

	Kindergarten			Grade 1			Grade 2		
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?			How can the organization of ideas and information support the sharing of messages?			How can the organization of ideas and information support the expression and understanding of messages?		
Learning Outcome	KT1 Children explore how messages can be organized.			1T1 Students examine ways that messages can be organized and presented for different purposes.			2T1 Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<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"> stories picture s plays land <p>Messages, both real and imaginary, can follow a sequence (structure), including</p> <ul style="list-style-type: none"> beginnin g middle ending <p>Books and other forms of print are organized in specific ways (concepts of print):</p> <ul style="list-style-type: none"> 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 	<p>KT1.1 Ideas and information can be organized in ways that support understanding messages.</p>	<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</p>	<p>Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non- fiction).</p> <p>Messages can be shared digitally or non- digitally through</p> <ul style="list-style-type: none"> reading writing listening speaking viewing representin g <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> books stories pictures land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> beginnin g middle ending <p>Environmental print includes signs,</p>	<p>1T1.1 Ideas and information can be organized by purpose, form, or structure.</p>	<p>Discuss reasons for messages to be shared.</p> <p>Identify messages that provide enjoyment.</p> <p>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Discuss forms used to organize messages.</p> <p>Identify the beginning, middle, and ending in a message.</p> <p>Identify messages in a variety of environmental print.</p> <p>Identify the title and author or creator of a variety of digital or non-digital messages.</p> <p>Read print from left to right with a return sweep.</p> <p>Read print with accurate one-to-one word matching.</p> <p>Examine sentences that start with a capital letter, have spaces</p>	<p>Creators share messages for different reasons (purposes), including entertainment, learning, and instructions.</p> <p>Messages can clarify ideas and information that are 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"> stories letters land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> beginnin g problem solution ending 	<p>2T1.1 Ideas and information can be organized in a variety of ways to support the expression and understanding of messages.</p>	<p>Examine different reasons (purposes) for messages to be shared.</p> <p>Explain why engaging with messages can be enjoyable.</p> <p>Distinguish between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Compare and contrast forms used to organize messages.</p> <p>Examine the structure of a variety of imaginary or real stories.</p>

English Language Arts and Literature Kindergarten to Grade 3 Curriculum

are read aloud.

symbols, and
words.

between words, and
end with punctuation.



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	spoken word when read aloud. <ul style="list-style-type: none"> Every word has a first and last letter. Every sentence has a first and last word. 			Books and other forms of print are organized in specific ways (concepts of print): <ul style="list-style-type: none"> A book has a title and an author. Print is read from left to right and top to bottom with a return sweep. Each print word represents one spoken word when read aloud. Sentences are made up of words. Words are separated by spaces in sentences. Punctuation marks can signal the end of a sentence. 					
	Features that clarify messages can be digital or non-digital, including pictures and print size.	KT1.2 Messages can be clarified when they include features.	Investigate a variety of features that help clarify messages.	Features that clarify and organize messages can be digital or non-digital, including <ul style="list-style-type: none"> colour, font, or bolding titles and headings 	1T1.2 Messages can be clarified and organized using features.	Examine a variety of features that help clarify messages. Include a variety of features to help organize or clarify personal messages.	Features that organize, clarify, or enhance messages can be digital or non-digital, including captions and charts.	2T1.2 Messages can be organized, clarified, and enhanced using features.	Examine a variety of features that enhance the meaning of messages. Include a variety of features to help organize, clarify, and enhance personal messages.

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	<p>Imaginary (fictional) stories include fairy tales and realistic stories.</p> <p>A fairy tale is a story based on imaginary people, animals, and places.</p> <p>Realistic stories include people and places that seem real but were imagined.</p> <p>Stories include characters, setting, and events (story elements).</p> <p>A character can be any person, object, or animal that is part of a story.</p> <p>Setting refers to the time and place of a story.</p> <p>An event is something that happens in a story.</p>	<p>KT1.3 Stories and ideas that are imaginary (fictional) can encourage creativity.</p>	<p>Investigate story elements within a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include story elements.</p>	<p>Imaginary (fictional) stories can include</p> <ul style="list-style-type: none"> ◦ fairy tales ◦ fables ◦ realistic stories <p>A fable is a short story that has a moral and often includes animals as characters.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> ◦ character ◦ setting ◦ events <p>A narrator is the person or character telling a story.</p>	<p>1T1.3 Knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional).</p>	<p>Describe story elements within a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and events.</p> <p>Examine information provided by the narrator in a story or message.</p>	<p>Imaginary (fictional) stories include folk tales and legends.</p> <p>A folk tale is a story typically passed on through word of mouth.</p> <p>A legend is a story about a famous historical event or person that may or may not be true.</p> <p>A hero or heroine is a real or imaginary character who faces dangers and challenges and shows strength or courage.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> ◦ character ◦ setting ◦ events ◦ plot <p>The plot is the sequence of events that make up a story.</p> <p>A narrator can provide information about characters, setting, and events in a story.</p>	<p>2T1.3 Stories and ideas that are imaginary (fictional) can encourage thinking about and beyond what is already known.</p>	<p>Identify story elements within a variety of imaginary stories.</p> <p>Identify the hero or heroine in a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and plot.</p> <p>Examine the narrator's contribution to a story or message.</p>

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	<p>Real information or ideas (non-fiction) can come in many forms, including</p> <ul style="list-style-type: none"> ▫ factual books or stories ▫ people ▫ pictures 	<p>KT1.4 Some messages share ideas and information about things that are real (non-fiction).</p>	<p>Represent information and ideas from a variety of real messages.</p>	<p>Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including</p> <ul style="list-style-type: none"> ▫ personal stories ▫ instructions ▫ observations <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> ▫ main idea ▫ supporting details sequencing 	<p>1T1.4 Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge.</p>	<p>Examine ways that information can be organized and shared to support learning.</p>	<p>Real information or ideas (non-fiction) can be accessed and shared through a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> ▫ factual stories or images ▫ interactions with people and land ▫ information in other content areas <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> ▫ main idea ▫ supporting details sequencing question and answer 	<p>2T1.4 Knowledge can be expanded beyond what is already known by exploring information that is real or true (non-fiction).</p>	<p>Examine ways that information can be accessed, organized, and shared to encourage thinking about and beyond what is already known.</p>
	<p>Poems can describe ideas and feelings in serious or playful ways.</p>	<p>KT1.5 Poetry helps us explore ideas and feelings.</p>	<p>Explore a variety of ideas and feelings represented through poetry and song.</p> <p>Identify rhymes in poems.</p>	<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Some poems rhyme and some do not.</p>	<p>1T1.5 Poetry explores ideas and feelings and helps us to connect to our experiences.</p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p>Determine if a poem rhymes or if it does not.</p>	<p>Poetry includes words or phrases used in imaginative ways to create meaning or effects.</p> <p>Poetic structures include acrostic and rhyming couplet.</p> <p>An acrostic poem is a poem in which letters in each line spell out a word or phrase.</p> <p>A rhyming couplet is a pair of lines in poetry that rhyme and usually have the same rhythm.</p>	<p>2T1.5 Poetry can expand how we think and feel about what can be seen, heard, smelled, tasted, touched, or experienced in the world.</p>	<p>Identify words or phrases used in imaginative ways that support messages in poetry and song.</p> <p>Recognize how poetry and song can expand how we think and feel about what can be experienced.</p> <p>Examine poetic structures, including acrostic poems and rhyming couplets.</p>

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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?			In what ways can listening and speaking be applied to develop oral communication?			How can listening and speaking be developed to improve oral communication?		
Learning Outcome	KO1 Children explore listening and speaking skills through a variety of literacy experiences.			1O1 Students develop listening and speaking skills through sharing stories and information.			2O1 Students examine and adjust listening and speaking to communicate effectively.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	KO1.1 Oral traditions can provide lessons and entertainment and develop imagination.	<p>Practise listening and speaking skills through sharing oral stories.</p> <p>Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities.</p>	<p>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</p> <p>Kinship involves belonging and relationships.</p> <p>Oral stories are highly valued in many communities.</p> <p>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</p>	1O1.1 Oral traditions can provide opportunities to learn and think about kinship.	<p>Practise listening and speaking skills through sharing oral stories.</p> <p>Recognize kinship in a variety of oral stories.</p> <p>Discuss special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Ways of knowing are the many ways people come to know about themselves and the world.</p> <p>Communities can have specific protocols related to how, when, or with whom oral traditions are shared.</p> <p>Protocols are practices of appropriate and respectful behaviour that are unique to groups of people.</p> <p>Sharing circles are traditional Indigenous practices, with protocols for listening and speaking that involve</p> <ul style="list-style-type: none"> ▫ everyone having an opportunity to speak respectfully ▫ listening when others are speaking 	2O1.1 Oral traditions use language to support ways of knowing.	<p>Explore how oral traditions are shared.</p> <p>Participate in a sharing circle.</p> <p>Identify community or cultural protocols that may influence respectful communication.</p>

