

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

English Language Arts and Literature Curriculum (*English Language Arts & Literature Subject Introduction* - <https://curriculum.learnalberta.ca/printable-curriculum/en/home>)

What Is English Language Arts and Literature?

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship.

Language, Literacy, and Literature

Oral language development is an active process that begins at birth and expands throughout a lifetime. Listening and speaking form the foundation for literacy development as students participate in oral language experiences and share in the oral traditions of their families and communities. These skills are further developed and applied in a variety of oral language experiences in English language arts and literature that include oral storytelling, discussions, drama, and presentations. Students learn to be active listeners, and they explore and purposefully select a variety of digital or non-digital forms and tools to enhance presentation delivery and capture the attention of an audience. Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning. Foundational literacy focuses on clear and developmentally appropriate learning in the areas of phonological awareness and phonics. Students in English language arts and literature develop the ability to identify and manipulate sounds in oral language and understand relationships between sounds and the letters that represent them. A focus on fluency fosters, within students, the ability to read a range of texts accurately, automatically, and with expression. Students apply strategies to comprehend increasingly complex messages and they expand their verbal and written vocabulary through the study of word meanings, origins, and structures. Communicating well in a modern world involves understanding social practices, relationships, cultures, and information. Engaging with a variety of traditional, contemporary, and emerging texts enables students to see how text form and structure can influence the representation and interpretation of ideas and information. Analyzing media texts helps students understand how text creators seek to persuade and helps students become thoughtful consumers of media. In English language arts and literature, students differentiate between fact and opinion and discover the artistry of messages shared through poetry, image, and song. The study of quality literature empowers students to understand contextual nuances of time and place and gain insight into our inherited literary traditions. Local First Nations, Métis, Inuit, and Francophone stories reflect the diverse cultures, histories, and perspectives of the founding peoples of Alberta. By exploring stories from both local and global communities in English language arts and literature, students build empathy, broaden perspectives, and expand worldviews. As text creators, students explore ways to share their ideas, responding to texts they encounter and to the world around them. Throughout English language arts and literature, students apply writing processes and language conventions to organize ideas and communicate effectively in a variety of digital or non-digital contexts. They learn to form opinions based on quality research from multiple sources of information and to support their opinions with evidence and logical arguments. They develop ethical citizenship by learning about and following protocols for accessing information and citing sources. Students explore the English language to craft and shape ideas, instilling beauty or persuasion within compositions and presentations to reflect style and discover their own unique voice. The English language arts and literature curriculum provides solid foundations in language, literacy, and literature that will support Alberta's students in achieving personal and academic goals. Students will engage in formal and informal exchanges, demonstrating respect, humility, and responsibility as they seek to understand and be understood. By thinking critically, managing information ethically, and sharing ideas effectively, students will be able to adapt to changing conditions, persevere through challenges, and find creative solutions. As confident and competent communicators, Alberta's students will be better prepared to achieve successful and fulfilling lives while making meaningful contributions to their communities and the world.

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance



Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.					
Guiding Question: How can ideas and information be organized?					
Learning Outcome: KT1 Children explore how messages can be organized.					
Understanding: KT1.1 Ideas and information can be organized in ways that support understanding messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	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 • pictures • plays • land <p>Messages, both real and imaginary, can follow a sequence (structure),</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>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 • pictures • plays • land <p>Messages, both real and imaginary, can follow a sequence (structure),</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>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 • pictures • plays • land <p>Messages, both real and imaginary, can follow a sequence (structure),</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>

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>including</p> <ul style="list-style-type: none"> beginning 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 spoken word when read aloud. Every word has a first and last letter. Every sentence has a first and last word. 	<p>Identify where reading begins and where to go after (return sweep).</p> <p>Identify the first and last letter in a word.</p> <p>Identify the first and last word on a page or in a message.</p> <p>Identify corresponding written words as they are read aloud</p>	<p>including</p> <ul style="list-style-type: none"> beginning 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 spoken word when read aloud. Every word has a first and last letter. Every sentence has a first and last word. 	<p>Identify where reading begins and where to go after (return sweep).</p> <p>Identify the first and last letter in a word.</p> <p>Identify the first and last word on a page or in a message.</p> <p>Identify corresponding written words as they are read aloud</p>	<p>including</p> <ul style="list-style-type: none"> beginning 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 spoken word when read aloud. Every word has a first and last letter. Every sentence has a first and last word. 	<p>Identify where reading begins and where to go after (return sweep).</p> <p>Identify the first and last letter in a word.</p> <p>Identify the first and last word on a page or in a message.</p> <p>Identify corresponding written words as they are read aloud</p>

