stories can be • Imaginary (fiction): Text containing imaginary events and people • Real (non-fiction): Text containing real events and people Words: words are made up of letters. Sentence: a complete thought in written form, has words and spaces. Sequence, putting things in order: • First and Last • Front and Back • Beginning, Middle & End Return sweep: When reader reaches the end of a line of text on the right hand side, returning to the left side of the page on the next line of text down. Digital message: Involving or relating to the use of technology.	• Read Alouds ○ Do read aloud in various forms such as storybook, informational books, big book, on audiobook, read aloud online, ○ Concepts of Print: Show and discuss the front of the book, back of the book, first page, last page, etc. Discuss if the book/story is imaginary (fiction) or real (non-fiction) ○ Act out some favorite stories. ○ As you read a message point to the words, and emphasize how the words you say match the words you are touching. This is to demonstrate the one-to-one correspondence between spoken and written words. ○ Discuss print concepts before and during each read aloud. Words are made of letters, the spaces between the words, where to open the book, where to begin and end reading. ○ During each read aloud discuss the author's reason for writing the book, enjoyment, lesson to learn, teach about a topic, etc. ○ After writing a class book, children work together to organize the pages; e.g., a cover with title and authors, the story or events in the correct sequence. • Oral Storytelling ○ Discuss this as a different form of sharing a message. ○ Discuss how we can get stories from the land such as migration, temperature, seasons, growth cycles. ○ Stories from the land can be fact or fiction. ○ Stories from the land can be shared in person, written, made with pictures, digitally through videos or meetings. • Messages can be shared (digitally or non-digitally) in a variety of forms: ○ Online resources such as video read aloud, short cartoons or movies, audiobooks, videos or meetings of elders doing oral storytelling. ○ Sharing pictures and GIFS (discuss what we see) ○ Expose students to various types and sizes of books: board books, magazines, big books, picture books, and even books on their classroom iPad/tablet.. ○ Puppet Plays, finger puppets, stick puppets to teach sequencing, and forms of storytelling. • Use of graphic organisers

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• A book has a front and a back cover. • Words are made up of letters. • Print is read from left to right and top to bottom. • One print word represents one spoken word when read aloud. • Every word has a first and last letter. • Every sentence has a first and last word.	Identify the first and last word on a page or in a message. Identify corresponding written words as they are read aloud.	Non-digital message: not involving or relating to the use of technology. One-to-one word matching: finger, manipulative, or eye tracking and saying words one at a time as they are read across a line of text. Concepts of print (also known as print awareness): is the understanding that print carries meaning, that books contain letters and words. Print awareness also includes an understanding of what books are used for and how a book "works" — how to turn pages, how to find the top and bottom of a page, and how to identify the title and the front and back covers.	○ Beginning - Middle - End charts ○ First, next, last charts ○ Prediction charts or illustrations ○ Venn diagram to compare different versions of the same story, possibly digital and print versions. ○ Graphs showing who enjoyed/disliked the book. ○ Tally charts tracking how many fiction and non-fiction books have been read that year. ● One-to-one word matching (tracking) ○ Pointer sticks, Witch fingers from Halloween, etc. ○ Leap readers, websites that track read aloud while it reads such as Epic!, Vooks, Pioneer Valley ○ Follow along on audio: Let students follow along to their favourite stories on audio. ○ Read or sing a Poem of the Day ○ For eg. Leap Frog activities
Resources			What do we assess? How do we assess?
Can be used in the classroom: • Storyline online (free) • Raz-Kids (\$- subscription is required) • Tumble Book (\$-subscription is required) • Flyleaf Publishing (currently free) • Wordless books • https://www.vooks.com/ Deeper Understanding: • How To Adapt the Read Aloud in an Inclusive Classroom			While teaching ask students: • What do different messages look like? • How are messages shared? • Story sequence beginning - middle - end. • Why are messages created? Sample of Assessment Sheet Give the students a Concepts about Print assessment (link will be provided). Kindergarten - Text Forms and Structures - Year Long Kindergarten - Text Forms and Structures- All Kindergarten - Text Forms and Structures - (Purpose, form, parts of a message)

OI: Text Forms and Structures: Learning Outcome: Children explore how messages can be organized.				
Understanding: Messages can be clarified when they include features.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Features that clarify messages can be digital or non-digital, including pictures and print size.	Investigate a variety of features that help clarify messages.	Text Features: the visual representation within messages (digital and non-digital) which includes pictures and the print size. Picture: a visual representation or image painted, drawn, photographed, or otherwise rendered on a flat surface. Print size: any type of font size clearly and visibly written. For example, large print might indicate volume, while small print may indicate a whisper voice when viewing a message.	Through daily modelling, teachers teach students the different features that are found in texts. • Read Aloud/Big Books ○ Point out the text features (print size and pictures) in the book you chose to read aloud. For example, in the book <i>Let's Go for a Drive</i> by Mo Willems, point to the different print size and how larger print size may mean shouting, referring to the picture will help to clarify the meaning of text. • Search and Find: ○ After teaching about print size, have students look in books to find large print, small print, etc. • Morning Message: ○ Print a message with text and pictures with students, while emphasising the print size.	
Resources			What do we assess? How do we assess?	
Can be used in the classroom: • Robert Munsch books - to show the different FONTS and sizes used to create meaning • Elephant and Piggie books			Observe the students as we investigate texts during our learning activities. Kindergarten - Text Forms and Structures - Year Long Kindergarten - Texts Forms and Structures - ALL Kindergarten - Text Features and Structures - (Text Features)	

OI: Text Forms and Structures: Learning Outcome: Children explore how messages can be organized.			
Understanding: Stories and ideas that are imaginary (fictional) can encourage creativity.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Imaginary (fictional) stories include fairy tales and realistic stories. A fairy tale is a story based on imaginary people, animals, and places. Realistic stories include people and places that seem real but were imagined. Stories include characters, setting, and events (story elements). A character can be any person, object, or animal that is part of a story. Setting refers to the time and place of a story. An event is something that happens in a story.	Investigate story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include story elements.	Imaginary stories: fictional stories that include fairy tales and realistic stories. Realistic stories: include people and places that seem real but were imagined. These are stories that seem real and can actually happen. For example, you can write a story about going on a roller coaster with your family. “Real” people and places but the story is made up (didn’t necessarily happen). Fairy Tales: children’s story about magical and imaginary beings and lands. These belong to the genre of folklore. Fables: a short story, typically with animals as characters, conveying a moral. These belong to a sub-genre of fantasy. Story elements: can include characters, setting, and events • Characters: can be any person, object, or animal that is part of a story • Setting: refers to the time and place of a story • Event: something that happens in a story	Teachers are teaching students about fictional or texts that are imaginary. • Read Alouds/Story Time ○ Using a familiar story, like <i>The Three Little Pigs</i>, teach the story elements. ○ Read different versions of <i>The Three Little Pigs</i> to highlight creativity, and story elements that are the same and different. ○ Make an anchor chart, with the characters, setting and event listed, then go through the story and talk about each element. ○ Follow this up with students creating a graphic organizer. The children can draw or act out an element of the story. ○ The children talk about the characters and act out <i>Rumpelstiltskin</i> in the puppet centre. ○ While learning about fairy tales, children dress up and pretend to be knights, princesses and dragons in a castle.
Resources			What do we assess? How do we assess?
Deeper understanding: • How to Teach Story Elements • Exploring Multicultural Folktales			Observations and class discussion: • How do they dramatise the story when in the drama centre? • Ask them what the story elements are. • Have the students create a graphic organiser. Kindergarten - Text Forms and Structures - Year Long Kindergarten - Text Forms and Structures - ALL Kindergarten - Text Forms and Structures - (Story Elements)