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	<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> discussions sharing (presentations)) stories songs poems s <p>The appropriate volume for speaking can change based on the situation.</p>	<p>KO1.2 Ideas, information, and feelings can be shared through listening and speaking.</p>	<p>Share personal experiences and stories through listening and speaking with others.</p> <p>Participate in group discussions.</p> <p>Share stories, songs, or poems individually or as part of a group.</p>	<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> discussions songs poems stories dramatizations presentations <p>The volume, emotional quality (tone), and rate of speech (pace) can affect the meaning or clarity of a message.</p> <p>The speaking voice is supported through full, deep breaths that can affect volume, tone, and pace.</p> <p>Speakers can indicate differences in character, key ideas, and events through changes in volume, tone, and pace.</p>	<p>1O1.2 Listening and speaking can be used to share messages in a variety of situations.</p>	<p>Share experiences, ideas, and information with appropriate volume, tone, and pace.</p> <p>Adjust speaking volume, tone, and pace for a variety of situations.</p> <p>Present stories, songs, poems, or dramatizations individually or as part of a group.</p>	<p>Listening and speaking skills can build confidence and be developed through</p> <ul style="list-style-type: none"> discussions formal and informal presentations collaborative activities <p>Volume can be adjusted for purpose and audience.</p> <p>Clarity of speech (enunciation) enhances the ability to be understood.</p> <p>Vocal emphasis can highlight the importance of words (stress).</p>	<p>2O1.2 Listening and speaking skills can be developed to improve communication and enhance confidence.</p>	<p>Contribute to a variety of listening and speaking activities to build confidence in oral language skills.</p> <p>Enhance clarity of oral communication through word emphasis and enunciation.</p> <p>Listen for changes in vocal emphasis in oral communications.</p> <p>Share a short poem from memory with appropriate volume, emphasis, and enunciation.</p>
	<p>Listening is an active process that involves</p> <ul style="list-style-type: none"> focusing on the speaker taking turns using appropriate body postures and gestures 	<p>KO1.3 Listening is an active process that can support learning, collaborating, and having fun.</p>	<p>Demonstrate a variety of listening behaviours.</p> <p>Listen to and follow simple one- or two- step instructions.</p>	<p>Listening involves maintaining attention and focus.</p> <p>Listening includes asking and responding to questions.</p> <p>Discussions involve listening and contributing.</p> <p>Listening processes can look different for individuals or within communities.</p>	<p>1O1.3 Listening is an active process that supports understanding.</p>	<p>Ask questions to clarify information during discussions.</p> <p>Respond orally to questions during discussions.</p> <p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow two-step instructions.</p>	<p>Listening involves</p> <ul style="list-style-type: none"> maintaining focus asking and responding to questions using appropriate body postures and gestures paying attention to the words, feelings, and behaviours of others 	<p>2O1.3 Listening helps to develop and maintain positive relationships in a variety of situations.</p>	<p>Contribute to discussions as a listener and speaker.</p> <p>Listen to and follow three-step instructions.</p>

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	<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words (non-verbally) through body language, such as</p> <ul style="list-style-type: none"> movements facial expressions 	<p>KO1.4 Language can be expressed verbally or non-verbally.</p>	<p>Express an idea or share information through the use of body language or voice.</p> <p>Share a short poem, story, or song from memory using verbal and non-verbal language.</p>	<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words (non-verbally) through body language, such as</p> <ul style="list-style-type: none"> eye contact movement facial expressions 	<p>1O1.4 Verbal and non-verbal language can be used to communicate messages.</p>	<p>Examine verbal and non-verbal language that is appropriate for a variety of situations.</p> <p>Adjust verbal or non-verbal language according to a variety of situations.</p>	<p>Different situations may have different expectations for language use.</p> <p>Facial expressions, gestures, and eye contact can be used to emphasize or enhance messages.</p>	<p>2O1.4 Verbal and non-verbal language can be combined to enhance messages.</p>	<p>Examine messages that combine both verbal and non-verbal communication.</p> <p>Enhance messages by combining verbal and non-verbal communication.</p> <p>Adjust verbal or non-verbal language according to purpose and audience.</p>

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Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.								
Guiding Question	How can word knowledge contribute to building vocabulary?			How can vocabulary and morphological awareness work together to increase knowledge of words?			In what ways can understanding words and word structures support communication?		
Learning Outcome	KV1 Children develop vocabulary through a variety of literacy experiences.			1V1 Students analyze word formation and meaning.			2V1 Students expand vocabulary by connecting morphemes and words to their meanings.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Vocabulary can be developed through literacy experiences, such as</p> <ul style="list-style-type: none"> ◦ read alouds ◦ songs ◦ poems ◦ rhymes ◦ pictures ◦ conversations ◦ land 	<p>KV1.1 Literacy experiences can provide opportunities to learn new words.</p>	<p>Explore and play with new words.</p> <p>Identify the meaning of new words.</p> <p>Develop new vocabulary through a variety of literacy experiences.</p> <p>Transfer new vocabulary to different situations.</p>	<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> ◦ unknown to most learners critical for ◦ comprehending new texts useful and may be encountered in the future <p>Vocabulary development includes some academic words (tier 3 words) from read alouds and texts. A synonym is a word that has a similar meaning to another word. An antonym is a word that has the opposite meaning of another word.</p>	<p>1V1.1 Learning new words improves comprehension and communication.</p>	<p>Confirm word meanings in a variety of ways.</p> <p>Identify the meaning of tier 2 words and use them in sentences.</p> <p>Use tier 3 words in discussions.</p> <p>Recognize that words can be replaced with synonyms.</p> <p>Investigate antonyms when comparing words.</p> <p>Transfer understandings of words to different situations.</p>	<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> ◦ unknown to most learners critical for ◦ comprehending new texts useful and may be encountered in the future <p>Vocabulary development includes academic words (tier 3 words) from a variety of texts. Words can create effects in language, including</p> <ul style="list-style-type: none"> ◦ alliteration ◦ onomatopoeia ◦ repetition <p>Words can describe a sound that mimics the sound of an object or action (onomatopoeia) (e.g., sizzle).</p> <p>Words or phrases can appear over and over again (repetition) (e.g., extra, extra).</p> <p>Homophones are words that have the same sound but different spellings and meanings. Homographs are</p>	<p>2V1.1 Vocabulary development contributes to the ability to communicate effectively.</p>	<p>Examine meanings of words in a variety of situations.</p> <p>Identify and discuss words of personal interest in texts.</p> <p>Use tier 2 words in a variety of literacy situations.</p> <p>Examine meanings of words from subject content areas (tier 3 words).</p> <p>Apply a variety of synonyms to enhance expression.</p> <p>Apply a variety of antonyms to contrast ideas.</p> <p>Examine homophones and homographs.</p> <p>Transfer understandings of words to different situations.</p> <p>Record new words and their meanings in a variety of ways.</p> <p>Examine alliteration, onomatopoeia, and repetition in spoken language.</p>

words that have the

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							same spelling but different meanings, and sometimes different pronunciations.		
				<p>A base is the main morpheme (the smallest unit of a word that holds meaning) in a word.</p> <p>Suffixes are morphemes located at the ending of words.</p> <p>Adding the suffix <s> or <es> to the ending of a word can indicate more than one (plural).</p> <p>Adding the suffix <ed> to the ending of a word indicates it already happened (changes the tense).</p> <p>A compound word is formed when two individual words are put together to make a new word.</p> <p>The meaning of a compound word can be similar to or different from the two individual words that were combined to form the word.</p>	1V1.2 Word meanings can change by adding or removing morphemes.	<p>Identify words according to their base.</p> <p>Recognize suffixes in oral or written language.</p> <p>Add or remove suffixes to make words plural or singular.</p> <p>Add or remove suffixes to change the tense of words.</p> <p>Recognize compound words.</p> <p>Describe changes in meaning that occur when two words are combined to form a compound word.</p>	<p>Adding the suffix <ing> or <ed> to the ending of a base changes the tense.</p> <p>Adding <er> or <est> to the ending of a base indicates a comparison.</p> <p>A base is the main morpheme in a word.</p> <p>Words that share a base share connections in meaning and spelling.</p>	2V1.2 Morphemes can change the meaning of a word.	<p>Manipulate suffixes to change the tense of words.</p> <p>Manipulate suffixes to make words singular or plural.</p> <p>Manipulate suffixes when making comparisons between ideas.</p> <p>Examine changes in meaning when suffixes are added to or removed from bases.</p> <p>Use compound words to extend vocabulary.</p>

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Organizing Idea	Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.								
Guiding Question	How are sound and oral language connected?			How does the manipulation of sound in oral language support phonological awareness?			How does sound contribute to understanding oral language?		
Learning Outcome	KPA1 Children experiment with sounds in words.			1PA1 Students manipulate sounds in words in oral language.			2PA1 Students apply understandings of how sounds create meaning in oral language.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures			
	Sounds can be identified at the beginning, middle, or ending of words.	KPA1.1 Words are made up of sounds (phonemes).	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.	A series of words or phrases that begin with the same sound can be combined for humorous effect (alliteration) (e.g., tongue twisters).	1PA1.1 Sounds in words (phonemes) can be repeated for effect.	Generate alliterative words. Generate alliterative phrases.			
	Songs and poems can contain rhyming words.	KPA1.2 Words that rhyme have the same sound at the end.	Explore rhyme in a variety of language-learning contexts. Identify one-syllable rhyming words.	Words that rhyme can have more than one syllable.	1PA1.2 Rhyming words can be present in a variety of oral language contexts.	Generate rhyming words that have up to three syllables. Recall simple songs or poems that contain words that rhyme.			
	Sounds can be identified at the beginning of words. Sounds can be identified at the ending of words.	KPA1.3 Words have initial and final sounds (phonemes).	Identify sounds at the beginning and ending of spoken words. Sort words based on their initial sounds. Sort words based on their final sounds.						

