

| **Term 1 (Sept-Nov)** | **Term 2 (Dec-Mar)** | **Term 3 (Apr-June)** |
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| 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 |
| Messages can be shared for different reasons (purposes), including to learn and have fun.Messages can be imaginary (fiction) or real (non-fiction).Messages can be shared digitally or non-digitally in a variety of forms, including* stories
* pictures
* plays
* land

Messages, both real and imaginary, can follow a sequence (structure), including* beginning
* middle
* ending

Books and other forms of print are organized in specific ways (concepts of print):* 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.
 | Explore messages shared for different reasons.Engage with messages for enjoyment.Discuss the differences between messages that are imaginary (fiction) or real (non-fiction).Explore messages shared in a variety of forms.Discuss the beginning, middle, and ending in a message.Identify the front and back of a book.Identify where reading begins and where to go after (return sweep).Identify the first and last letter in a word.Identify the first and last word on a page or in a message.Identify corresponding written words as they are read aloud | Messages can be shared for different reasons (purposes), including to learn and have fun.Messages can be imaginary (fiction) or real (non-fiction).Messages can be shared digitally or non-digitally in a variety of forms, including* stories
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Messages, both real and imaginary, can follow a sequence (structure), including* beginning
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| 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 is part of a story.Setting refers to the time and place of a story.An event is something that happens in a story. | Investigate story elements within a variety of imaginary stories.Create imaginative representations or dramatizations of stories that include story elements. | Imaginary (fictional) stories include fairy tales and realistic stories.A fairy tale is a story based on imaginary people, animals, and places.Realistic stories include people and places that seem real but were imagined.Stories include characters, setting, and events (story elements).A character can be any person, object, or animal that is part of a story.Setting refers to the time and place of a story.An event is something that happens in a story. | Investigate story elements within a variety of imaginary stories.Create imaginative representations or dramatizations of stories that include story elements. | Imaginary (fictional) stories include fairy tales and realistic stories.A fairy tale is a story based on imaginary people, animals, and places.Realistic stories include people and places that seem real but were imagined.Stories include characters, setting, and events (story elements).A character can be any person, object, or animal that is part of a story.Setting refers to the time and place of a story.An event is something that happens in a story. | Investigate story elements within a variety of imaginary stories.Create imaginative representations or dramatizations of stories that include story elements. |
| 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* 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* 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* 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. |

| **Term 1 (Sept-Nov)** | **Term 2 (Dec-Mar)** | **Term 3 (Apr-June)** |
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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? |
| 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). | Practise listening and speaking skills through sharing oral stories.Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities. | Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions). | Practise listening and speaking skills through sharing oral stories.Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities. | Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions). | Practise listening and speaking skills through sharing oral stories.Explore digital or non-digital stories, poems, or songs from First Nations, Métis, and Inuit communities. |
| 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 |
| Listening and speaking skills can be developed through* discussions
* sharing (presentations)
* stories
* songs
* poems

The appropriate volume for speaking can change based on the situation. | Share personal experiences and stories through listening and speaking with others.Participate in group discussions.Share stories, songs, or poems individually or as part of a group. | Listening and speaking skills can be developed through* discussions
* sharing (presentations)
* stories
* songs
* poems

The appropriate volume for speaking can change based on the situation. | Share personal experiences and stories through listening and speaking with others.Participate in group discussions.Share stories, songs, or poems individually or as part of a group. | Listening and speaking skills can be developed through* discussions
* sharing (presentations)
* stories
* songs
* poems

The appropriate volume for speaking can change based on the situation. | Share personal experiences and stories through listening and speaking with others.Participate in group discussions.Share stories, songs, or poems individually or as part of a group. |
| 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 |
| Listening is an active process that involves* focusing on the speaker
* taking turns
* using appropriate body postures and gestures
 | Demonstrate a variety of listening behaviours.Listen to and follow simple one- or two-step instructions. | Listening is an active process that involves* focusing on the speaker
* taking turns
* using appropriate body postures and gestures
 | Demonstrate a variety of listening behaviours.Listen to and follow simple one- or two-step instructions. | Listening is an active process that involves* focusing on the speaker
* taking turns
* using appropriate body postures and gestures
 | Demonstrate a variety of listening behaviours.Listen to and follow simple one- or two-step instructions. |
| 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 |
| Messages can be shared through sounds and words (verbally).Messages can be shared without sounds or words (non-verbally) through body language, such as* movements
* facial expressions
 | Express an idea or share information through the use of body language or voice.Share a short poem, story, or song from memory using verbal and non-verbal language. | Messages can be shared through sounds and words (verbally).Messages can be shared without sounds or words (non-verbally) through body language, such as* movements
* facial expressions
 | Express an idea or share information through the use of body language or voice.Share a short poem, story, or song from memory using verbal and non-verbal language. | Messages can be shared through sounds and words (verbally).Messages can be shared without sounds or words (non-verbally) through body language, such as* movements
* facial expressions
 | Express an idea or share information through the use of body language or voice.Share a short poem, story, or song from memory using verbal and non-verbal language. |