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: KT1 Children explore how messages can be organized.					
Understanding: KT1.2 Messages can be clarified when they include features.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Features that clarify messages can be digital or non-digital, including pictures and print size.	Investigate a variety of features that help clarify messages.	Features that clarify messages can be digital or non-digital, including pictures and print size.	Investigate a variety of features that help clarify messages.	Features that clarify messages can be digital or non-digital, including pictures and print size.	Investigate a variety of features that help clarify messages.
Learning Outcome: KT1 Children explore how messages can be organized.					
Understanding: KT1.3 Stories and ideas that are imaginary (fictional) can encourage creativity.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Imaginary (fictional) stories include fairy tales and realistic stories. A fairy tale is a story based on imaginary people, animals, and places. Realistic stories include people and places that seem real but were imagined. Stories include characters, setting, and events (story elements). A character can be any person, object, or animal that	Investigate story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include story elements.	Imaginary (fictional) stories include fairy tales and realistic stories. A fairy tale is a story based on imaginary people, animals, and places. Realistic stories include people and places that seem real but were imagined. Stories include characters, setting, and events (story elements). A character can be any person, object, or animal that	Investigate story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include story elements.	Imaginary (fictional) stories include fairy tales and realistic stories. A fairy tale is a story based on imaginary people, animals, and places. Realistic stories include people and places that seem real but were imagined. Stories include characters, setting, and events (story elements). A character can be any person, object, or animal that	Investigate story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include story elements.

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
is part of a story.		is part of a story.		is part of a story.	
Setting refers to the time and place of a story.		Setting refers to the time and place of a story.		Setting refers to the time and place of a story.	
An event is something that happens in a story.		An event is something that happens in a story.		An event is something that happens in a story.	
Learning Outcome: KT1 Children explore how messages can be organized.					
Understanding: KT1.4 Some messages share ideas and information about things that are real (non-fiction).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Real information or ideas (non-fiction) can come in many forms, including <ul style="list-style-type: none"> • factual books or stories • people • pictures 	Represent information and ideas from a variety of real messages.	Real information or ideas (non-fiction) can come in many forms, including <ul style="list-style-type: none"> • factual books or stories • people • pictures 	Represent information and ideas from a variety of real messages.	Real information or ideas (non-fiction) can come in many forms, including <ul style="list-style-type: none"> • factual books or stories • people • pictures 	Represent information and ideas from a variety of real messages.
Learning Outcome: KT1 Children explore how messages can be organized.					
Understanding: KT1.5 Poetry helps us explore ideas and feelings.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Poems can describe ideas and feelings in serious or playful ways.	Explore a variety of ideas and feelings represented through poetry and song. Identify rhymes in poems.	Poems can describe ideas and feelings in serious or playful ways.	Explore a variety of ideas and feelings represented through poetry and song. Identify rhymes in poems.	Poems can describe ideas and feelings in serious or playful ways.	Explore a variety of ideas and feelings represented through poetry and song. Identify rhymes in poems.

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.					
Guiding Question: In what ways can listening and speaking communicate feelings, ideas, and information?					
Learning Outcome: KO1 Children explore listening and speaking skills through a variety of literacy experiences.					
Understanding: KO1.1 Oral traditions can provide lessons and entertainment and develop imagination.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	<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>	Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	<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>	Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	<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>
Learning Outcome: KO1 Children explore listening and speaking skills through a variety of literacy experiences.					
Understanding: KO1.2 Ideas, information, and feelings can be shared through listening and speaking.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> discussions sharing (presentations) stories songs 	<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</p>	<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> discussions sharing (presentations) stories songs 	<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</p>	<p>Listening and speaking skills can be developed through</p> <ul style="list-style-type: none"> discussions sharing (presentations) stories songs 	<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</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> poems <p>The appropriate volume for speaking can change based on the situation.</p>	of a group.	<ul style="list-style-type: none"> poems <p>The appropriate volume for speaking can change based on the situation.</p>	of a group.	<ul style="list-style-type: none"> poems <p>The appropriate volume for speaking can change based on the situation.</p>	of a group.
Learning Outcome: KO1 Children explore listening and speaking skills through a variety of literacy experiences.					
Understanding: KO1.3 Listening is an active process that can support learning, collaborating, and having fun.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>Demonstrate a variety of listening behaviours.</p> <p>Listen to and follow simple one- or two-step instructions.</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>Demonstrate a variety of listening behaviours.</p> <p>Listen to and follow simple one- or two-step instructions.</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>Demonstrate a variety of listening behaviours.</p> <p>Listen to and follow simple one- or two-step instructions.</p>
Learning Outcome: KO1 Children explore listening and speaking skills through a variety of literacy experiences.					
Understanding: KO1.4 Language can be expressed verbally or non-verbally.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words</p>	<p>Express an idea or share information through the use of body language or voice.</p>	<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words</p>	<p>Express an idea or share information through the use of body language or voice.</p>	<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words</p>	<p>Express an idea or share information through the use of body language or voice.</p>