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	<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>KPA1.4 Spoken language is made up of words and sentences that can be separated into parts (segmentation).</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>Compound words can be separated into two individual words.</p> <p>Words can be separated into syllables.</p> <p>Words can be separated into sounds.</p> <p>Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.</p>	<p>1PA1.3 Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.</p>	<p>Identify individual words in compound words.</p> <p>Identify syllables in words that have three or more syllables.</p> <p>Segment the sounds of words containing up to five phonemes.</p>	<p>Consonant blends can be separated into their individual sounds.</p> <p>Consonant blends can be located anywhere in words.</p>	<p>2PA1.1 Words can be separated (segmented) into syllables or sounds (phonemes).</p>	<p>Segment sounds in words that have five or more phonemes.</p> <p>Identify phonemes in words that have three or more syllables.</p> <p>Segment sounds in words that have consonant blends.</p>
	<p>Two separate words can be blended to form a new word (compound word).</p> <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>KPA1.5 Sounds can be blended to form spoken words.</p>	<p>Blend two words to form compound words.</p> <p>Blend syllables to form words.</p> <p>Blend onsets and rimes to form words.</p> <p>Blend sounds to form words.</p>	<p>Two separate words can be blended to form a new word (compound word).</p> <p>Syllables can be blended to form new words.</p> <p>Sounds (phonemes) can be blended to form words.</p>	<p>1PA1.4 Words can be formed by blending words, parts of words, or sounds.</p>	<p>Blend two words to form compound words.</p> <p>Blend syllables in words that have two to three syllables.</p> <p>Blend sounds in words that have up to five phonemes.</p>	<p>Blending is combining sounds or word parts located anywhere in words.</p> <p>Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly.</p> <p>Individual sounds and consonant blends can be blended into a sequence to form words.</p>	<p>2PA1.2 Syllables and individual sounds can be blended into a sequence to form words.</p>	<p>Blend sounds in words that have up to six phonemes.</p> <p>Blend sounds in words that have consonant blends.</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>KPA1.6 Parts of words can be removed (deletion).</p>	<p>Delete one word from compound words.</p> <p>Delete one syllable from multisyllabic words.</p> <p>Delete onsets or rimes in words.</p>	<p>Sounds can be added to the beginning, middle, or ending of words.</p> <p>Sounds can be deleted from the beginning, middle, or ending of words.</p> <p>Sounds can be substituted for different sounds at the beginning, middle, or ending of words.</p>	<p>1PA1.5 Sounds in words can be added, deleted, or substituted (manipulated).</p>	<p>Recognize the position of letters in words.</p> <p>Add sounds to the beginning, middle, or ending of words.</p> <p>Delete sounds from the beginning, middle, or ending of words.</p> <p>Substitute one sound for another in one-syllable words.</p>	<p>Sounds can be manipulated by adding, deleting, or substituting different sounds.</p> <p>Sounds can be manipulated at the beginning, middle, or ending of words.</p>	<p>2PA1.3 Words can be changed by manipulating sounds (phonemes).</p>	<p>Manipulate phonemes in a variety of one-syllable or multisyllabic words.</p> <p>Delete phonemes in a consonant blend to form a new word.</p> <p>Substitute phonemes in a consonant blend to form a new word.</p> <p>Substitute a sound</p>

	Kindergarten			Grade 1			Grade 2		
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?			How can understanding relationships between sounds and letters (phonics) increase knowledge of words?			How can understanding the relationships between sounds and letters (phonics) enhance decoding and encoding?		
Learning Outcome	KP1 Children make connections between letters and sounds in words.			1P1 Students recognize and analyze letters and sounds in words.			2P1 Students apply understandings of letter combinations and sounds in words.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures			
	<p>The English alphabet consists of a set of 26 letters.</p> <p>Letters have distinguishable characteristics including</p> <ul style="list-style-type: none"> ◦ height ◦ shape ◦ straight lines ◦ curved lines <p>Letters can be upper case or lower case.</p>	<p>KP1.1 Letters come in many shapes and sizes.</p>	<p>Identify letters by characteristics.</p> <p>Recognize most upper case and lower case letters by name.</p>	<p>The English alphabet consists of a set of 26 letters that represent sounds.</p> <p>Letters can be upper case or lower case.</p>	<p>1P1.1 Letters represent sounds in words.</p>	<p>Recognize both upper case and lower case letters of the alphabet fluently.</p> <p>Distinguish between letters that are consonants and letters that are vowels.</p> <p>Make connections between letters and sounds in words.</p>			

	Kindergarten			Grade 1			Grade 2		
	<p>Letters represent sounds in words.</p> <p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p>	<p>KP1.2 Knowing the relationship between letters and sounds (phonics) supports reading print messages.</p>	<p>Make connections between letters and sounds in words.</p> <p>Recognize the first, middle, or ending letter or sound in words.</p>	<p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p> <p>Two or more letters can represent a single sound.</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., <i>ti-ger</i>, <i>tum</i>, and <i>bird</i>).</p>	<p>1P1.2 Letter combinations represent units of sound within a word.</p>	<p>Associate sounds to letters and letter sequences.</p> <p>Experiment with letters, sounds, and words to create new words.</p> <p>Read one- to two-syllable words that include the 60 most frequent letter-sound correspondences.</p> <p>Recognize and use long and short vowel sounds in words.</p> <p>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.</p> <p>Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.</p> <p>Identify short vowel sounds in words and identify the letters that represent them.</p> <p>Identify long vowel sounds in words and identify the letters that represent them.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p>	<p>Letter combinations and sounds for reading include</p> <ul style="list-style-type: none"> ◦ vowels ◦ blends ◦ digraphs ◦ diphthongs <p>Blends combine sounds or word parts.</p> <p>A combination of two letters can make a single sound (digraph).</p> <p>Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., <i>ti-ger</i>).</p>	<p>2P1.1 Relationships between letter combinations and sounds support understanding of words.</p>	<p>Make connections between a full range of letter combinations and sounds.</p> <p>Apply knowledge of silent letters when learning new words.</p> <p>Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.</p> <p>Recognize and use letter combinations that represent long vowel sounds.</p> <p>Recognize how the letter <r> can influence the vowel sound.</p> <p>Read words that include the 120 most frequent letter-sound correspondences.</p>

	Kindergarten			Grade 1			Grade 2		
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?			How does reading prosody (expression) support fluency?			In what ways does fluency support the development of reading?		
Learning Outcome	KF1 Children recognize some letters and words with speed and accuracy.			1F1 Students apply accuracy, appropriate rate, and expression in the development of fluency.			2F1 Students apply fluency strategies while reading.		
				Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
				<p>Letters can be recognized quickly and accurately.</p> <p>Sounds in words can be blended quickly and accurately.</p> <p>Words consisting of three phonemes (three sounds) can be blended quickly and accurately.</p>	<p>1F1.1 Fluency involves the ability to decode new words with accuracy and at an appropriate rate.</p>	<p>Identify all 26 letters of the alphabet quickly and accurately.</p> <p>Blend sounds in words with speed and accuracy to decode unfamiliar words.</p>	<p>Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include</p> <ul style="list-style-type: none"> ▫ vowels ▫ blends ▫ digraphs ▫ diphthongs ▫ syllables 	<p>2F1.1 Fluency development contributes to the ability to understand messages.</p>	<p>Blend sounds quickly and accurately to decode unfamiliar messages.</p> <p>Apply language structure, meaning, and rapid word recognition to support fluency.</p> <p>Read at a steady, comfortable pace.</p>
	<p>Some letters can be recognized quickly and accurately.</p> <p>Some words can be recognized quickly and accurately.</p>	<p>KF1.1 Some words, signs, and symbols are very common and can be recognized automatically.</p>	<p>Recognize some letters of the alphabet with speed and accuracy.</p> <p>Recognize 5–10 high-frequency words.</p> <p>Recognize own name.</p> <p>Recognize some environmental print automatically.</p>	<p>High-frequency words are common words that occur often in written language.</p> <p>Some words that appear often in print cannot be decoded and must be read by sight (e.g., the).</p>	<p>1F1.2 Fluency involves the ability to recognize high-frequency words with accuracy and at an appropriate rate.</p>	<p>Read 125 high-frequency words automatically.</p> <p>Read 125 high-frequency words in sentences and texts.</p>	<p>High-frequency words include words that occur often in written language.</p> <p>The ability to recognize high-frequency words with accuracy and at an appropriate rate supports reading comprehension.</p>	<p>2F1.2 Recognizing high-frequency words supports reading comprehension.</p>	<p>Read 175 new high-frequency words automatically.</p> <p>Read high-frequency words in sentences and texts.</p>

	Kindergarten			Grade 1			Grade 2		
	Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	KF1.2 Fluent and phrased reading sounds like spoken language.	Notice end punctuation and reflect it in voice.	Phrased reading sounds like spoken language. Fluent reading includes stopping at periods and pausing at commas. Expression includes purposeful movement of the voice (pitch), including <ul style="list-style-type: none"> ◦ loud and soft stresses of words raising the voice as a response to ◦ question marks alternating the voice to show excitement as a response to exclamation marks 	1F1.3 Fluent and phrased reading can increase the ability to comprehend written messages.	Read phrases smoothly, taking punctuation into consideration. Read texts aloud, with appropriate expression.	Reading fluency is supported by <ul style="list-style-type: none"> ◦ pace ◦ phrasing ◦ expression ◦ punctuation Pace is the rate at which written messages are read. Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation. Expression is reading with feeling in the voice and includes various movements of the voice (pitch). Punctuation supports reading with fluency through pausing and intonation. Quotation marks signal to the reader to align voice with characters in a written message.	2F1.3 Fluent reading can engage audiences and improve comprehension.	Read with appropriate stress on words, pausing, and phrasing. Read with appropriate intonation and expression. Examine punctuation in written messages to enhance fluency. Read dialogue with phrasing and expression to engage an audience and reflect understanding.