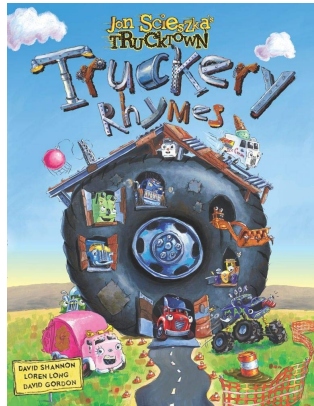


OI: Text Forms and Structures: Learning Outcome: Children explore how messages can be organized.			
Understanding: Some messages share ideas and information about things that are real (non-fiction).			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Real information or ideas (non-fiction) can come in many forms, including - factual books or stories - people - pictures	Represent information and ideas from a variety of real messages.	Non-fiction: texts (messages) that share ideas and information that are real and factual. Harry Kindergarten Music - Fiction vs. Nonfiction song	Teachers teach students about non-fiction texts. - Book sorts (real vs imaginary) - Picture sorts (real vs imaginary) <i>What's In A Picture?</i> Examination of pictures and charting facts/ideas learning from exploring the picture together. - Non-fiction literacy centre that can be rotated according to classroom interests Who Is This Person? - Examination of a variety of career centred photos that allow the children to determine what career the person has (firefighter, doctor, judge, police officer, teacher, librarian, plumber, electrician, dentist, veterinarian etc.) based on the details they see in the photo. - Guest speakers in the classroom (eye doctor, dentist, veterinarian, mayor, etc.)
Resources			What do we assess? How do we assess?
Can be used in the classroom: - Non-Fiction Books - A Raindrop's Journey by Suzanne Buckingham Slade - Pop! The Invention of Bubble Gum by Meghan McCarthy			Kindergarten - Text Forms and Features - Year Long Kindergarten - Text Forms and Structures - ALL Kindergarten - Text Forms and Features - (Non-Fiction Messages)

Herbert; The True Story of a Brave Sea Dog by Robyn Belton Nonfiction Nonfiction texts teach, inform, and explain real things.  Fiction Fictional texts are texts made up by an author that are not true. 	
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OI: Text Forms and Structures: Learning Outcome: Children explore how messages can be organized.			
Understanding: Poetry helps us explore ideas and feelings.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
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.	Poem: a piece of writing in which the words are arranged in separate lines, often ending in rhyme, and are chosen for their sound and for the images and ideas they suggest (this definition is from google). Rhyme: Rhyming words are words with the same ending sound. For example, “at” and “bat” are rhyming words. But so are “through” and “blue”, even though they end with different spelling patterns. When working with rhyming words, it’s the sounds that count, not the letter.	Teachers expose students to different forms of poetry. Nursery Rhymes or Songs - Using the poem <i>Humpty Dumpty</i>, read it together, the teacher leaves out some rhyming words and students supply the missing rhyming words. - Display favourite nursery rhymes using pocket charts, big books and songs. Ideas to mention/include when teaching - Poems can use many words or few words - Poems can have a unique form and shape - Poems have titles - Poems can be funny or serious - Poems can tell us how someone feels about something - Poems can rhyme or not rhyme
Resources			What do we assess? How do we assess?
Can be used in the classroom: - Nursery Rhyme Flip Chart - can be purchased on line Nursery Rhymes			Kindergarten - Text Forms and Structures - Year Long Kindergarten - Text Forms and Structures - ALL Kindergarten - Text Forms and Structures - (Poetry)

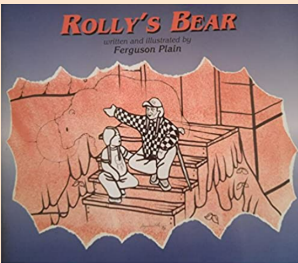
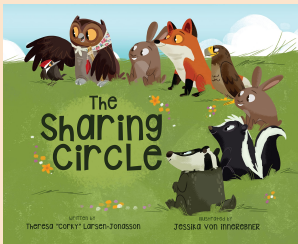
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A fun twist on Nursery Rhymes “Truckery Rhymes by Jon Scieszka”

Organizing Idea: Oral Language

Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.				
Guiding Question: In what ways can listening and speaking communicate feelings, ideas, and information?				
Learning Outcome: Children explore listening and speaking skills through a variety of literacy experiences.				
Understanding: Oral traditions can provide lessons and entertainment and develop imagination.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	Practice listening and speaking skills through sharing oral stories. Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities.	Unique: one of a kind, unlike anything else Oral Traditions: Individuals or groups of people can have unique stories that can be shared through listening and speaking. Sharing oral stories: telling a story through voice and gesture. Sharing Circle: bringing people together in a circle and asking each individual to speak while the rest of the group practices active listening.	- Use the book “Sharing Circle” written by an Indigenous Elder, Theresa “Corky” Larsen-Jonasson to teach students about how to listen and speak so they are able to share oral stories. - students can orally share personal experiences and stories - practice being active listeners - model and practice how to take turns and listen to the speaker - students feel safe, accepted and encouraged to share personal ideas and experiences - After reading “Rolly’s Bear” by Ferguson Plain, children talk about stories told to them by older family members. - Outdoor/Nature Connections: Nature as Inspiration for Oral Storytelling - Morning Circles outside share oral traditions and stories about the land Invite elders/knowledge keepers into classroom to share legends and stories that provide a lesson.	
Resources			What do we assess? How do we assess?	
Can be used in the classroom: - Book- Rolly’s Bear and Sharing Circle - Visit from Local Elder Walking Together: Oral Traditions - Sharing a Story (from Learn Alberta) The Learning Circle Indigenous books: On the Trapline, by David A. Robertson and Julie Flett (Amazon.ca)			Observations, Are students participating in listening and speaking during oral stories? Kindergarten - Oral Language - Year Long Kindergarten - Oral Language- ALL Kindergarten- Oral Language - (Oral Stories)	



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- The Circle of Caring and Sharing, by Theresa "Corky" Larsen-Jonasson, Jessika Von Innerebner, et al. (Amazon.ca)
- We are the Water Protectors, by Carole Lindstrom (Amazon.ca)

Deeper understanding:

- <https://empoweringthespirit.ca/cultures-of-belonging/seven-grandfathers-teachings/>
- <https://fourdirectionsteachings.com/transcripts/cree.html>

Ol: Oral Language: Learning Outcome: Children explore listening and speaking skills through a variety of literacy experiences.