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
(non-verbally) through body language, such as	Share a short poem, story, or song from memory using verbal and non-verbal language.	(non-verbally) through body language, such as	Share a short poem, story, or song from memory using verbal and non-verbal language.	(non-verbally) through body language, such as	Share a short poem, story, or song from memory using verbal and non-verbal language.
<ul style="list-style-type: none"> • movements • facial expressions 		<ul style="list-style-type: none"> • movements • facial expressions 		<ul style="list-style-type: none"> • movements • facial expressions 	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
Guiding Question: How can word knowledge contribute to building vocabulary?					
Learning Outcome: KV1 Children develop vocabulary through a variety of literacy experiences.					
Understanding: KV1.1 Literacy experiences can provide opportunities to learn new words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Vocabulary can be developed through literacy experiences, such as	Explore and play with new words. Identify the meaning of new words. Develop new vocabulary through a variety of literacy experiences. Transfer new vocabulary to different situations.	Vocabulary can be developed through literacy experiences, such as	Explore and play with new words. Identify the meaning of new words. Develop new vocabulary through a variety of literacy experiences. Transfer new vocabulary to different situations.	Vocabulary can be developed through literacy experiences, such as	Explore and play with new words. Identify the meaning of new words. Develop new vocabulary through a variety of literacy experiences. Transfer new vocabulary to different situations.
<ul style="list-style-type: none"> • read alouds • songs • poems • rhymes • pictures • conversations • land 		<ul style="list-style-type: none"> • read alouds • songs • poems • rhymes • pictures • conversations • land 		<ul style="list-style-type: none"> • read alouds • songs • poems • rhymes • pictures • conversations • land 	

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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?					
Learning Outcome: KPA1 Children experiment with sounds in words.					
Understanding: KPA1.1 Words are made up of sounds (phonemes).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Sounds can be identified at the beginning, middle, or ending of words.	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.	Sounds can be identified at the beginning, middle, or ending of words.	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.	Sounds can be identified at the beginning, middle, or ending of words.	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.
Learning Outcome: KPA1 Children experiment with sounds in words.					
Understanding: KPA1.2 Words that rhyme have the same sound at the end.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Songs and poems can contain rhyming words.	Explore rhyme in a variety of language-learning contexts. Identify one-syllable rhyming words.	Songs and poems can contain rhyming words.	Explore rhyme in a variety of language-learning contexts. Identify one-syllable rhyming words.	Songs and poems can contain rhyming words.	Explore rhyme in a variety of language-learning contexts. Identify one-syllable rhyming words.
Learning Outcome: KPA1 Children experiment with sounds in words.					