	Kindergarten			Grade 1			Grade 2		
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?			What messages are conveyed through ideas and information within texts?			How does comprehension facilitate the meaning of a text?		
Learning Outcome	KCP1 Children demonstrate understandings of messages communicated in texts.			1CP1 Students investigate meaning communicated in texts.			2CP1 Students examine and apply a variety of processes to comprehend texts.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>New words and ideas can be learned by listening to texts.</p> <p>The language in texts that is listened to can contain more complex words and ideas than everyday language.</p>	<p>KCP1.1 Understanding messages in texts can be enhanced by listening to texts read aloud.</p>	<p>Listen to a variety of texts that are read aloud.</p> <p>Engage in discussions about texts that have been listened to.</p>	<p>Texts that are listened to can contain more formal or complex language than everyday language.</p> <p>Responses to messages listened to in texts include</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>1CP1.1 Understanding text can be enhanced by listening to messages read aloud.</p>	<p>Listen to a variety of fictional and informational texts that are read aloud.</p> <p>Respond to texts that have been read aloud.</p> <p>Understand words and phrases from texts that have been read aloud.</p>	<p>Texts that are listened to can contain more complex language and information than texts read independently.</p> <p>Responses to texts that are listened to include</p> <ul style="list-style-type: none"> discussions visual representations writing 	<p>2CP1.1 Text comprehension can be enhanced by listening to a variety of texts read aloud.</p>	<p>Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>Examine and use words and phrases from texts that have been read aloud.</p>
	<p>Texts often repeat words and phrases through patterns that can be recognized.</p> <p>Understandings of messages within texts can be shared in a variety of ways, including</p> <ul style="list-style-type: none"> discussions pictures with a few letters or words 	<p>KCP1.2 Predictable and decodable texts support a reader's understanding.</p>	<p>Read aloud simple, predictable, and decodable texts.</p> <p>Share understandings of messages read independently.</p>	<p>Understanding of messages in texts read independently can be shared through</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>1CP1.2 Predictable and decodable print texts can be read and understood independently.</p>	<p>Read simple, fully predictable, and decodable texts independently.</p> <p>Understand words and sentences from print texts read independently.</p> <p>Share understandings of print texts read independently.</p>	<p>Understanding of print texts read independently involves</p> <ul style="list-style-type: none"> discussions visual representations writing 	<p>2CP1.2 Print texts can be understood independently.</p>	<p>Read texts that contain mostly predictable and decodable words independently.</p> <p>Examine and use words and sentences from print texts that have been read independently.</p> <p>Interpret ideas and information from print texts read independently.</p>

	Kindergarten			Grade 1			Grade 2		
				<p>Word solving includes</p> <ul style="list-style-type: none"> ◦ chunking ◦ stretching ◦ manipulating sounds <p>Self-correcting includes</p> <ul style="list-style-type: none"> ◦ altering ◦ speed ◦ rereading ◦ reading on seeking clarification 	<p>1CP1.3 Comprehension involves critical thinking through problem solving, monitoring, and self-correcting.</p>	<p>Solve unknown words in a variety of ways.</p> <p>Self-correct when print text does not make sense.</p>	<p>Word solving includes</p> <ul style="list-style-type: none"> ◦ chunking ◦ stretching ◦ manipulating sounds ◦ searching for additional information <p>Self-correcting includes</p> <ul style="list-style-type: none"> ◦ altering ◦ speed ◦ rereading ◦ reading on seeking clarification 	<p>2CP1.3 Comprehension of print texts involves self-monitoring and self-correcting.</p>	<p>Solve unfamiliar or multisyllabic words in a variety of ways.</p> <p>Self-correct when meaning is unclear while reading.</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>KCP1.3 Understanding texts involves describing ideas, information, and details.</p>	<p>Discuss ideas and details from texts.</p> <p>Sequence events from 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>The main idea of a text is the most important idea.</p> <p>Sequencing key ideas and details is important when summarizing texts.</p> <p>The moral or lesson of a text can be the main idea.</p>	<p>1CP1.4 Understanding texts involves determining the main idea, key ideas, and details.</p>	<p>Discuss the main idea of a variety of texts.</p> <p>Identify key ideas and details from texts.</p> <p>Sequence four to six events from a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and setting.</p> <p>Interpret information from illustrations or visuals in texts.</p> <p>Identify the moral or lesson of a story.</p>	<p>The topic of a text can be the main idea.</p> <p>The sequence of key ideas and details is important when summarizing texts.</p>	<p>2CP1.4 Comprehension involves critical thinking through summarizing the main idea, key ideas, and details.</p>	<p>Summarize a text, including the main idea and key ideas.</p> <p>Sequence four or more events from a text.</p> <p>Retell or dramatize a story, including characters, setting, and plot, in sequence.</p> <p>Interpret information from illustrations or visuals when summarizing texts.</p>

	Kindergarten			Grade 1			Grade 2		
	<p>Connections can be made to ideas and information in texts, including to</p> <ul style="list-style-type: none"> ▫ experiences ▫ feelings 	<p>KCP1.4 Understanding messages in texts involves making connections.</p>	<p>Share connections between a text and personal feelings or experiences.</p>	<p>Connections can be made between ideas and information in texts and background knowledge.</p> <p>Similarities and differences can be identified between texts.</p>	<p>1CP1.5 Comprehension of texts involves making connections.</p>	<p>Share personal connections to ideas or information in texts.</p> <p>Identify similarities and differences between two texts.</p>	<p>Connections can be made to ideas and information in texts, including to</p> <ul style="list-style-type: none"> ▫ similarities and differences within a text ▫ similarities and differences between texts 	<p>2CP1.5 The process of text comprehension can be improved by making connections.</p>	<p>Share personal connections that support understandings of ideas or information in texts.</p> <p>Identify similarities and differences within a text.</p> <p>Identify similarities and differences between texts.</p>
	<p>Questions that help understand messages in texts include</p> <ul style="list-style-type: none"> ▫ Who? ▫ What? ▫ Where? ▫ ? ▫ When? ▫ Why? 	<p>KCP1.5 Understanding messages in texts involves asking and answering questions.</p>	<p>Ask questions to clarify ideas or information in texts.</p> <p>Answer questions about ideas or information in texts.</p>	<p>Questions that guide comprehension of texts include</p> <ul style="list-style-type: none"> ▫ Who? ▫ What? ▫ Where? ▫ When? ▫ Why? ▫ How? <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p>1CP1.6 Comprehension involves asking and answering questions.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</p> <p>Answer questions that require giving opinions about information in texts.</p> <p>Locate information in texts to answer questions.</p>	<p>Questioning includes asking or answering questions regarding</p> <ul style="list-style-type: none"> ▫ Who? ▫ What? ▫ Where? ▫ When? ▫ Why? ▫ How? <p>Answers to questions may not be immediately apparent and may involve searching for more information.</p> <p>Answers to questions may involve integrating new information with background knowledge.</p>	<p>2CP1.6 Comprehension can be enhanced by formulating questions and searching for answers within texts.</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of evidence, details, or facts from texts.</p> <p>Answer questions that require making interpretations or giving opinions about information in texts.</p> <p>Answer questions that require recognizing cause and effect relationships in texts.</p>

	Kindergarten			Grade 1			Grade 2		
	<p>Predicting includes imagining what might happen based on information (critical thinking), including</p> <ul style="list-style-type: none"> ◦ title ◦ pictures ◦ details within the text ◦ background knowledge <p>Predictions can be made prior to or during reading, viewing, or listening to texts.</p>	<p>KCP1.6 Understanding messages involves making predictions.</p>	<p>Make predictions based on information provided in texts.</p> <p>Compare actual outcomes to predictions made.</p>	<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> ◦ title ◦ pictures ◦ details within the text ◦ background knowledge 	<p>1CP1.7 Comprehension can be enhanced by making predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Compare actual outcomes to predictions made.</p>	<p>Predicting includes imagining an outcome based on a combination of information, including</p> <ul style="list-style-type: none"> ◦ title ◦ pictures ◦ evidence ◦ background knowledge 	<p>2CP1.7 Comprehension can be supported by making and revising predictions.</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Revise understandings in response to new information.</p> <p>Compare actual outcomes to predictions made.</p>