Understanding: Ideas, information, and feelings can be shared through listening and speaking.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Listening and speaking skills can be developed through • discussions • sharing (presentations) • stories • songs • poems 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.	Listening: is the active process of receiving and responding to spoken (and sometimes unspoken) messages. From The Definition of Listening and How to Do it Well. Speaking: the delivery of language through the mouth. • Volume: when speaking in a loud voice, or a quiet whisper voice. Talking Sticks: Were used during tribal meetings to designate who was allowed to speak. Whoever held the talking stick had the right to speak, and all others present were to listen silently. Many elementary teachers employ the talking stick to teach children to take turns speaking and listening. The talking stick can be an effective classroom management tool.	• On Monday morning, have students form a sharing circle and share something they did on the weekend. • Can substitute a "talking stick" with another item such as, teddy, stick, pointer, rock, make your own classroom talking stick together, etc. • "Show and Share" - Students share something important to them (favourite toy, idea, something they did, theme based). Classmates have the opportunity to ask questions. • Read a story together, and create discussion by asking about the story. ◦ i.e) After reading a story about a bike, a child tells the class about learning to ride a bike. Other children are reminded of their own experiences and contribute to the discussion • Mini Lesson about types of voices - using appropriate volume in various situations. ◦ Inside voice ◦ Partner voice ◦ Outside voice ◦ Singing voice • Practice the give and take of conversations by having five minute conversation stations - ◦ Students are put in pairs or use their elbow partner ◦ Students are given a topic such as "Favourite flavour of ice cream". ◦ Students practice talking and listening skills
Resources			What do we assess? How do we assess?
Can be used in the classroom: • My Mouth is a Volcano (Book)- About being polite and not interrupting • <i>Decibella and Her 6 Inch Voice</i> by Julia Cook (book)			Observations: • Take note of students who are showing active listening skills: ◦ Focusing on speaker, taking turns, using appropriate body

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• <i>Lacey Walker, Nonstop Talker</i> by Christianne Jones • <i>Multiple Paths to Literacy K-2: Proven High-Yield Strategies to Scaffold Engaging</i> by Miriham P. Trehearne (book)	postures and gestures. • Use a checklist to track students ability to follow simple one or two step instructions. Kindergarten - Oral Language - Year Long Kindergarten - Oral Language- ALL Kindergarten - Oral Language - (Listen and Share Personal Experiences)
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OI: Oral Language: Learning Outcome: Children explore listening and speaking skills through a variety of literacy experiences.

Understanding: Listening is an active process that can support learning, collaborating, and having fun.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Listening is an active process that involves • focusing on the speaker • taking turns • using appropriate body postures and gestures	Demonstrate a variety of listening behaviours. Listen to and follow simple one- or two-step instructions.	Listening Behaviors - the way in which a person can show they are listening to others. For example, • Eyes Watching the speaker • Ears Listening • Voice Quiet • Body Still Turn Taking - the act of taking turns in a situation, conversation, or even means sharing space and time with another individual.	• Listening Games, consider teacher-led and student-led activities such as: ◦ Simon Says ◦ Mother May I • Directed Drawing and/or Colouring: ◦ Check out sites such as Empowered Parents : Teaching kids through play, for an example of a following directions drawing activity • Read the story, <i>Sometimes I like to Curl Up in a Ball</i> by Vicki Churchill and have students act it out. ◦ For example, when reading the line “sometimes I like to curl up in a ball...” have students curl up in a ball. • Students will participate in buddy reading - listening while older students read to them or telling about their book to older students. • Practice the give and take of conversations by having five minute conversation stations - ◦ Students are put in pairs or use their elbow partner ◦ Students are given a topic such as “Favourite flavour of ice cream”. ◦ Students practice talking and listening skills
Resources			What do we assess? How do we assess?
Can be used in the classroom: • Sometimes I like to Curl Up in a ball (book) • Google “Empowered Parents, Teaching Kids Through Play” for some AMAZING resources on directing drawing and following directions. • “Howard B Wigglebottom Learns to Listen” by Howard Binkow • “Listen Buddy” by Helen Lester • “My Mouth is a Volcano” by Julia Cook • “Why Should I Listen?” by Claire Llewellyn Deeper understanding: • PATHS Program LLC - Social Emotional Learning for Pre-K, Elementary, and Middle School • Second Step Programs Second Step			Observations: • Take note of students who are showing active listening skills: ◦ Focusing on the speaker, taking turns, using appropriate body postures and gestures. • Use a teacher checklist to track students ability to follow simple one or two step instructions. Kindergarten - Oral Language - Year Long Kindergarten - Oral Language - ALL Kindergarten - Oral Language - (Listening/Following Instructions)

Kindergarten ELAL Curriculum Planning & Assessment Resource

Multiple Paths to Literacy K-2: Proven High-Yield Strategies to Scaffold Engaging by Miriham P. Trehearne (book)	
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OI: Oral Language: Learning Outcome: Children explore listening and speaking skills through a variety of literacy experiences.			
Understanding: Language can be expressed verbally or nonverbally.			
Knowledge Messages can be shared through sounds and words (verbally). Messages can be shared without sounds or words (non-verbally) through body language, such as - movements - facial expressions	Skills and Procedures 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.	Key Vocabulary & Concepts Verbal: spoken words instead of written. Non-Verbal: communicating using body movements and postures.	Strategies and Exemplars - Teach and model social cues (ie: finger on the lip means quiet, putting out my hand while talking with another student means “wait your turn”) - Incorporate actions and movements while reading stories, or singing songs - Modelling expressions with body language and different kinds of voices. - Examine and discuss pictures of people's body language. - Emotion Cards: Hold up an emotion card and ask students to physically show you that emotion. - Pictorial Exemplars - in conjunction with student acting game. Students look at a picture, act it our for their friends to guess what they are, are doing, etc. For example: Student pulls a picture of a bird. The student acts it out without words for peers to guess. - Tone of voice- how we speak can change the meaning. - Tell the class a sentence, such as, “I’m going to school.” and have them say it with different emotions (happy, sad, scared).
Resources			What do we assess? How do we assess?
Can be used in the classroom: Emotion Word Cards			Checklist Kindergarten - Oral Language - Year Long Kindergarten - Oral Language - ALL Kindergarten - Text Forms and Structures - (Share ideas and information)

Organizing Idea: Vocabulary

Organizing Idea: Communication and comprehension are improved by understanding word meaning and structures.			
Guiding Question: How can word knowledge contribute to building vocabulary?			
Learning Outcome: Children develop vocabulary through a variety of literacy experiences.			
Understanding: Literacy experiences can provide opportunities to learn new words.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Vocabulary can be developed through literacy experiences, such as • read alouds • songs • poems • rhymes • pictures • conversations • land	Explore and play with new words. Identify the meaning of new words. Develop new vocabulary through a variety of literacy experiences. Transfer new vocabulary to different situations.	Vocabulary: the body of words used in a particular language. (oxford definition)	Student vocabulary is built by exposing students to different literacy experiences where vocabulary is highlighted. • Word of the Day ◦ Using a program like <i>Word Time</i> from <i>Learning Without Tears</i>, teach the definition of a word through a small group and act it out. • Read Alouds ◦ When reading a story, tell the students a “special” word they need to listen for as the story is being read. You can define the word before and after reading. ◦ After reading the story and talking about the new word, such as, “exhausted” the student will be able to share and transfer their new vocabulary and tell you a time that he was exhausted. ◦ Share a picture with the class and label all the words. Starts with tier 1 but then also encourage tier 2 words. • Write the Room ◦ Using picture cards with the corresponding word written below (can be themed based), randomly place these cards around the classroom for students to find and then they copy the word on a corresponding piece of paper. • Simple Word Analysis ◦ Break apart words and teach what certain parts mean (ie: unicycle - “uni” means one, so a unicycle has one wheel. Bicycle - “bi” means two, so a bicycle has two wheels • Printable “I Spy” Mats ◦ Students find certain objects in the picture after the teacher describes the object. Students take turns describing an object for teacher or peer to find. • Mystery Bag/Box ◦ Place a variety of objects in a bag or box. Model reaching in, feeling the object and describing the object without looking at it. Students take turns using descriptive words.