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Understanding: KPA1.3 Words have initial and final sounds (phonemes).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Sounds can be identified at the beginning of words.</p> <p>Sounds can be identified at the ending of words.</p>	<p>Identify sounds at the beginning and ending of spoken words.</p> <p>Sort words based on their initial sounds.</p> <p>Sort words based on their final sounds.</p>	<p>Sounds can be identified at the beginning of words.</p> <p>Sounds can be identified at the ending of words.</p>	<p>Identify sounds at the beginning and ending of spoken words.</p> <p>Sort words based on their initial sounds.</p> <p>Sort words based on their final sounds.</p>	<p>Sounds can be identified at the beginning of words.</p> <p>Sounds can be identified at the ending of words.</p>	<p>Identify sounds at the beginning and ending of spoken words.</p> <p>Sort words based on their initial sounds.</p> <p>Sort words based on their final sounds.</p>
Learning Outcome: KPA1 Children experiment with sounds in words.					
Understanding: KPA1.4 Spoken language is made up of words and sentences that can be separated into parts (segmentation).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Sentences can be separated into words.</p> <p>Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).</p>	<p>Count the number of words in a spoken sentence of three to four words.</p> <p>Separate compound words into two individual words.</p> <p>Identify the number of syllables in one- to three-syllable words.</p> <p>Separate words into onsets and rimes.</p>	<p>Sentences can be separated into words.</p> <p>Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).</p>	<p>Count the number of words in a spoken sentence of three to four words.</p> <p>Separate compound words into two individual words.</p> <p>Identify the number of syllables in one- to three-syllable words.</p> <p>Separate words into onsets and rimes.</p>	<p>Sentences can be separated into words.</p> <p>Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).</p>	<p>Count the number of words in a spoken sentence of three to four words.</p> <p>Separate compound words into two individual words.</p> <p>Identify the number of syllables in one- to three-syllable words.</p> <p>Separate words into onsets and rimes.</p>
Learning Outcome: KPA1 Children experiment with sounds in words.					

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Understanding: KPA1.5 Sounds can be blended to form spoken words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>Two or more syllables can be blended to form a new word.</p> <p>Sounds (phonemes) can be blended to form words.</p>	<p>Blend 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>Two or more syllables can be blended to form a new word.</p> <p>Sounds (phonemes) can be blended to form words.</p>	<p>Blend 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>
Learning Outcome: KPA1 Children experiment with sounds in words.					
Understanding: KPA1.6 Parts of words can be removed (deletion).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>One of the words in a compound word can be removed.</p> <p>Syllables in words can be removed.</p> <p>Sounds in words (phonemes) can be removed.</p>	<p>Delete one word from compound words.</p> <p>Delete one syllable from multisyllabic words.</p> <p>Delete onsets or rimes in words.</p>	<p>One of the words in a compound word can be removed.</p> <p>Syllables in words can be removed.</p> <p>Sounds in words (phonemes) can be removed.</p>	<p>Delete one word from compound words.</p> <p>Delete one syllable from multisyllabic words.</p> <p>Delete onsets or rimes in words.</p>	<p>One of the words in a compound word can be removed.</p> <p>Syllables in words can be removed.</p> <p>Sounds in words (phonemes) can be removed.</p>	<p>Delete one word from compound words.</p> <p>Delete one syllable from multisyllabic words.</p> <p>Delete onsets or rimes in words.</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.					
Guiding Question: How do letters and sounds work together to make words?					
Learning Outcome: KP1 Children make connections between letters and sounds in words.					
Understanding: KP1.1 Letters come in many shapes and sizes.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	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>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.</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>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.</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>Identify letters by characteristics.</p> <p>Recognize most upper case and lower case letters by name.</p>
Learning Outcome: KP1 Children make connections between letters and sounds in words.					
Understanding: KP1.2 Knowing the relationship between letters and sounds (phonics) supports reading print messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Letters represent sounds in words.</p> <p>There is a relationship between written letters</p>	<p>Make connections between letters and sounds in words.</p> <p>Recognize the first, middle, or ending letter or sound in</p>	<p>Letters represent sounds in words.</p> <p>There is a relationship between written letters</p>	<p>Make connections between letters and sounds in words.</p> <p>Recognize the first, middle, or ending letter or sound in</p>	<p>Letters represent sounds in words.</p> <p>There is a relationship between written letters</p>	<p>Make connections between letters and sounds in words.</p> <p>Recognize the first, middle, or ending letter or sound in</p>

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
(graphemes) and the sounds they represent (phonemes).	words.	(graphemes) and the sounds they represent (phonemes).	words.	(graphemes) and the sounds they represent (phonemes).	words.

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
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 develop fluency?					
Learning Outcome: KF1 Children recognize some letters and words with speed and accuracy.					
Understanding: KF1.1 Some words, signs, and symbols are very common and can be recognized automatically.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Some letters can be recognized quickly and accurately.	Recognize some letters of the alphabet with speed and accuracy.	Some letters can be recognized quickly and accurately.	Recognize some letters of the alphabet with speed and accuracy.	Some letters can be recognized quickly and accurately.	Recognize some letters of the alphabet with speed and accuracy.
Some words can be recognized quickly and accurately.	Recognize 5–10 high-frequency words. Recognize own name. Recognize some environmental print automatically.	Some words can be recognized quickly and accurately.	Recognize 5–10 high-frequency words. Recognize own name. Recognize some environmental print automatically.	Some words can be recognized quickly and accurately.	Recognize 5–10 high-frequency words. Recognize own name. Recognize some environmental print automatically.