	Kindergarten			Grade 1			Grade 2		
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?			How can writing be used to communicate meaning?			How can writing processes and techniques improve expression?		
Learning Outcome	KW1 Children experiment with written expression of ideas and information.			1W1 Students create messages through the application of writing processes.			2W1 Students create and enhance ideas and information by applying a variety of writing processes.		
				Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
				<p>Processes that can be used to support writing messages include</p> <ul style="list-style-type: none"> ◦ planning ◦ writing ◦ editing ◦ sharing <p>Planning involves thinking or talking about</p> <ul style="list-style-type: none"> ◦ why you are writing a message (purpose) ◦ who will be reading the message (audience) ◦ the form the message will take ◦ ideas <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on one idea.</p> <p>Editing involves correcting errors in spelling, grammar, and punctuation.</p> <p>Messages can be created by individuals or groups.</p> <p>Messages are owned by their creators.</p>	1W1.1 Ideas and information can be shared through written messages.	<p>Create written messages that align with an intended audience or purpose.</p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p> <p>Combine ideas in a logical sequence to create sentences.</p> <p>Write sentences that contain complete thoughts and make sense.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Add images or features to written messages.</p> <p>Share messages with others.</p> <p>Include own name on messages created.</p> <p>Identify individuals or groups that have created messages.</p>	<p>Writing processes used to organize and share messages include</p> <ul style="list-style-type: none"> ◦ planning ◦ writing ◦ editing ◦ sharing <p>Run-on sentences are sentences that string too many ideas together with connecting words.</p> <p>Sentences can be organized in a logical sequence to create written messages.</p> <p>Editing involves noticing and correcting errors in spelling, grammar, and punctuation.</p>	2W1.1 Writing can provide opportunities to share thoughts and ideas in meaningful ways.	<p>Create written messages that align with an intended audience or purpose.</p> <p>Create written messages in a variety of forms to represent ideas or information.</p> <p>Generate ideas that can be expressed through messages.</p> <p>Focus and limit the number of ideas in sentences.</p> <p>Organize sentences in a logical sequence to create written messages.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Incorporate images or features to enhance written messages.</p> <p>Share written messages with others.</p>

English Language Arts and Literature Kindergarten to Grade 3 Curriculum



	Kindergarten			Grade 1			Grade 2		
	<p>Ideas for personal expression can be inspired by experiences with people, places, and things.</p> <p>Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation.</p> <p>Messages have creators.</p>	<p>KW1.1 Ideas and information can be expressed creatively to learn and have fun.</p>	<p>Express ideas and information in a variety of creative ways.</p> <p>Apply creative thinking to create or make changes to a representation of a message.</p> <p>Identify the creator or creators of a variety of messages.</p> <p>Include first name on messages created.</p>	<p>Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression.</p> <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> ◦ people ◦ places ◦ things ◦ stories ◦ images ◦ information <p>Creative ideas can be organized in a variety of ways.</p> <p>In creative writing, word choice can paint a picture in the reader's mind.</p> <p>Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).</p>	<p>1W1.2 Creative expression can inspire imaginative thinking and fun.</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or make changes to a representation of a message.</p> <p>Express ideas and information through a variety of written forms.</p> <p>Identify effective use of sensory language in stories, songs, or print texts.</p> <p>Include sensory language to enhance ideas in creative writing.</p>	<p>Creative thinking includes</p> <ul style="list-style-type: none"> ◦ using imagination ◦ combining materials or ideas in different ways ◦ making adaptations based on feedback <p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by a variety of personal experiences.</p> <p>Creative ideas can be enhanced by adding language related to the senses (sensory language).</p>	<p>2W1.2 Creative thinking can influence expression of thoughts and emotions.</p>	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or adapt representations of messages.</p> <p>Express ideas and information through a variety of written forms.</p> <p>Include adjectives and adverbs to add interest and detail to writing.</p> <p>Include sensory language to enhance ideas in creative writing.</p> <p>Use punctuation to enhance written messages.</p>

	Kindergarten			Grade 1			Grade 2		
	<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>KW1.2 Information can be shared about people, places, or things that are real (factual).</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>Factual information can be gathered to support sharing ideas about things that are real.</p> <p>Factual information can come from a variety of digital or non-digital sources, including</p> <ul style="list-style-type: none"> ◦ people ◦ places ◦ print ◦ images ◦ observations <p>Organizational tools, such as graphic organizers, can be used to record factual information.</p>	<p>1W1.3 Research processes can be used to gather and record factual information.</p>	<p>Ask questions to identify research topics.</p> <p>Gather factual information from a variety of digital or non-digital sources.</p> <p>Use organizational tools to record information.</p> <p>Record factual information in various ways.</p>	<p>Asking questions can help focus research topics.</p> <p>Factual information can be gathered from a variety of digital or non-digital sources.</p> <p>Organizational tools, such as graphic organizers, can be used to record or categorize factual information.</p>	<p>2W1.3 Research processes can be used to learn new things or build on what is already known.</p>	<p>Ask questions to focus research topics.</p> <p>Gather factual information on topics from various sources.</p> <p>Use organizational tools to record or categorize information.</p> <p>Record factual information through messages that include images, words, and sentences.</p>
	<p>Messages can be shared in digital or non-digital ways, including</p> <ul style="list-style-type: none"> ◦ pictures ◦ symbols ◦ letters ◦ words ◦ scribbles 	<p>KW1.3 Messages can be created using a variety of digital or non-digital methods or tools.</p>	<p>Create a variety of digital or non-digital messages.</p>	<p>Digital or non-digital methods or tools used to create written messages include printing and keyboarding.</p>	<p>1W1.4 Written messages can be created using a variety of digital or non-digital methods or tools.</p>	<p>Print letters and words with appropriate size and spacing.</p> <p>Consistently grasp writing tools correctly.</p> <p>Locate letter keys on a keyboard to type messages.</p>	<p>Written messages can be created using a variety of digital or non-digital methods or tools, including printing and keyboarding.</p>	<p>2W1.4 The method or tool used to present written works can enhance the clarity of a message.</p>	<p>Print with appropriate size, formation, and spacing to enhance the clarity of a message.</p> <p>Locate a variety of keys on a keyboard to type messages.</p>

	Kindergarten			Grade 1			Grade 2		
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?			How do the functions of conventions support literacy development?			How do conventions foster the development of effective communication?		
Learning Outcome	KCV1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.			1CV1 Students examine and apply use of grammar, spelling, and punctuation in oral and written language.			2CV1 Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	<p>Names begin with a capital letter.</p> <p>Sentences begin with a capital letter.</p> <p>Sentences often end with periods.</p>	<p>KCV1.1 Written messages can be communicated in predictable ways.</p>	<p>Identify capital letters in names.</p> <p>Identify capital letters at the beginning of sentences.</p> <p>Identify periods at the end of sentences.</p>	<p>Capitalization is used for</p> <ul style="list-style-type: none"> ◦ first and last names ◦ first word of a sentence ◦ names of places ◦ days of the week ◦ months <p>Punctuation marks can signal the end of a sentence and make ideas clear.</p> <p>Punctuation</p> <ul style="list-style-type: none"> ◦ includes a period ◦ a question mark ◦ an exclamation mark 	<p>1CV1.1 Capitalization and punctuation can support the meaning of a message.</p>	<p>Apply capital letters when writing first and last names.</p> <p>Apply capital letters when writing the first word of a sentence.</p> <p>Apply capital letters when writing names of places.</p> <p>Apply capital letters when writing days of the week and months.</p> <p>Identify and use end punctuation in sentences.</p>	<p>Capitalization is used for titles.</p> <p>A proper noun names a specific person or place and begins with a capital letter.</p> <p>Punctuation includes an apostrophe in contractions.</p> <p>A contraction is a combination of two words, where an apostrophe takes the place of certain letters.</p>	<p>2CV1.1 Capitalization and punctuation can make messages more clear.</p>	<p>Capitalize the first word of a sentence.</p> <p>Capitalize names of people and places.</p> <p>Capitalize days of the week and months.</p> <p>Capitalize titles.</p> <p>Include punctuation at the end of sentences.</p> <p>Insert apostrophes in place of letters in contractions.</p>

	Kindergarten		Grade 1			Grade 2			
	<p>A sentence is a group of words that shares a complete thought or idea.</p> <p>Sentence types include telling (declarative) or asking (interrogative).</p>	<p>KCV1.2 Language is organized to support understanding and sharing of ideas (grammar).</p>	<p>Recognize sentences in oral language that include a complete thought or idea.</p> <p>Differentiate between telling and asking sentences.</p>	<p>Sentence types include telling (declarative) or asking (interrogative).</p> <p>Sentences include a noun and a verb.</p> <p>A noun is a person, a place, a thing, or an animal.</p> <p>A verb is an action word.</p>	<p>1CV1.2 Language has structures (grammar) that can help express messages.</p>	<p>Recognize sentences in oral or written language that include a complete thought or idea.</p> <p>Differentiate between telling and asking sentences.</p> <p>Differentiate between nouns and verbs.</p>	<p>A sentence that expresses strong emotion can end with an exclamation mark (exclamatory).</p> <p>A pronoun can be used in place of a noun.</p> <p>An adjective is a word that describes a noun.</p> <p>An adverb is a word that describes a verb.</p> <p>The subject of a sentence tells whom or what the sentence is about.</p> <p>The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).</p> <p>Some words can be used with other words to show time or place (prepositions), such as <i>under, with, before, and after</i>.</p>	<p>2CV1.2 Language has structures (grammar) that can help express ideas, thoughts, and emotions.</p>	<p>Write a variety of sentences that include a complete thought or idea.</p> <p>Recognize and use pronouns to replace nouns in sentences.</p> <p>Use a variety of adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify the subject in a sentence.</p> <p>Identify when subjects and verbs agree in sentences.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>