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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? |
| 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* read alouds
* songs
* poems
* rhymes
* pictures
* conversations
* land
 | Explore and play with new words.Identify the meaning of new words.Develop new vocabulary through a variety of literacy experiences.Transfer new vocabulary to different situations. | Vocabulary can be developed through literacy experiences, such as* read alouds
* songs
* poems
* rhymes
* pictures
* conversations
* land
 | Explore and play with new words.Identify the meaning of new words.Develop new vocabulary through a variety of literacy experiences.Transfer new vocabulary to different situations. | Vocabulary can be developed through literacy experiences, such as* read alouds
* songs
* poems
* rhymes
* pictures
* conversations
* land
 | Explore and play with new words.Identify the meaning of new words.Develop new vocabulary through a variety of literacy experiences.Transfer new vocabulary to different situations. |

| **Term 1 (Sept-Nov)** | **Term 2 (Dec-Mar)** | **Term 3 (Apr-June)** |
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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?  |
| 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.  |
| Understanding: KPA1.3 Words have initial and final sounds (phonemes). |
| Knowledge | Skills & Procedures | Knowledge | Skills & Procedures | Knowledge | Skills & Procedures |
| Sounds can be identified at the beginning of words.Sounds can be identified at the ending of words. | Identify sounds at the beginning and ending of spoken words.Sort words based on their initial sounds.Sort words based on their final sounds. | Sounds can be identified at the beginning of words.Sounds can be identified at the ending of words. | Identify sounds at the beginning and ending of spoken words.Sort words based on their initial sounds.Sort words based on their final sounds. | Sounds can be identified at the beginning of words.Sounds can be identified at the ending of words. | Identify sounds at the beginning and ending of spoken words.Sort words based on their initial sounds.Sort words based on their final sounds. |
| 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 |
| Sentences can be separated into words.Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word). | Count the number of words in a spoken sentence of three to four words.Separate compound words into two individual words.Identify the number of syllables in one- to three-syllable words.Separate words into onsets and rimes. | Sentences can be separated into words.Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word). | Count the number of words in a spoken sentence of three to four words.Separate compound words into two individual words.Identify the number of syllables in one- to three-syllable words.Separate words into onsets and rimes. | Sentences can be separated into words.Words can be separated into parts, (e.g., syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word). | Count the number of words in a spoken sentence of three to four words.Separate compound words into two individual words.Identify the number of syllables in one- to three-syllable words.Separate words into onsets and rimes. |
| Learning Outcome: KPA1 Children experiment with sounds in words.  |
| Understanding: KPA1.5 Sounds can be blended to form spoken words. |
| Knowledge | Skills & Procedures | Knowledge | Skills & Procedures | Knowledge | Skills & Procedures |
| Two separate words can be blended to form a new word (compound word).Two or more syllables can be blended to form a new word.Sounds (phonemes) can be blended to form words. | Blend two words to form compound words.Blend syllables to form words.Blend onsets and rimes to form words.Blend sounds to form words. | Two separate words can be blended to form a new word (compound word).Two or more syllables can be blended to form a new word.Sounds (phonemes) can be blended to form words. | Blend two words to form compound words.Blend syllables to form words.Blend onsets and rimes to form words.Blend sounds to form words. | Two separate words can be blended to form a new word (compound word).Two or more syllables can be blended to form a new word.Sounds (phonemes) can be blended to form words. | Blend two words to form compound words.Blend syllables to form words.Blend onsets and rimes to form words.Blend sounds to form words. |
| 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 |
| One of the words in a compound word can be removed.Syllables in words can be removed.Sounds in words (phonemes) can be removed. | Delete one word from compound words.Delete one syllable from multisyllabic words.Delete onsets or rimes in words. | One of the words in a compound word can be removed.Syllables in words can be removed.Sounds in words (phonemes) can be removed. | Delete one word from compound words.Delete one syllable from multisyllabic words.Delete onsets or rimes in words. | One of the words in a compound word can be removed.Syllables in words can be removed.Sounds in words (phonemes) can be removed. | Delete one word from compound words.Delete one syllable from multisyllabic words.Delete onsets or rimes in words. |

