

| **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 * 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 * 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 |
| 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. |

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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. |

| **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 |
| 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)** | |
| --- | --- | --- | --- | --- | --- |
| 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. |