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: KF1 Children recognize some letters and words with speed and accuracy.					
Understanding: KF1.2 Fluent and phrased reading sounds like spoken language.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	Notice end punctuation and reflect it in voice.	Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	Notice end punctuation and reflect it in voice.	Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	Notice end punctuation and reflect it in voice.

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.					
Guiding Question: How are messages understood?					
Learning Outcome: KCP1 Children demonstrate understandings of messages communicated in texts.					
Understanding: KCP1.1 Understanding messages in texts can be enhanced by listening to texts read aloud.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
New words and ideas can be learned by listening to texts. The language in texts that is listened to can contain more complex words and ideas than everyday language.	Listen to a variety of texts that are read aloud. Engage in discussions about texts that have been listened to.	New words and ideas can be learned by listening to texts. The language in texts that is listened to can contain more complex words and ideas than everyday language.	Listen to a variety of texts that are read aloud. Engage in discussions about texts that have been listened to.	New words and ideas can be learned by listening to texts. The language in texts that is listened to can contain more complex words and ideas than everyday language.	Listen to a variety of texts that are read aloud. Engage in discussions about texts that have been listened to.

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: KCP1 Children demonstrate understandings of messages communicated in texts.					
Understanding: KCP1.2 Predictable and decodable texts support a reader's understanding.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>Read aloud simple, predictable, and decodable texts.</p> <p>Share understandings of messages read independently.</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>Read aloud simple, predictable, and decodable texts.</p> <p>Share understandings of messages read independently.</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>Read aloud simple, predictable, and decodable texts.</p> <p>Share understandings of messages read independently.</p>
Learning Outcome: KCP1 Children demonstrate understandings of messages communicated in texts.					
Understanding: KCP1.3 Understanding texts involves describing ideas, information, and details.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Details include specific information that help the reader to understand texts.</p> <p>Sequencing involves putting events in a correct or an appropriate order.</p>	<p>Discuss ideas and details from texts.</p> <p>Sequence events from a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and</p>	<p>Details include specific information that help the reader to understand texts.</p> <p>Sequencing involves putting events in a correct or an appropriate order.</p>	<p>Discuss ideas and details from texts.</p> <p>Sequence events from a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and</p>	<p>Details include specific information that help the reader to understand texts.</p> <p>Sequencing involves putting events in a correct or an appropriate order.</p>	<p>Discuss ideas and details from texts.</p> <p>Sequence events from a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and</p>

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
	events. Interpret illustrations.		events. Interpret illustrations.		events. Interpret illustrations.
Learning Outcome: KCP1 Children demonstrate understandings of messages communicated in texts.					
Understanding: KCP1.4 Understanding messages in texts involves making connections.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> experiences feelings 	Share connections between a text and personal feelings or experiences.	Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> experiences feelings 	Share connections between a text and personal feelings or experiences.	Connections can be made to ideas and information in texts, including to <ul style="list-style-type: none"> experiences feelings 	Share connections between a text and personal feelings or experiences.
Learning Outcome: KCP1 Children demonstrate understandings of messages communicated in texts.					
Understanding: KCP1.5 Understanding messages in texts involves asking and answering questions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Questions that help understand messages in texts include <ul style="list-style-type: none"> Who? What? Where? When? Why? 	Ask questions to clarify ideas or information in texts. Answer questions about ideas or information in texts.	Questions that help understand messages in texts include <ul style="list-style-type: none"> Who? What? Where? When? Why? 	Ask questions to clarify ideas or information in texts. Answer questions about ideas or information in texts.	Questions that help understand messages in texts include <ul style="list-style-type: none"> Who? What? Where? When? Why? 	Ask questions to clarify ideas or information in texts. Answer questions about ideas or information in texts.