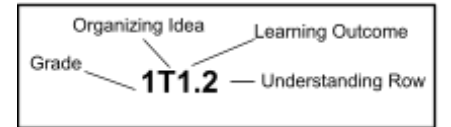
	Kindergarten			Grade 1			Grade 2		
	<p>The spelling of words can be remembered.</p> <p>Some words occur often in spoken and written language (high- frequency words).</p> <p>Some words do not have a one-letter-to-one-sound relationship (e.g., the).</p>	<p>KCV1.3 Some words are very common and can be spelled automatically.</p>	<p>Spell 5–10 high-frequency words.</p>	<p>Spelling patterns can look the same or sound the same (word families).</p> <p>Spelling patterns include</p> <ul style="list-style-type: none"> ◦ vowel-consonant (VC) (e.g., at) ◦ consonant-vowel-consonant (CVC) (e.g., top) ◦ vowel-consonant-silent “e” (VCe) (e.g., ice) <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> ◦ short vowel sounds (e.g., mat) ◦ long vowel sounds (e.g., green) <p>Some words are not spelled in predictable ways (e.g., walk).</p>	<p>1CV1.3 Spelling patterns can support the spelling of unfamiliar words.</p>	<p>Recognize letter patterns in words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Spell 125 high-frequency words.</p> <p>Examine words that are not spelled in predictable ways.</p>	<p>Spelling patterns include</p> <ul style="list-style-type: none"> ◦ consonant-vowel-consonant-silent “e” (CVCe) (e.g., nose) ◦ vowel-consonant-consonant (VCC) (e.g., ill) ◦ vowel-vowel-consonant (VVC) (e.g., eel) ◦ dropping the <e> and adding <ing> doubling the letter before adding <ing> or <ed> <p>Spelling patterns in one-syllable words include short and long vowel sounds.</p> <p>Some consonants are silent in some words (e.g., talk).</p>	<p>2CV1.3 Spelling can be supported by recognizing patterns that occur within and across words.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Identify silent consonants in words.</p> <p>Spell 300 high-frequency words.</p> <p>Identify words that are not spelled in predictable ways.</p>

	Kindergarten			Grade 1			Grade 2		
	Saying words slowly can help to hear individual sounds in words.	KCV1.4 Spelling includes writing the sounds heard in words.	<p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Copy environmental print to become familiar with how words are spelled.</p>	<p>Words have correct spellings.</p> <p>Every word and every syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> ◦ personal word ◦ lists dictionaries ◦ environmental print peers, teachers, or parents/guardians 	1CV1.4 Spelling words correctly helps written messages to be understood.	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.</p> <p>Include a vowel in every word.</p> <p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>	<p>Knowledge of words and word parts can be applied to the spelling of new words.</p> <p>Spelling can involve trial and error.</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> ◦ personal word ◦ lists dictionaries ◦ environmental print peers, teachers, or parents/guardians 	2CV1.4 Spelling strategies and supports can be used to help communicate messages.	<p>Include a vowel in every word and syllable.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Use a variety of supports to spell and check the spelling of words.</p>

Grade 3			
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 text organization enhance meaning?		
Learning Outcome	3T1 Students relate the form and structure of texts to the communication of ideas and information.		
	Knowledge	Understanding	Skills & Procedures
	<p>A text is anything, digital or non-digital, that has meaning for the individual or group who creates or engages with it.</p> <p>The purpose of a text can be to</p> <ul style="list-style-type: none"> ◦ inform ◦ provide enjoyment <p>Texts can be categorized according to their content and include fiction and non-fiction.</p> <p>Fiction is a type of text that uses imagination to tell a story.</p> <p>Non-fiction is a type of text that expresses information and facts.</p> <p>Literary forms of fiction and non-fiction texts include drama</p> <ul style="list-style-type: none"> ◦ short stories ◦ images <p>Stories can be fiction or non-fiction and can follow a structure, including beginning</p> <ul style="list-style-type: none"> ◦ problem ◦ events ◦ solution ◦ n ◦ ending 	<p>3T1.1 The purpose, form, or structure of texts can help organize the expression and understanding of ideas and information.</p>	<p>Examine the purpose of a variety of texts.</p> <p>Explain personal preferences for texts that provide enjoyment.</p> <p>Differentiate between fiction and non-fiction texts according to content.</p> <p>Examine the form of a variety of fiction and non-fiction texts.</p> <p>Examine the structure of a variety of fiction and non-fiction texts.</p> <p>Determine how the structure of texts can help organize the expression or understanding of ideas or information.</p>
	<p>Text features can be digital or non-digital, including</p> <ul style="list-style-type: none"> ◦ images ◦ tables of contents ◦ maps ◦ graphs 	<p>3T1.2 Text features can provide information that is not in the main body of a text.</p>	<p>Examine a variety of text features that provide additional information in a text.</p> <p>Include a variety of text features to organize, clarify, or enhance personal messages.</p>

Grade 3			
	<p>Fictional texts can be categorized by sub-forms that include</p> <ul style="list-style-type: none"> ◦ traditional literature, including ◦ myths realistic fiction ◦ historical fiction ◦ mystery <p>A myth is a traditional or legendary story usually concerning a courageous hero or heroine or an event.</p> <p>Realistic fiction takes place in modern times and describes believable characters involved in plausible events.</p> <p>Historical fiction takes place in a setting of the past.</p> <p>A mystery describes the solution of a crime or the unravelling of secrets.</p> <p>Fictional texts can have structures that</p> <ul style="list-style-type: none"> ◦ include books with chapters ◦ collections of stories related to a single idea ◦ circular plots <p>Elements of fiction include</p> <ul style="list-style-type: none"> ◦ major characters ◦ setting ◦ plot <p>A major character is central to the plot or problem in a story.</p> <p>A circular plot is sequenced to end with characters returning to a similar situation to where they started.</p> <p>A narrator can be a character in a story or someone telling the story from the outside looking in.</p>	<p>3T1.3 Fictional texts are often products of a text creator's imagination and are not factual.</p>	<p>Differentiate between a variety of fiction sub-forms, considering content, characters, time, or place.</p> <p>Examine fictional text structures that contribute to organization, clarity, or personal engagement.</p> <p>Examine circular plot structures found in fictional texts. Examine elements within a variety of fictional texts.</p> <p>Examine major characters in fictional texts.</p> <p>Create imaginative representations or dramatizations of fictional texts that depict understandings of characters, setting, and plot.</p> <p>Investigate the narrator's contribution to a text.</p>
	<p>Non-fiction texts include</p> <ul style="list-style-type: none"> ◦ biographies ◦ content-area ◦ texts interactions with people ◦ land <p>Content-area texts refer to texts from subjects such as science, social studies, and fine arts.</p> <p>Non-fiction texts can have structures that include</p> <ul style="list-style-type: none"> ◦ main idea or topic ◦ supporting details ◦ linear or cyclical sequencing ◦ compare and contrast 	<p>3T1.4 Non-fiction texts have structures that support the sharing of factual information to explain or describe real people, places, things, or events.</p>	<p>Compare and contrast ways that non-fiction texts can be organized.</p> <p>Investigate linear and cyclical sequencing in a variety of non-fiction texts.</p>

English Language Arts and Literature Kindergarten to Grade 3 Curriculum



Grade 3			
	<p>Poetry includes words or phrases used in a non-literal way to create a desired effect (figurative language). Poetic structures include</p> <ul style="list-style-type: none"> ▫ haiku ▫ limerick <p>A haiku is a short Japanese poem of seventeen syllables (organized into three lines of five, seven, and five syllables) that traditionally emphasizes images from nature.</p> <p>A limerick is a poem that consists of five lines with a rhyme scheme of AABBA.</p>	<p>3T1.5 Poetry is a form of expression that encourages creativity and new ways of thinking about ideas and feelings.</p>	<p>Investigate words or phrases applied creatively in poetry.</p> <p>Examine poetic structures that contribute to creative expression of ideas. Experiment with creating haikus and limericks.</p>

Grade 3			
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 be enhanced to improve oral communication?		
Learning Outcome	3O1 Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.		
	Knowledge	Understanding	Skills & Procedures
	<p>Throughout history, languages developed orally before being written. Stories can last and be retold over long periods of time. Oral traditions support interactions between generations of people, such as</p> <ul style="list-style-type: none"> ◦ ancestors ◦ grandparents ◦ parents or guardians children kin <p>Traditional knowledge shared through oral traditions can vary in form or delivery</p> <ul style="list-style-type: none"> ◦ build community ◦ serve as a guide for living and learning ◦ 	<p>3O1.1 Oral tradition is listening and speaking to pass information from generation to generation.</p>	<p>Investigate oral traditions that have been shared over time.</p> <p>Discuss how oral stories show respect for traditional shared knowledge.</p> <p>Share information of personal or cultural significance passed between generations of people.</p>
	<p>Dialogue is an exchange of ideas, information, or opinions. Effective dialogue includes</p> <ul style="list-style-type: none"> ◦ listening ◦ staying on topic ◦ asking questions ◦ contributing ◦ <p>Speaking involves grouping and separating words through phrasing and pausing.</p> <p>Pauses can be used to support meaning or create emphasis. Speaking can be supported through</p> <ul style="list-style-type: none"> ◦ relaxation ◦ breathing ◦ posture ◦ ◦ ◦ 	<p>3O1.2 Listening and speaking can enhance the exchange of ideas, information, or opinions.</p>	<p>Engage in dialogue to express and understand messages.</p> <p>Examine the effectiveness of dialogue in learning and social interactions.</p> <p>Identify where phrasing and pausing can support understanding or create effects.</p> <p>Support speech through relaxation, breathing, or posture.</p> <p>Consider the contributions of others when exchanging ideas or opinions.</p>