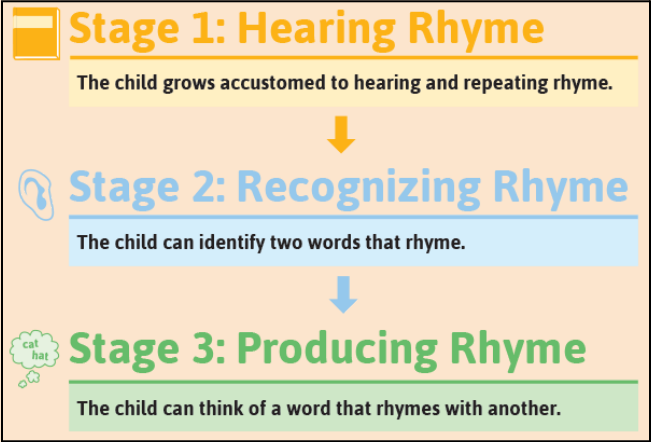
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Resources	What do we assess? How do we assess?
Can be used in the classroom: Reading Rockets - fun kindergarten level vocabulary activities <i>Word Time</i> from <i>Learning Without Tears</i> Deeper understanding: Three Tiers Vocabulary- Teacher information	Observe your students and ask yourself: - Are they using descriptive words when talking - Are students able to tell you what words mean when asked (for example, show a picture of a school bus, ask them to name it and what it's for). Kindergarten - Vocabulary - Year Long Kindergarten - Vocabulary - ALL Kindergarten- Vocabulary - (Explore New Words)

Organizing Idea: Phonological Awareness

Organizing Idea: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.			
Guiding Question: How are sound and oral language connected?			
Learning Outcome: Children experiment with sounds in words.			
Understanding: Words are made up of sounds (phonemes).			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
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.	Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.	- As a Whole Class: Say, “Our names are special words. Words are made up of sounds. Let’s listen for the first sound we hear in the names of our classmates”. - Example, Mabel: /m/ for Mabel (from Heggerty) - After the children sing the song, “Mr. Sun”, the teacher asks them what sound they hear at the beginning of the word Sun. The children identify the sound and name other words that begin with /s/. - The children hear and identify the beginning and ending sounds in specific words from a story read aloud by the teacher. - From a list of words, such as hat, hill, ball, the children identify the word that begins with a different sound (first start with one word then move on to the list). - From a list of words, such as cat, sat, cap, the children identify the word that ends with a different sound (first start with one word then move on to the list). Morning Attendance/Line Up “Everyone who has a /b/ sound at the beginning of their name please stand up.” “Everyone who has a /n/ sound at the end of their name please line up.” - Say each sound of the word separately and place hands on your head, waist or toes, to indicate whether the sound is at the beginning, middle or end of the word
Resources			What do we assess? How do we assess?
Can be used in the classroom: - Heggerty https://fcrr.org/student-center-activities/kindergarten-and-first-grade - UFLI sorting game			Kindergarten - Phonological Awareness - Year Long Kindergarten - Phonological Awareness - ALL Kindergarten - Phonological Awareness - (Identify Sounds)

New learn Alberta - Resources ARPDC Resources - Literacy Intervention Deeper understanding: UFLI (you can find many free activities and lessons in this website)	
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OI: Phonological Awareness: Learning Outcome: Children experiment with sounds in words.			
Understanding: Words that rhyme have the same sound at the end.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Songs and poems can contain rhyming words.	Explore rhyme in a variety of language-learning contexts. Identify one-syllable rhyming words.	Rhyme: Words that have the same ending sound.	Read Alouds - Choose specific rhyming books, like <i>Llama Llama Red Pajama</i> during story time and before reading tell the students this is a rhyming story, let's read and then list the rhyming words. Whole Class - We are listening to words that rhyme. These words rhyme because we hear the same sounds at the end (these are examples from Heggerty). - Stage 1: Hearing Rhyme: - I will say two words that rhyme. You will say them back to me: - Teacher: go, no - Students: go, no - Stage 2: Recognizing Rhyme: - I will say " Which words rhymes with...?" Then I will say two words: one word rhymes and one word doesn't. Can you tell me the word that rhymes? - Teacher: which word rhymes with <i>west</i>: best or news? - Listen to Wes tank Dr. Seus videos for example - Dr Seuss - Wes Tank Raps Fox in Socks - YouTube  Stage 1: Hearing Rhyme The child grows accustomed to hearing and repeating rhyme. ↓ Stage 2: Recognizing Rhyme The child can identify two words that rhyme. ↓ Stage 3: Producing Rhyme The child can think of a word that rhymes with another. (graphic is from Marie Rippel, "All About Learning Press")

Kindergarten ELAL Curriculum Planning & Assessment Resource

Resources			What do we assess? How do we assess?
Can be used in the classroom: • Heggerty • Florida Center for Reading Research • Books like: ◦ Wes Tak Dr. Seuss ◦ “Rhyming Dust Bunnies” by Jan Thomas ◦ “Chicka Chicka Boom Boom” by Bill Martin Jr. ◦ “Llama Llama, Red Pajama” by Anna Dewdney ◦ Rhyme Crime by Jon Burgerman ◦ “There’s a Bear on My Chair” by Ross Collins ◦ “Gorilla Loves Vanilla” by Chae Strathie			Kindergarten - Phonological Awareness- Year Long Kindergarten - Phonological Awareness - ALL Kindergarten - Phonological Awareness- - (Explore Rhyme)

OI: Phonological Awareness: Learning Outcome: Children experiment with sounds in words.				
Understanding: Words have initial and final sounds (phonemes).				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
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.	Initial Sounds: is the first sound we hear in words. Final Sounds: is the last sound we hear in words.	Through multiple, regular and ongoing opportunities, teachers expose students to the sounds in words: • Teacher will call students to the circle by beginning sounds, “If your name starts with a /m/ come to the mat. • Sort picture cards according to initial or final sounds. ◦ Play Where’s the Sound from the Florida Center for Reading Research. ◦ From a list of words, such as hat, hill, bat, the students identify the two words that begin with the same first sound. ◦ From a list of words, such as tub, grab, snack, the students identify the two words that end with the same last sound.	
Resources			What do we assess? How do we assess?	
Can be used in the classroom: • Heggerty • Florida Center for Reading Research • UFLI sorting game • Where’s the Sound			Kindergarten - Phonological Awareness- Year Long Kindergarten - Phonological Awareness - ALL Kindergarten - Phonological Awareness - (Identify and Sort Sounds)	