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: KCP1 Children demonstrate understandings of messages communicated in texts.					
Understanding: KCP1.6 Understanding messages involves making predictions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>Make predictions based on information provided in texts.</p> <p>Compare actual outcomes to predictions made.</p>	<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>Make predictions based on information provided in texts.</p> <p>Compare actual outcomes to predictions made.</p>	<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>Make predictions based on information provided in texts.</p> <p>Compare actual outcomes to predictions made.</p>

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.					
Guiding Question: How can messages be recorded?					
Learning Outcome: KW1 Children experiment with written expression of ideas and information.					
Understanding: KW1.1 Ideas and information can be expressed creatively to learn and have fun.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>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>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>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>
Learning Outcome: KW1 Children experiment with written expression of ideas and information.					
Understanding: KW1.2 Information can be shared about people, places, or things that are real (factual).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Factual information can be gathered from a variety of people, places, or things</p>	<p>Ask questions about real people, places, or things to learn more about them.</p>	<p>Factual information can be gathered from a variety of people, places, or things</p>	<p>Ask questions about real people, places, or things to learn more about them.</p>	<p>Factual information can be gathered from a variety of people, places, or things</p>	<p>Ask questions about real people, places, or things to learn more about them.</p>

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
(sources). Information can be shared through messages that include pictures, letters, or words.	Gather factual information from a variety of people, places, or things. Share factual information.	(sources). Information can be shared through messages that include pictures, letters, or words.	Gather factual information from a variety of people, places, or things. Share factual information.	(sources). Information can be shared through messages that include pictures, letters, or words.	Gather factual information from a variety of people, places, or things. Share factual information.
Learning Outcome: KW1 Children experiment with written expression of ideas and information.					
Understanding: KW1.3 Messages can be created using a variety of digital or non-digital methods or tools.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Messages can be shared in digital or non-digital ways, including <ul style="list-style-type: none"> • pictures • symbols • letters • words • scribbles 	Create a variety of digital or non-digital messages.	Messages can be shared in digital or non-digital ways, including <ul style="list-style-type: none"> • pictures • symbols • letters • words • scribbles 	Create a variety of digital or non-digital messages.	Messages can be shared in digital or non-digital ways, including <ul style="list-style-type: none"> • pictures • symbols • letters • words • scribbles 	Create a variety of digital or non-digital messages.

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
Guiding Question: How do conventions support literacy development?					
Learning Outcome: KCV1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.					
Understanding: KCV1.1 Written messages can be communicated in predictable ways.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Names begin with a capital letter.	Identify capital letters in names.	Names begin with a capital letter.	Identify capital letters in names.	Names begin with a capital letter.	Identify capital letters in names.
Sentences begin with a capital letter.	Identify capital letters at the beginning of sentences.	Sentences begin with a capital letter.	Identify capital letters at the beginning of sentences.	Sentences begin with a capital letter.	Identify capital letters at the beginning of sentences.
Sentences often end with periods.	Identify periods at the end of sentences.	Sentences often end with periods.	Identify periods at the end of sentences.	Sentences often end with periods.	Identify periods at the end of sentences.
Learning Outcome: KCV1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.					
Understanding: KCV1.2 Language is organized to support understanding and sharing of ideas (grammar).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
A sentence is a group of words that shares a complete thought or idea.	Recognize sentences in oral language that include a complete thought or idea.	A sentence is a group of words that shares a complete thought or idea.	Recognize sentences in oral language that include a complete thought or idea.	A sentence is a group of words that shares a complete thought or idea.	Recognize sentences in oral language that include a complete thought or idea.
Sentence types include telling (declarative) or asking (interrogative).	Differentiate between telling and asking sentences.	Sentence types include telling (declarative) or asking (interrogative).	Differentiate between telling and asking sentences.	Sentence types include telling (declarative) or asking (interrogative).	Differentiate between telling and asking sentences.

Kindergarten ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: KCV1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.					
Understanding: KCV1.3 Some words are very common and can be spelled automatically.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>Spell 5–10 high-frequency words.</p>	<p>The spelling of words can be remembered.</p> <p>Some words occur often in spoken and written language (high-frequency words).</p> <p>Some words do not have a one-letter-to-one-sound relationship (e.g., the).</p>	<p>Spell 5–10 high-frequency words.</p>	<p>The spelling of words can be remembered.</p> <p>Some words occur often in spoken and written language (high-frequency words).</p> <p>Some words do not have a one-letter-to-one-sound relationship (e.g., the).</p>	<p>Spell 5–10 high-frequency words.</p>
Learning Outcome: KCV1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.					
Understanding: KCV1.4 Spelling includes writing the sounds heard in words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Saying words slowly can help to hear individual sounds in words.</p>	<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>Saying words slowly can help to hear individual sounds in words.</p>	<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>Saying words slowly can help to hear individual sounds in words.</p>	<p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Copy environmental print to become familiar with how words are spelled.</p>