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| 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 |
| The English alphabet consists of a set of 26 letters.Letters have distinguishable characteristics, including* height
* shape
* straight lines
* curved lines

Letters can be upper case or lower case. | Identify letters by characteristics.Recognize most upper case and lower case letters by name. | The English alphabet consists of a set of 26 letters.Letters have distinguishable characteristics, including* height
* shape
* straight lines
* curved lines

Letters can be upper case or lower case. | Identify letters by characteristics.Recognize most upper case and lower case letters by name. | The English alphabet consists of a set of 26 letters.Letters have distinguishable characteristics, including* height
* shape
* straight lines
* curved lines

Letters can be upper case or lower case. | Identify letters by characteristics.Recognize most upper case and lower case letters by name. |
| 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 |
| Letters represent sounds in words.There is a relationship between written letters (graphemes) and the sounds they represent (phonemes). | Make connections between letters and sounds in words.Recognize the first, middle, or ending letter or sound in words. | Letters represent sounds in words.There is a relationship between written letters (graphemes) and the sounds they represent (phonemes). | Make connections between letters and sounds in words.Recognize the first, middle, or ending letter or sound in words. | Letters represent sounds in words.There is a relationship between written letters (graphemes) and the sounds they represent (phonemes). | Make connections between letters and sounds in words.Recognize the first, middle, or ending letter or sound in words. |

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| 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.Some words can be recognized quickly and accurately. | Recognize some letters of the alphabet with speed and accuracy.Recognize 5–10 high-frequency words.Recognize own name.Recognize some environmental print automatically. | Some letters can be recognized quickly and accurately.Some words can be recognized quickly and accurately. | Recognize some letters of the alphabet with speed and accuracy.Recognize 5–10 high-frequency words.Recognize own name.Recognize some environmental print automatically. | Some letters can be recognized quickly and accurately.Some words can be recognized quickly and accurately. | Recognize some letters of the alphabet with speed and accuracy.Recognize 5–10 high-frequency words.Recognize own name.Recognize some environmental print automatically. |
| 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. |

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| 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. |
| 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 |
| Texts often repeat words and phrases through patterns that can be recognized.Understandings of messages within texts can be shared in a variety of ways, including* discussions
* pictures with a few letters or words
 | Read aloud simple, predictable, and decodable texts.Share understandings of messages read independently. | Texts often repeat words and phrases through patterns that can be recognized.Understandings of messages within texts can be shared in a variety of ways, including* discussions
* pictures with a few letters or words
 | Read aloud simple, predictable, and decodable texts.Share understandings of messages read independently. | Texts often repeat words and phrases through patterns that can be recognized.Understandings of messages within texts can be shared in a variety of ways, including* discussions
* pictures with a few letters or words
 | Read aloud simple, predictable, and decodable texts.Share understandings of messages read independently. |
| 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 |
| Details include specific information that help the reader to understand texts.Sequencing involves putting events in a correct or an appropriate order. | Discuss ideas and details from texts.Sequence events from a text.Retell the beginning, middle, or ending of a text.Retell or dramatize a story, including characters and events.Interpret illustrations. | Details include specific information that help the reader to understand texts.Sequencing involves putting events in a correct or an appropriate order. | Discuss ideas and details from texts.Sequence events from a text.Retell the beginning, middle, or ending of a text.Retell or dramatize a story, including characters and events.Interpret illustrations. | Details include specific information that help the reader to understand texts.Sequencing involves putting events in a correct or an appropriate order. | Discuss ideas and details from texts.Sequence events from a text.Retell the beginning, middle, or ending of a text.Retell or dramatize a story, including characters and events.Interpret illustrations. |
| 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* experiences
* feelings
 | Share connections between a text and personal feelings or experiences. | Connections can be made to ideas and information in texts, including to* experiences
* feelings
 | Share connections between a text and personal feelings or experiences. | Connections can be made to ideas and information in texts, including to* 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* 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* 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* Who?
* What?
* Where?
* When?
* Why?
 | Ask questions to clarify ideas or information in texts.Answer questions about ideas or information in texts. |
| 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 |
| Predicting includes imagining what might happen based on information (critical thinking), including* title
* pictures
* details within the text
* background knowledge

Predictions can be made prior to or during reading, viewing, or listening to texts. | Make predictions based on information provided in texts.Compare actual outcomes to predictions made. | Predicting includes imagining what might happen based on information (critical thinking), including* title
* pictures
* details within the text
* background knowledge