Kindergarten ELAL Curriculum Planning & Assessment Resource

Deeper understanding: • UFLI (you can find many free activities and lessons in this website)	
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OI: Phonological Awareness: Learning Outcome: Children experiment with sounds in words.			
Understanding: Spoken language is made up of words and sentences that can be separated into parts (segmentation).			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Sentences can be separated into words. Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).	Count the number of words in a spoken sentence of three to four words. Separate compound words into two individual words. Identify the number of syllables in one- to three-syllable words. Separate words into onsets and rimes.	Compound Words: are two or more words that have been grouped together to create a new word that has a different, individual meaning. Syllables: are the beats in a word. Onsets and Rimes: The onset is the part of a single-syllable word before the vowel. The rime is the part of a word including the vowel and the letters that follow. For example, the word star, the onset is /st/ and the rime is /ar/.	• Whole Class ○ Teacher will say a sentence, students will reproduce the sentence while toe tapping. ○ Students will finger count while saying the sentence. • Heggerty Examples ○ Teacher will say a compound word and then separate it into two individual words. ■ “Rainbow”- “rain” “bow” ○ Syllables: ■ We will clap the beats/syllables in the words I say. You can also use students names initially. • Teacher: elephant, el-e-phant ○ Onset and Rime: ■ I will say one word and chop it into two parts, the first sound and the rest of the word. The it's your turn. • Teacher: note, n-ote • Student: note, n-ote ■ Blending Onsets and Rimes - sample lesson ○ Blending Compound Words - sample lesson
Resources			What do we assess? How do we assess?
Can be used in the classroom: • Heggerty Deeper understanding: • UFLI (you can find many free activities and lessons in this website)			Kindergarten - Phonological Awareness - Year Long Kindergarten - Phonological Awareness - ALL Kindergarten - Phonological Awareness - (Segmentation)

OI: Phonological Awareness: Learning Outcome: Children experiment with sounds in words.			
Understanding: Sounds can be blended to form spoken words.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Two separate words can be blended to form a new word (compound word). Two or more syllables can be blended to form a new word. Sounds (phonemes) can be blended to form words.	Blend two words to form compound words. Blend syllables to form words. Blend onsets and rimes to form words. Blend sounds to form words.	Compound Words: are two or more words that have been grouped together to create a new word that has a different, individual meaning Twinkl (2023) Syllables: are the beats in a word. Onsets and Rimes: The onset is the part of a single-syllable word before the vowel. The rime is the part of a word including the vowel and the letters that follows. For example, the word star, the onset is /st/ and the rime is /ar/. Phoneme: The smallest unit of sound within our language system. A phoneme combines with other phonemes to make words.	Blending Syllables: Sample Lesson Plan Whole class or small group - Teacher will start the lesson by telling students how to blend sounds to make words. - Teacher say: “When we blend, we put two small words together to make one big word. I will say two small words and blend them together, or say them fast, to make one big word. Then it’s your turn.” - Teacher: in-to, into - Students: in-to, into - Now we will blend two syllables, or two parts of a word. I will say two syllables and blend them together to make one big word. Then, it’s your turn. - Teacher: learn-ing, learning - Students: learn-ing, learning. - Now we will blend onset and rimes to make one word. The onset is the first sound and the rime is the last sound. - Teacher: c-at, cat - Students: c-at, cat. - Now we will blend 3 sounds to make words. I will say 3 sounds and then blend them to make a word. Then it’s your turn. - Teacher: d-o-g, dog - Student: d-o-g, dog - Please note, these above examples come from the Pre-Kindergarten Heggerty sample lessons).
Resources			What do we assess? How do we assess?
Can be used in the classroom: Heggerty Florida Center for Reading Research ARPDC Resources - Literacy Intervention Deeper understanding: UFLI (you can find many free activities and lessons in this website)			Kindergarten - Phonological Awareness - Year Long Kindergarten - Phonological Awareness - ALL Kindergarten - Phonological Awareness - (Blending)

OI: Phonological Awareness: Learning Outcome: Children experiment with sounds in words.				
Understanding: Parts of words can be removed (deletion).				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
One of the words in a compound word can be removed. Syllables in words can be removed. Sounds in words (phonemes) can be removed.	Delete one word from compound words. Delete one syllable from multisyllabic words. Delete onsets or rimes in words.	Compound Words: two or more words to combine to create a new word. Syllables: a unit of pronunciation having one vowel sound, or without surrounding consonants, forming the whole or a part of a word. Onset: the consonant or the cluster consonants at the start of a syllable. Rime: what is left of the word after the onset. Phonemes: any of the perpetually distinct units of sound in a word. The smallest unit of sound Delete: remove a portion of the word.	● Whole Group, small group or one on one: ○ The teacher says:, “ I have the word <i>snowman</i>. If I take away the word “<i>snow</i>” what do we have left?” ○ The teacher can play with multiple examples such as: baseball, snowflake, playground. ● Whole group, small group or one on one: ○ The teacher works with students to either clap syllables in words, or use arm segmenting, or placing hand under the chin (and counting the movements). Once students are comfortable with counting syllables, work with students on removing a syllable. The teacher says: “ Let’s clap the word ‘cowboy’. Now let’s clap and say ‘cow’. ● Whole group, small group and one on one: ○ “Let’s say the word <i>cat</i>. What is the word now, if I remove or don’t say ‘c’?. ○ “Say the word ‘before’. Now don’t say ‘fore’. What is left? ○ “Say the word “partner’. Now don’t say “ner”. What is left?” ○ Words you can use: insect, winter, below	
Resources			What do we assess? How do we assess?	
Can be used in the classroom: ● Heggerty ● Florida Center for Reading Research Deeper understanding: ● UFLI (you can find many free activities and lessons in this website)			Kindergarten - Phonological Awareness - Year Long Kindergarten - Phonological Awareness - ALL Kindergarten - Phonological Awareness - (Deletion)	

Organizing Idea: Phonics

Organizing Idea: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.				
Guiding Question: How do letters and sounds work together to make words?				
Learning Outcome: Children make connections between letters and sounds in words.				
Understanding: Letters come in many shapes and sizes.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
The English alphabet consists of a set of 26 letters. Letters have distinguishable characteristics, including • height • shape • straight lines • curved lines Letters can be upper case or lower case.	Identify letters by characteristics. Recognize most upper case and lower case letters by name.		• Teachers can teach the letters of the alphabet using different resources. Teachers can teach the letters of the alphabet by teaching the letters that students ‘hear’ best, or have ‘meaning’ to the children. For example, the letters in student names. ◦ Letters such as : “m”, “t”, “s”. • Teachers can start with just looking at ‘lines’ and ‘curves’. Which letters have lines and which have curves. Which letters have the most curves? • The teacher gives each child a card with an alphabet letter on it. When the teacher calls out a particular letter, the child with that letter card points to the letter and sings the alphabet song up to that letter. • As the teacher is teaching individual letters, he or she provides opportunities for students to ‘work’ with the letters. Examples are: ◦ Printing letters in sand ◦ Making letters with wikki stix ◦ Teachers can have different coloured markers and students can print ‘rainbow’ letters. ◦ Students can print letters over large ziploc baggies filled with coloured shaving cream.	
Resources				What do we assess? How do we assess?
• Handwriting Without Tears • Youtube - Jack Hartmann - Alphabet songs • Youtube - The Learning Station • ARPD New Curriculum Resources - Supplementing Phonics Instruction • UFLI				Kindergarten - Phonics- Year Long Kindergarten - Phonics - ALL Kindergarten- Phonics -(Identify Letters)