Grade 3			
	<p>Listening strategies include</p> <ul style="list-style-type: none"> ◦ identifying purpose ◦ asking relevant questions seeking clarification responding appropriately <p>Texts that are listened to can</p> <ul style="list-style-type: none"> ◦ build connections ◦ interest ◦ vocabulary ◦ background knowledge ◦ curiosity ◦ engagement ◦ motivation 	3O1.3 Listening can enhance interactions and learning.	Use a variety of listening strategies to enhance interactions and learning.
	<p>A combination of verbal and non-verbal language can be used to communicate ideas, information, and feelings.</p> <p>Effective communication considers</p> <ul style="list-style-type: none"> ◦ voice quality and audibility ◦ articulation and clarity 	3O1.4 Communication can be supported by integrating verbal and non-verbal language.	<p>Combine verbal and non-verbal language to enhance communication.</p> <p>Adjust voice quality, audibility, articulation, or clarity to communicate effectively.</p>
	<p>Preparation supports effective communication through</p> <ul style="list-style-type: none"> ◦ relaxation ◦ breathing techniques ◦ focus <p>Presentations can be improvised or prepared.</p> <p>Presentations can be delivered in different ways,</p> <ul style="list-style-type: none"> ◦ including oral reports ◦ readers' theatre ◦ dramatizations ◦ digital stories ◦ recorded interviews <p>Thoughts and ideas in speech can be grouped together in logical sequences.</p> <p>Effective communication involves consideration of an audience's</p> <ul style="list-style-type: none"> ◦ situation ◦ thoughts ◦ feeling ◦ s ◦ beliefs <p>Audience participation and behaviour may affect the presenter or other audience members.</p>	3O1.5 Presentations share stories, ideas, or information with an audience.	<p>Group relevant ideas, events, or information in a logical sequence when presenting.</p> <p>Develop communication skills through individual or group presentations.</p> <p>Present dramatizations of characters and events encountered in texts.</p> <p>Share a poem from memory with some awareness of phrasing and pausing.</p> <p>Compose and share a short speech or oral report.</p> <p>Participate in presentations as a respectful audience member.</p>

Grade 3			
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.		
Guiding Question	How can building vocabulary and understanding morphology support language use and comprehension?		
Learning Outcome	3V1 Students analyze new words and morphemes to enhance vocabulary.		
	Knowledge	Understanding	Skills & Procedures
	<p>The meaning of a word can change when used in a different context.</p> <p>Language involves phrases with literal and figurative meanings that can be used to enhance communication.</p> <p>Figurative language includes</p> <ul style="list-style-type: none"> ◦ imagery ◦ hyperbole ◦ simile <p>Imagery is when words or phrases describe ideas or things that can be experienced visually.</p> <p>Hyperbole is when words or phrases are used to exaggerate meaning. A simile compares two unlike things using <i>like</i> or <i>as</i>.</p>	<p>3V1.1 Vocabulary knowledge can be supported and developed through literacy interactions and experiences.</p>	<p>Use tier 2 words in a variety of literacy contexts.</p> <p>Develop tier 3 vocabulary through content-area learning.</p> <p>Engage with texts that include more sophisticated concepts and ideas expressed through expanded vocabulary.</p> <p>Integrate knowledge of vocabulary across multiple literacy contexts.</p> <p>Recognize and use figurative language in oral and written communication.</p> <p>Analyze and use synonyms, antonyms, homophones, homographs, and words with multiple meanings in a variety of texts.</p>
	<p>Morphemes include</p> <ul style="list-style-type: none"> ◦ bases ◦ affixes <p>A base is a word or word part that has meaning and to which an affix can be added.</p> <p>An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.</p> <p>Prefixes, including <re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, and <super>, are morphemes that change the meaning of words when added to the beginning of a base.</p> <p>Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the ending of a base.</p> <p>Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the ending of a base.</p>	<p>3V1.2 The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.</p>	<p>Analyze bases and affixes for meaning.</p> <p>Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.</p> <p>Recognize and use suffixes to name a person that does something.</p> <p>Analyze frequently used compound words and their meanings.</p> <p>Distinguish syllables in words.</p>

Grade 3			
Organizing Idea	Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.		
Guiding Question	How does phonics support foundational literacy development?		
Learning Outcome	3P1 Students investigate how phonics connects to word formation and supports the processes of reading and writing.		
	Knowledge	Understanding	Skills & Procedures
	<p>Consonant clusters blend two or three consonant sounds.</p> <p>Consonant clusters appear at the beginning and ending of words.</p> <p>Consonant digraphs are two consonant letters that appear together and represent a single sound that is different from the sound of either letter (e.g., <i>sh</i>).</p> <p>Some consonant letters represent no sound (e.g., <i>know</i>, <i>write</i>).</p> <p>Chunking is a phonetic strategy used to decode that breaks large words into small parts.</p> <p>Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.</p>	<p>3P1.1 Phonics supports the reading and writing of texts.</p>	<p>Recognize consonant clusters at the beginning and ending of a word.</p> <p>Recognize and apply less frequent consonant digraphs.</p> <p>Recognize and apply consonant letters that represent no sounds.</p> <p>Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.</p> <p>Use phonetic strategies to decode complex words in continuous text.</p>

Grade 3			
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	In what ways does fluency improve comprehension?		
Learning Outcome	3F1 Students apply fluency strategies and develop reading comprehension.		
	Knowledge	Understanding	Skills & Procedures
	Fluency develops over time with practice. Fluent reading includes accuracy <ul style="list-style-type: none"> ▫ automaticity in word recognition ▫ prosody (stress, expression, intonation, and pausing) in oral text ▫ reading 	3F1.1 Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.	Demonstrate automaticity in reading complex words, phrases, and continuous text. Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing. Read a variety of text forms with fluency and expression.
	Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.	3F1.2 Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.	Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.

Grade 3			
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 can the development of skills and strategies support comprehension of text?		
Learning Outcome	3CP1 Students analyze text and make connections to personal experiences to support meaning.		
	Knowledge	Understanding	Skills & Procedures
	Comprehension of longer, more complex texts is supported by increased reading practice.	3CP1.1 Critical thinking can be applied to comprehend texts that vary in length or complexity.	Independently read and demonstrate comprehension of texts that vary in length or complexity.
	Connections can be made prior to, during, or after reading a text. Connections can be made between texts and ideas that relate to past, present, or future world events (text to world).	3CP1.2 Comprehension involves connecting relevant background knowledge and experiences with new information in text.	Make connections between a text and personal feelings, experiences, or background knowledge. Make connections between various aspects within or between texts. Make connections between texts and ideas that relate to past, present, or future world events.
	Predictions can be made by combining information from texts with <ul style="list-style-type: none"> ▫ background knowledge ▫ personal experience ▫ anticipation of logical outcomes or events 	3CP1.3 Comprehension involves predicting outcomes or events that reflect clues from texts.	Make predictions using background knowledge and information within a text. Identify information from texts that supports predictions. Modify predictions based on new or additional information. Reflect on predictions to confirm or change understandings.
	Inferencing involves drawing conclusions based on known facts or evidence. Inferencing can involve <ul style="list-style-type: none"> ▫ making ▫ connections ▫ questioning ▫ predicting ▫ visualizing 	3CP1.4 Comprehension can be enhanced by inferring meanings that are not stated explicitly in text.	Make inferences by combining background knowledge with information that is not explicitly stated within a text. Identify connections between the actions, feelings, or motives of a character and evidence in text.
	Summarizing information involves <ul style="list-style-type: none"> ▫ determining key ideas and specific details ▫ logically ordering ideas ▫ writing ideas in own words 	3CP1.5 Comprehension is enhanced when information is summarized.	Determine the most important information in a text. Order significant information from a text in a logical sequence. Share important information from a text in a logical order using own words.
	Self-monitoring skills that can be used when facing challenges in comprehension include <ul style="list-style-type: none"> ▫ noticing where meaning breaks down ▫ rereading ▫ reading ahead ▫ creating mental or visual images ▫ asking and answering <i>how</i>, <i>why</i>, and <i>what if</i> questions 	3CP1.6 The reading comprehension process involves the strategies of monitoring understandings and assessing options if meaning lacks clarity.	Examine the location in texts where reading comprehension becomes challenging. Identify self-monitoring skills that are personally effective in supporting reading comprehension.