Predictions can be made prior to or during reading, viewing, or listening to texts. | Make predictions based on information provided in texts.Compare actual outcomes to predictions made. | Predicting includes imagining what might happen based on information (critical thinking), including* title
* pictures
* details within the text
* background knowledge

Predictions can be made prior to or during reading, viewing, or listening to texts. | Make predictions based on information provided in texts.Compare actual outcomes to predictions made. |

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| 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 |
| Ideas for personal expression can be inspired by experiences with people, places, and things.Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation.Messages have creators. | Express ideas and information in a variety of creative ways.Apply creative thinking to create or make changes to a representation of a message.Identify the creator or creators of a variety of messages.Include first name on messages created. | Ideas for personal expression can be inspired by experiences with people, places, and things.Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation.Messages have creators. | Express ideas and information in a variety of creative ways.Apply creative thinking to create or make changes to a representation of a message.Identify the creator or creators of a variety of messages.Include first name on messages created. | Ideas for personal expression can be inspired by experiences with people, places, and things.Creative thinking includes using imagination, ideas, or materials to create or to make changes to a creation.Messages have creators. | Express ideas and information in a variety of creative ways.Apply creative thinking to create or make changes to a representation of a message.Identify the creator or creators of a variety of messages.Include first name on messages created. |
| 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 |
| Factual information can be gathered from a variety of people, places, or things (sources).Information can be shared through messages that include pictures, letters, or words. | Ask questions about real people, places, or things to learn more about them.Gather factual information from a variety of people, places, or things.Share factual information. | Factual information can be gathered from a variety of people, places, or things (sources).Information can be shared through messages that include pictures, letters, or words. | Ask questions about real people, places, or things to learn more about them.Gather factual information from a variety of people, places, or things.Share factual information. | Factual information can be gathered from a variety of people, places, or things (sources).Information can be shared through messages that include pictures, letters, or words. | Ask questions about real people, places, or things to learn more about them.Gather factual information from a variety of people, places, or things.Share factual information. |
| 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* 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* 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* pictures
* symbols
* letters
* words
* scribbles
 | Create a variety of digital or non-digital messages. |

| **Term 1 (Sept-Nov)** | **Term 2 (Dec-Mar)** | **Term 3 (Apr-June)** |
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| 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.Sentences begin with a capital letter.Sentences often end with periods. | Identify capital letters in names.Identify capital letters at the beginning of sentences.Identify periods at the end of sentences. | Names begin with a capital letter.Sentences begin with a capital letter.Sentences often end with periods. | Identify capital letters in names.Identify capital letters at the beginning of sentences.Identify periods at the end of sentences. | Names begin with a capital letter.Sentences begin with a capital letter.Sentences often end with periods. | Identify capital letters in names.Identify capital letters at the beginning of sentences.Identify periods at the end of sentences. |
| 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.Sentence types include telling (declarative) or asking (interrogative). | Recognize sentences in oral language that include a complete thought or idea.Differentiate between telling and asking sentences. | A sentence is a group of words that shares a complete thought or idea.Sentence types include telling (declarative) or asking (interrogative). | Recognize sentences in oral language that include a complete thought or idea.Differentiate between telling and asking sentences. | A sentence is a group of words that shares a complete thought or idea.Sentence types include telling (declarative) or asking (interrogative). | Recognize sentences in oral language that include a complete thought or idea.Differentiate between telling and asking sentences. |
| 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 |
| The spelling of words can be remembered.Some words occur often in spoken and written language (high-frequency words).Some words do not have a one-letter-to-one-sound relationship (e.g., the). | Spell 5–10 high-frequency words. | The spelling of words can be remembered.Some words occur often in spoken and written language (high-frequency words).Some words do not have a one-letter-to-one-sound relationship (e.g., the). | Spell 5–10 high-frequency words. | The spelling of words can be remembered.Some words occur often in spoken and written language (high-frequency words).Some words do not have a one-letter-to-one-sound relationship (e.g., the). | Spell 5–10 high-frequency words. |
| 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 |
| Saying words slowly can help to hear individual sounds in words. | Attempt to spell unknown words using letter-sound relationships.Copy environmental print to become familiar with how words are spelled. | Saying words slowly can help to hear individual sounds in words. | Attempt to spell unknown words using letter-sound relationships.Copy environmental print to become familiar with how words are spelled. | Saying words slowly can help to hear individual sounds in words. | Attempt to spell unknown words using letter-sound relationships.Copy environmental print to become familiar with how words are spelled. |