OI: Phonics: Learning Outcome: Children make connections between letters and sounds in words.				
Understanding: Knowing the relationship between letters and sounds (phonics) supports reading print messages.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Letters represent sounds in words. There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).	Make connections between letters and sounds in words. Recognize the first, middle, or ending letter or sound in words.	Letters: a symbol or grapheme that represents a character or group of characters within the alphabet. Grapheme: is a letter, or group of letters that acts as the smallest unit in a written language. Phoneme: is the sounds represented by a grapheme(s).	- Sam recognizes the letter “S” in a STOP sign and says, “There’s a “S” like in my name.” Show and Tell - Send a notice home to parents asking them to help their child find a toy that begins with the first letter of their name for a show and tell at school. - For example, Sam may bring a snake. - Ask students to find something in their classroom that has the same first sound as their name, or a given letter. - After teaching the letter Bb, ask students to find items in the classroom that begin with the “Bb” sound. - After teaching a letter, have students search in a book for something that begins with that letter. - Have students stand up, tell them you will say a word followed by a sound, and they need to touch their head, waist or knees to show if the sound in the word is the first (head), the middle (waist) or the last (knees). - Teacher: Everyone stand up, Where do we hear the sound /a/ in the word cat? - Students: will touch their waists and say: “/a/ is in the middle!”	
Resources			What do we assess? How do we assess?	
- Georgiou, G. & Dunn, K.(2022). The Phonics Companion: 120 Lessons for Teachers. Pearson. - McCrackens (2022). Spelling through Phonics. Peguis. UFLI			Kindergarten - Phonics - Year Long Kindergarten - Phonics - ALL Kindergarten - Phonics - (Letter/Sound Connections)	

Organizing Idea: Fluency

Organizing Idea: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.			
Guiding Question: How does letter and word recognition support the development of fluency?			
Learning Outcome: Children recognize some letters and words with speed and accuracy.			
Understanding: Some words, signs, and symbols are very common and can be recognized automatically.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Some letters can be recognized quickly and accurately. Some words can be recognized quickly and accurately.	Recognize some letters of the alphabet with speed and accuracy. Recognize 5–10 high-frequency words. Recognize own name. Recognize some environmental print automatically.	Fluency: the ability to read with speed, accuracy, and proper expression.	• After learning the letters of the alphabet students must learn to identify them quickly and out of order. • The teacher can randomly ask students what different letters are. • Students can play Go Fish with letter cards. • As students are becoming familiar with letters, words, the teacher can print a simple morning message on the board highlighting simple high frequency words such as: ○ the ○ and ○ is ○ but • There are also meaningful words that students will learn quickly such as: ○ mom ○ dad ○ dog ○ cat • Students can play the game “memory” with these words. • Teachers can cut student names apart, stored in a baggie. Each morning as the students come in, the first thing they do is put their name together on their desk. • As teachers are reading picture books to the students, the teacher models reading environmental print in picture books. • The teacher can be purposeful in pointing out that there are words all around us. Go on a neighbourhood walk and notice: ○ The stop sign ○ The Tim Horton’s sign ○ The word ‘police’ on the police car ○ The word “Library” on the library building.

Resources	What do we assess? How do we assess?
Kindergarten High Frequency Word examples - ((NewLearnAlberta) Jack Hartman Better Alphabet Song - Secret Stories	Kindergarten - Fluency - Year Long Kindergarten - Fluency - ALL Kindergarten - Fluency - (Recognize letters, sounds, name)

Ol: Fluency: Learning Outcome: Children recognize some letters and words with speed and accuracy.			
Understanding: Fluent and phrased reading sounds like spoken language.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	Notice end punctuation and reflect it in voice.	Periods: are used at the end of a sentence to show the reader the thought or idea expressed has ended. It is represented by a small black dot. Phrased reading: reading smoothly by grouping words together in meaningful phrases.	Fluent reading is modelled by the teacher during read alouds, and discussions with students. Whole Class - Together display a sentence and “read” it in various ways. For example, with excitement/worry, as a winder/question, or in a clear reading voice. - Example: Teacher writes the sentence, <i>My dog ran away</i>. Read it these ways. - My dog ran away?? With a wonder/question. - My dog ran away. With a clear reading voice. - My dog ran away!!! With worry/excitement - Follow this up with asking the students which way would you read or say the sentence if you were worried that your dog ran away, or if you were telling someone your dog ran away.
Resources			What do we assess? How do we assess?
			Kindergarten - Fluency - Year Long Kindergarten- Fluency - (All) Kindergarten - Fluency - (End Punctuation)

Organizing Idea: Comprehension

Organizing Idea: Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.				
Guiding Question: How are messages understood?				
Learning Outcome: Children demonstrate understandings of messages communicated in texts.				
Understanding: Understanding messages in texts can be enhanced by listening to texts read aloud.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
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.	Read aloud: an instructional practice whereby a fluent reader (teacher or other adult) reads a text to others. This is a perfect opportunity for teachers to model good reading.	The teacher has a rich collection of read aloud stories to read to the students. The teacher before, during and after reading a story to the students will have discussions with the children, modelling thinking aloud, asking questions and commenting on the story being read. The teacher may also pull new words from the text and highlight those words either on word cards or discussing them in advance of the reading. As the teacher is reading, the new words will be familiar to the students within the story. This is also an opportunity for the teacher to discuss the complexity of the words as well. See resources for read aloud suggestions.	
Resources				What do we assess? How do we assess?
Interactive Read Alouds - Reading Rockets - This article describes in detail a technique for a three-step interactive read aloud Books: <i>Mr. Brown's Magnificent Apple Tree</i> <i>Alpha Tales</i> - where there may be a more complex word in each alpha tale. Predictable Texts <i>There was an old lady who swallowed a series</i> <i>Brown Bear Brown Bear</i> <i>Miss Bindergarten</i> - series Other Great Stories <i>Maybe Something Beautiful</i> <i>Wilfred Gordon McDonald Partridge</i> <i>If you Give a Mouse a Cookie</i>				Kindergarten - Comprehension - Year Long Kindergarten - Comprehension - ALL Kindergarten - Comprehension - (Listening Comprehension)

OI: Comprehension: Learning Outcome: Children demonstrate understandings of messages communicated in texts.				
Understanding: Predictable and decodable texts support a reader's understanding.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Texts often repeat words and phrases through patterns that can be recognized. Understandings of messages within texts can be shared in a variety of ways, including - discussions - pictures with a few letters or words	Read aloud simple, predictable, and decodable texts. Share understandings of messages read independently.	Predictable text: text that allows for the students to predict what is going to happen, or to predict the pattern or word that is coming next.	<u>Read Alouds</u> - When reading the book, <i>Brown Bear, Brown Bear</i>, the teacher pauses at the “what do you see?” and have the students say that part instead. - This can also be done with any favourite predictable book and/or nursery rhyme. - During various read alouds ask questions to the class about the book to create discussions and understandings. - Look at the pictures in a book and discuss what we see and infer from them. Create your own version of “<i>Brown Bear, Brown Bear</i>” using students' pictures/names instead of animals. - For example, <i>Jessica, Jessica</i> what do you see? I see <i>Laura</i> looking at me.	
Resources			What do we assess? How do we assess?	
Brown Bear, Brown Bear by Eric Carle			Kindergarten - Comprehension - Year Long Kindergarten - Comprehension - ALL Kindergarten - Comprehension - Read and Understand Predictable Text	