Grade 3			
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 writing craft combined with skills and processes contribute to written expression?		
Learning Outcome	3W1 Students investigate writing and research processes that support informed written expression.		
	Knowledge	Understanding	Skills & Procedures
	<p>Writing processes used to organize and share messages can involve</p> <ul style="list-style-type: none"> ▫ planning ▫ drafting ▫ revising ▫ editing ▫ sharing <p>Planning can include</p> <ul style="list-style-type: none"> ▫ consideration of audience, purpose, and form idea generation <p>Methods and tools that can support planning include</p> <ul style="list-style-type: none"> ▫ graphic organizers ▫ sketching <p>Drafting involves organizing words on paper during the writing process. Interest can be created by varying sentence beginnings.</p> <p>Run-on sentences make reading difficult, as the reader often cannot tell where to pause or stop.</p> <p>Writers generally avoid repetitions and run-on sentences.</p> <p>Three to five sentences that add detail or description to ideas or information can be combined to construct a paragraph.</p> <p>Revising includes adding or removing words or sentences to enhance writing clarity, accuracy, or appeal.</p> <p>Fluent writing sounds like speaking when read aloud.</p> <p>Sharing can involve selecting a variety of text features to enhance written messages.</p>	<p>3W1.1 Writing can capture ideas, memories, investigations, and stories.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of forms and structures.</p> <p>Use organizational processes, methods, or tools to support the creation of written texts.</p> <p>Create drafts of writing that maintain audience interest by focusing the number of ideas in sentences and limiting repetitions.</p> <p>Include a range of sentence beginnings and types to vary and add interest to writing.</p> <p>Sequence sections of writing in a logical order.</p> <p>Revise written texts for accuracy, clarity, or appeal by adding, removing, or changing words or sentences.</p> <p>Edit writing for spelling, punctuation, and grammar.</p> <p>Read written texts aloud to check for writing fluency.</p> <p>Select a variety of texts to be shared according to their purpose.</p>

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	<p>Creative thinking involves</p> <ul style="list-style-type: none"> ◦ considering audience and purpose brainstorming to expand ideas ◦ seeking out information to help transform ideas into representations persevering through challenges that may arise <p>Writing is a craft that involves personal expression of ideas through</p> <ul style="list-style-type: none"> ◦ organization ◦ word choice ◦ presentation <p>Creative ideas for expression can be inspired by a variety of sources, including</p> <ul style="list-style-type: none"> ◦ personal experiences ◦ background knowledge ◦ imagination ◦ experiences with text <p>The author's voice or style helps a reader or an audience picture or feel what a writer is describing.</p> <p>In creative writing, word choice includes interesting details that keep audiences engaged.</p> <p>Words selected to enhance written texts include</p> <ul style="list-style-type: none"> ◦ sensory details ◦ synonyms ◦ antonyms ◦ specific words or phrases <p>Dialogue can be used to add variety to written texts.</p>	<p>3W1.2 Creative expression can channel imaginative thought and emotion into a variety of texts.</p>	<p>Examine how relationships between audience, purpose, and text form can influence creative expression.</p> <p>Examine how other writers use words, sensory detail, and figurative language for creative expression of thoughts and emotions.</p> <p>Create written texts that draw upon a variety of sources of inspiration.</p> <p>Select from a variety of text forms or structures to express personal thoughts or feelings.</p> <p>Create beginnings that catch the audience's attention by experimenting with ideas and word choice.</p> <p>Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.</p> <p>Include dialogue to add variety to texts.</p> <p>Use punctuation to generate effects in creative expression.</p> <p>Create thoughtful conclusions to tie up events or leave readers wondering.</p> <p>Select from a variety of presentation forms or text features to enhance and share selections of creative writing.</p> <p>Persevere through challenges that may arise in the creative expression of ideas.</p>

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	<p>Questioning can help focus research topics and processes.</p> <p>Information can be accessed, stored, and shared in a variety of digital and non-digital ways.</p> <p>Information can be categorized or sequenced to enhance organization.</p> <p>Organizational tools, such as graphic organizers, can help plan and write about factual information.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including</p> <ul style="list-style-type: none"> ◦ reports ◦ presentations ◦ visual representations <p>The information and ideas of others need to be listed (cited) in research writing.</p>	<p>3W1.3 Research processes can support accessing and logically organizing information.</p>	<p>Access information from a variety of sources to answer questions or expand knowledge.</p> <p>Organize, categorize, or sequence information using a variety of methods or tools.</p> <p>Use research to create written text that is appropriate for an audience. List sources of information used to inform research.</p>
	<p>Written messages can be created using a variety of digital or non-digital methods or tools, such as</p> <ul style="list-style-type: none"> ◦ printing ◦ keyboarding ◦ cursive handwriting <p>Cursive handwriting</p> <ul style="list-style-type: none"> ◦ involves letter formation ◦ size ◦ proportion ◦ slant <p>Basic keyboarding involves</p> <ul style="list-style-type: none"> ◦ finger reaches ◦ keystroking ◦ key ◦ recognition 	<p>3W1.4 Practice using digital or non-digital methods or tools can support writing fluency.</p>	<p>Demonstrate writing fluency using at least one method or tool.</p> <p>Use cursive handwriting to write some texts with appropriate letter formation, size, proportion, and slant.</p> <p>Demonstrate basic keyboarding skills.</p>

Grade 3			
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 does the appropriate use of conventions support clear written communication?		
Learning Outcome	3CV1 Students investigate and demonstrate how conventions support written communication.		
	Knowledge	Understanding	Skills & Procedures
	<p>Capitalization is used for headings.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> o commas o quotation marks o apostrophes in contractions and possessives <p>A comma indicates a pause between parts of a sentence or separates items in a list.</p> <p>Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way.</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p>	<p>3CV1.1 Capitalization and punctuation can enhance written expression.</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences or to separate items in a list.</p> <p>Insert quotation marks to identify the words of a speaker.</p> <p>Insert quotation marks to bring attention to a word that is used in a special way.</p> <p>Insert apostrophes in place of letters in contractions.</p> <p>Insert apostrophes to show possession.</p>
	<p>A sentence can command someone to do or not to do something (imperative).</p> <p>A sentence has two main parts, a subject and a predicate.</p> <p>The subject of a sentence is who or what the sentence is about.</p> <p>The predicate of a sentence is what the subject does.</p> <p>Words can be used to connect phrases and sentences (conjunctions) (e.g., and, but, or, so, for).</p> <p>An adjective is a word that describes a noun. An adverb is a word that describes a verb.</p> <p>Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.</p> <p>Words can tell who or what owns a noun (possessive), and include</p> <ul style="list-style-type: none"> o possessive nouns ('s) o possessive adjectives (e.g., my, your, his, her, its, our, their) o possessive pronouns (e.g., mine, yours, his, hers, ours, theirs) <p>Some words can be used with other words to show time or place (prepositions) (e.g., under, with, before, after).</p>	<p>3CV1.2 Grammar can provide a consistent structure for the building of sentences.</p>	<p>Distinguish between a variety of sentence types. Identify the subject of a variety of sentences.</p> <p>Identify the predicate of a variety of sentences. Examine conjunctions in a variety of sentences. Use adjectives to describe nouns.</p> <p>Use adverbs to describe verbs.</p> <p>Identify subject-verb agreement in a variety of sentences.</p> <p>Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.</p> <p>Recognize and use prepositions in sentences to show time and place.</p>

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	<p>Spelling patterns include</p> <ul style="list-style-type: none"> ▫ nouns ending in <y>: change <y> to <i> and add <es> (e.g., pony–ponies) ▫ nouns ending in <f> or <fe>: change <f> or <fe> to <v> and add <es> (e.g., leaf–leaves) <p>Some plural nouns may be spelled the same as or differently from their singular form (e.g., moose–moose, person–people).</p> <p>Adding an apostrophe and <s> can be used to show ownership or possession.</p> <p>If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.</p> <p>Prefixes and suffixes are spelled consistently in words. Some words are not spelled in predictable ways.</p>	<p>3CV1.3 Correct spelling can be supported by applying knowledge of word patterns and parts.</p>	<p>Identify spelling patterns within and across words.</p> <p>Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.</p> <p>Identify plural nouns that are spelled the same as or differently from their singular form.</p> <p>Add an apostrophe and an <s> to nouns to show ownership.</p> <p>Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.</p> <p>Spell a variety of prefixes and suffixes accurately in words.</p> <p>Identify words that are not spelled in predictable ways.</p>
	<p>Spelling strategies can be used to spell words accurately, including</p> <ul style="list-style-type: none"> ▫ articulating ▫ visualizing ▫ transferring prior knowledge ▫ trial and error <p>Digital or non-digital tools can be used to help spell words correctly.</p>	<p>3CV1.4 A variety of spelling strategies and tools can be used to enhance written expression.</p>	<p>Apply a variety of spelling strategies to enhance written expression. Use a variety of tools to spell or confirm the spelling of words.</p>
	<p>Abbreviations include</p> <ul style="list-style-type: none"> ▫ titles ▫ days of the ▫ week time ▫ measurements ▫ addresses <p>An abbreviation is the shortened form of a word or words (e.g., Rd., St., AB).</p> <p>An inflectional ending is a suffix added to a base that indicates</p> <ul style="list-style-type: none"> ▫ tense ▫ plurality ▫ possession ▫ comparison <p>The basic guidelines for adding inflectional endings consist of</p> <ul style="list-style-type: none"> ▫ dropping the <e> and adding <ing> ▫ doubling the letter before adding <ing> or <ed> 	<p>3CV1.5 Basic guidelines for spelling transferred to writing new text can increase accuracy.</p>	<p>Spell common abbreviations in writing.</p> <p>Recognize and spell contractions in writing.</p> <p>Apply inflectional endings in writing.</p> <p>Spell compound words accurately.</p> <p>Spell singular and plural possessives.</p> <p>Spell some complex plural words.</p> <p>Apply endings that show comparisons.</p> <p>Recognize basic guidelines for adding inflectional endings.</p>