OI: Comprehension: Learning Outcome: Children demonstrate understandings of messages communicated in texts.				
Understanding: Understanding texts involves describing ideas, information, and details.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Details include specific information that help the reader to understand texts. Sequencing involves putting events in a correct or an appropriate order.	Discuss ideas and details from texts. Sequence events from a text. Retell the beginning, middle, or ending of a text. Retell or dramatize a story, including characters and events. Interpret illustrations.	Sequencing: the identification of parts of the story such as beginning, middle, ending and the ability to retell the events in the given order they occurred in the text. Retell: the students tell the story again in their words or in their written words or in the form of a picture.	Whole group, small group or one on one • The teacher, after reading aloud to the students, can review with the students the sequence in which the events occurred in the story. • The teacher can have picture cards representing events in the story, and students place the cards in order. • After reading a story, the group brainstorms the sequence of events and then make a class book - illustrating the sequence of events. • After reading a story, the group and teacher determine together, beginning, middle and ending of the text. ◦ Simple stories such as the <i>Three Little Pigs</i>, <i>Goldilocks and the Three Bears</i> can be used to retell, or dramatize the events. • Teachers can prepare images of the characters from the stories. Students colour and add popsicle sticks to the back of the pictures and dramatize the story using 'puppets'. • Pictures from different stories can be displayed on the smart board and students are given time to really look at the details in the pictures and tell each other what they see, what they are inferring, what they are predicting will happen next. • Regular routines - what is the sequence to 'The Fire Drill' in the school.	
Resources			What do we assess? How do we assess?	
• Nursery Rhymes • The Three Little Pigs • Goldilocks and the Three Bears. • Jan Brett Stories			Kindergarten - Comprehension - Year Long Kindergarten - Comprehension - ALL Kindergarten - Comprehension - (Discuss, Sequence and Retell Texts)	

OI: Comprehension: Learning Outcome: Children demonstrate understandings of messages communicated in texts.				
Understanding: Understanding messages in text involves making connections. d				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Connections can be made to ideas and information in texts, including to - experiences - feelings	Share connections between a text and personal feelings or experiences.	Making Connections - students can take an event, character, experience from a text and relate it to something they know, have, or have experienced.	The teacher reads a story to the student and in discussing with the students the events in the story, they will purposefully ask students if they have had a similar experience or might know how the character feels. Have the students make faces as you read the story of how the characters are feeling. Books that could be used: See resources below	
Resources				What do we assess? How do we assess?
- Bears New Friend (book) - Lily's Purple Plastic Purse (book) - Miss Bindergarten Gets Ready for Kindergarten (book) - Wemberly Worried (book) - A Kissing Hand for Chester Raccoon (book)				Kindergarten - Comprehension - Year Long Kindergarten - Comprehension - ALL Kindergarten - Comprehension - (Connect To Text)

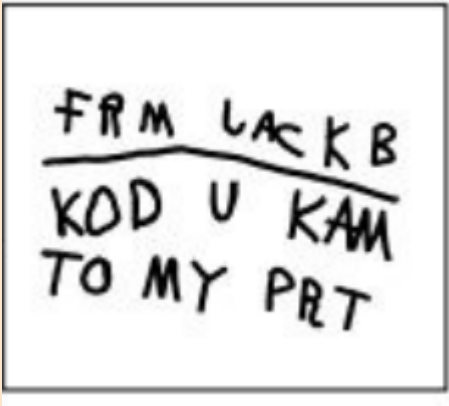
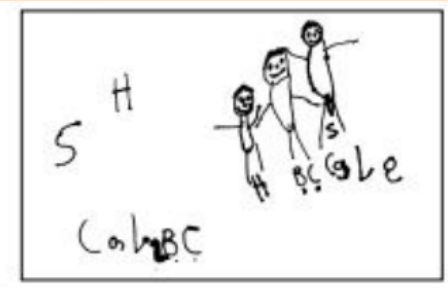
OI: Comprehension: Learning Outcome: Children demonstrate understandings of messages communicated in texts.			
Understanding: Understanding messages in texts involves asking and answering questions.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Questions that help understand messages in texts include - Who? - What? - Where? - When? - Why?	Ask questions to clarify ideas or information in texts. Answer questions about ideas or information in texts.	Question: is a wonder about something seen or experienced.	<u>Read Alouds</u> - As you are reading a story to the class, ask questions using <i>who, what, where, when, why</i>, this way you are modelling how to ask questions about texts. <u>Whole Class</u> - Teach students to ask questions using an unfamiliar picture displayed on the smartboard or chart paper. - Review the question words: - Who? - What? - Where? - When? - Why? - Encourage and model how to use these words to wonder or question what they see in the picture. <u>Show and Tell</u> - Once a week, invite students to bring an item from home to show and tell others about. The student showing the item can answer questions about their item from other students.
Resources			What do we assess? How do we assess?
			Kindergarten - Comprehension - Year Long Kindergarten - Comprehension - ALL Kindergarten - Comprehension - (Ask/Answer Questions)

OI: Comprehension: Learning Outcome: Children demonstrate understandings of messages communicated in texts.				
Understanding: Understanding messages involves making predictions.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Predicting includes imagining what might happen based on information (critical thinking), including • title • pictures • details within the text • background knowledge Predictions can be made prior to or during reading, viewing, or listening to texts.	Make predictions based on information provided in texts. Compare actual outcomes to predictions made.	Prediction: a statement or idea about a “thing” you think might happen.	Whole Group, small group or one on one • The teacher can use the <i>Before, During and After</i> reading structure - to stop and have students predict. ○ Before the reading: ■ Before reading the text, do a book walk with the students and see if the students can predict what the story is about based on the title, and pictures. ■ The teacher can tie in any background knowledge the students may have, that they can make connections with, to predict. ○ During the Reading: ■ While reading the book, the teacher can stop, based on details in the story, and ask the students about their predictions or if they want to make a new prediction. ○ After the Reading: ■ After the story is finished, ask the students about their predictions. What actually happened? Were they right? • Teachers can record predictions on chart paper - using simple words or pictures so that students can refer back to their predictions for discussion. • While reading <i>Rosie’s Walk</i> aloud, the teacher pauses and asks: “What do you think will happen next?” ○ Child 1: The fox is going to eat Rosie. ○ Child 2: The bees will sting the fox.	
Resources			What do we assess? How do we assess?	
• Rosie’s Walk by Pat Hutchins • Snowman at Night by Caralyn Buehner • There was an Old Lady who swallowed..... By Lucille Colandro			Kindergarten - Comprehension - Year Long Kindergarten - Comprehension - ALL Kindergarten - Comprehension - (Make Predictions)	

Organizing Idea: Writing

Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.				
Guiding Question: How can messages be recorded?				
Learning Outcome: Children experiment with written expression of ideas and information.				
Understanding: Ideas and information can be expressed creatively to learn and have fun.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
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.	Express ideas and information in a variety of creative ways. Apply creative thinking to create or make changes to a representation of a message. Identify the creator or creators of a variety of messages. Include first name on messages created.	Ideas: a formulated thought or opinion, something you know. Imagination: the thoughts and ideas you have about something not present or actually there. Creator: the person who made something.	<u>Whole Class</u> - To get students to understand the concept of an idea, have them look at picture cards and come up with the idea. - For example, by printing out pictures of different types of flowers, students would come to decide the idea is flowers. - Some other ideas you could use are school supplies, birthday party supplies, dogs, cats, zoo animals, etc. <u>Make a Class book</u> - A Class Alphabet Books: - After reviewing all the letters, select a variety of alphabet books for students to view. Discuss some key elements the alphabet books have in common, each page in the book has a letter, and the pictures represent the letter sound. Also point out the creator/author of the books. - A Class Brown Bear, Brown Bear Book: - After reading the Brown Bear, Brown Bear book, identify the creator, then have the students create a class book that mimics the book. For example, a Kindergarten, Kindergarten book. Discuss with the class what parts will change in their book from the Brown Bear, Brown Bear book. They will use classmates' names instead of animals. They will keep the sentence pattern of the book and the text "(student name), (student name) what do you see?" "I see (student name) looking at me." - When teaching about making a class book, they need to write their name on the pages they created to show who did the work. <u>Read Alouds</u> - Read the nursery rhyme, <i>Humpty Dumpty</i> and have the students draw or create something Humpty Dumpty could use to protect himself from breaking. - Read <i>The Gingerbread Man</i> and have the students draw or create a different ending.	
Resources				What do we assess? How do we assess?
				Kindergarten - Writing - Year Long Kindergarten - Writing - ALL Kindergarten - Writing - (Express Ideas)

OI: Writing: Learning Outcome: Children experiment with written expression of ideas and information.				
Understanding: Information can be shared about people, places, or things that are real (factual).				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
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.	Factual Information: something that is real or true.	Community Helper Inquiry Unit • Each month pick a community helper to learn about. • Before beginning an inquiry unit, the teacher can create a KWL chart with the class and revisit it near the end of the unit. • Gather theme books from your school's library about the community helper you are studying. • At the end of the unit, you can invite the community helper to the classroom or take your class on a field trip to their workplace. • The students can ask their questions to the community helper, or be responsible for gathering the information about a specific question they have. • Go on a field trip to learn about different Community Helpers. • Bring in a Community Helper to read a story and talk about their career and have the students ask questions. • Do a virtual meet with a Community Helper and have the students ask questions.	
Resources				What do we assess? How do we assess?
Book: <i>Career Day</i> Youtube - read aloud Book				Kindergarten - Writing - Year Long Kindergarten - Writing - ALL Kindergarten - Writing - (Share Factual Information)

OI: Writing: Learning Outcome: Children experiment with written expression of ideas and information.				
Understanding: Messages can be created using a variety of digital or non-digital methods or tools.				
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars	
Messages can be shared in digital or non-digital ways, including • pictures • symbols • letters • words • scribbles	Create a variety of digital or non-digital messages.	Messages: verbal, written or recorded communication. Digital message: a message recorded or created using computer, ipad etc.	• Beginning writing can involve students drawing pictures and communicating their messages that way. • Students can draw pictures and 'label' their pictures with words that they are familiar with or with beginning consonants of words. • Students can begin writing with meaningful scribbles and/or words.  • iPad - apps where students can draw a picture in response to a book or as a message. • The teacher can create a whole class message in a powerpoint (digital book) that can be shared and reread.	
Resources			What do we assess? How do we assess?	
• Book Creator for creating digital messages https://bookcreator.com/			Kindergarten - Writing - Year Long Kindergarten - Writing - ALL Kindergarten - Writing - (Create Messages)	

Organizing Idea: Conventions

Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.			
Guiding Question: How do conventions support literacy development?			
Learning Outcome: Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.			
Understanding: Written messages can be communicated in predictable ways.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
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.		- The teacher may start with explicit instruction to review capital letters and lower case letters, also teaching how capital letters come at the beginning of names of people, places and some things. - Activity: - Students when puzzling their name, notice that their name begins with an upper case letter. - Brainstorm other places and names that might have capital letters. - Teachers will need to explicitly teach what a sentence is. - The teacher highlights in shared reading experiences how capitals are at the beginning of sentences. As the teacher continues to model this, students begin to identify them in shared experiences that follow. - Activity: - The teacher has a fly swatter with the inside cut out or missing. Students take turns placing the swatter over the capital at the beginning of the sentences. - The teacher teaches that sentences 'stop'. The mark for the 'stop' is a period. - The above Activity can be used for periods as well.
Resources			What do we assess? How do we assess?
 Word and Number Swatter by the Learning Resource			Kindergarten - Conventions - Year Long Kindergarten - Conventions - ALL Kindergarten - Conventions - (Identify Capitals and Periods)

OI: Conventions: Learning Outcome: Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.			
Understanding: Language is organized to support understanding and sharing of ideas (grammar).			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
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. Differentiate between telling and asking sentences.	Sentence: is a group of words that share a complete thought.	<u>Whole class</u> • Create an anchor chart to represent letters, words and sentences. ○ On the students tables, have random letters, words and sentences. Call on students to go find a letter, word or sentence to stick on the chart paper. ○ Next, explain to students that letters are used to make words and words are used to make sentences. ○ We speak in sentences, some sentences can be telling someone something and others can be asking someone something. ■ For example, a telling sentence is “I like the colour blue” and an asking sentence is “Do you like the colour blue?” ■ Have the students sit with a partner, and practice asking and telling sentences using their favourite colour. • During sharing circle or morning meeting the teacher can open the floor to discussion. Have the students identify if what they are sharing is a telling or asking sentence before they start talking.
Resources			What do we assess? How do we assess?
			Kindergarten - Conventions - Year Long Kindergarten - Conventions - ALL Kindergarten - Conventions - (Sentences)

OI: Conventions: Learning Outcome: Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.			
Understanding: Some words are very common and can be spelled automatically.			
Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
The spelling of words can be remembered. Some words occur often in spoken and written language (high-frequency words). Some words do not have a one-letter-to-one-sound relationship (e.g., the).	Spell 5–10 high-frequency words.	High Frequency Words - words that occur often in spoken or written language.	• Students become familiar with high frequency words they are taught and learn that the more they use a word, the easier it is to remember how to spell them. • Students are taught and learn that some words are spoken and written more often than others. • The teacher is consistent in repeating exposure to common high frequency words. • The teacher provides opportunities for students to write and spell 5 - 10 high frequency words. Students can practise writing on mini white boards, spell with magnetic letters, in notebooks and in digital format.

Resources	What do we assess? How do we assess?
- UFLI - Foundations Toolbox - NewLearnAlberta Resources - Kindergarten High Frequency Words - Mini white boards - Dry erase practice boards - Magnetic Letters - upper and lower case - Magnetic Letter Boards	Kindergarten - Conventions - Year Long Kindergarten - Conventions - ALL Kindergarten - Conventions - Spell 5-10 High Frequency Words

OI: Conventions: Learning Outcome: Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.

Understanding: Spelling includes writing the sounds heard in words.

Knowledge	Skills and Procedures	Key Vocabulary & Concepts	Strategies and Exemplars
Saying words slowly can help to hear individual sounds in words.	Attempt to spell unknown words using letter-sound relationships. Copy environmental print to become familiar with how words are spelled.		- Students begin using sounds of letters to attempt spelling and to use the letter-sound relationship in words. - Find a picture resource (like the one pictured here from Brenda Tejada) where students can label items in the picture. - Have students use stickers to label. - This can be done in their writing and drawing activities, where you encourage students to label their drawings, by printing the sound they hear. - Create classroom labels by giving students a sticky note and labelling various classroom items (i.e. books, markers, supplies, etc). - When students are drawing or writing simple messages - they begin to copy words that they see around the room, from the environment, from word walls, from other sources that are labelled in the classroom. - Students are encouraged to use the letter sound skills they are learning and attempt to spell new words or unknown words. - Students can practise and play with spelling in activity centres such as: - Copying words and spelling them with Wikki stix - Copying words and spelling them with letter stamps - Copying words, spelling them in sand using a stick. - Copying words, spelling them by rainbow spelling with coloured markers or crayons



(Creative Family Fun)

Resources	What do we assess? How do we assess?
• Stretch & Shorten - Reading Rockets • Letter stamps • Wikki stix	Kindergarten - Conventions - Year Long Kindergarten - Conventions - ALL Kindergarten - Conventions - (Spelling/Copying)