

APLC Supporting Documents:

[Curriculum Planning & Assessment Resource K](#)

English Language Arts and Literature Curriculum

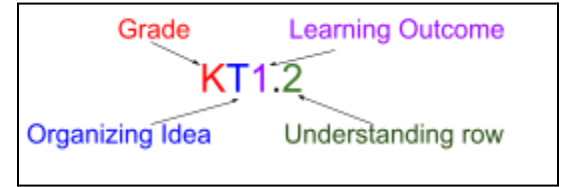
What Is English Language Arts and Literature?

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 ELA & L
LONG RANGE PLANNING - CESD New Format



ORGANIZING IDEAS:

READING: Text Form and Structures (T) Fluency (F) Comprehension (C)

WRITING: Writing (W) Conventions (CV)

WORD STUDY: Phonological Awareness (PA) Phonics (P) Vocabulary (V)

ORAL LANGUAGE: Oral Language (O)

Vocabulary Legend: Student language: **RED BERRY (BOLD if new to grade)** Professional Language: (brackets)

Organizing Idea: Text Forms and Structures (T)				
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.	UNDERSTANDING: KT1.2 Messages can be clarified when they include (text) features .	UNDERSTANDING: KT1.3 Stories and ideas that are imaginary (fictional) can encourage creativity.	UNDERSTANDING: KT1.4 Some messages share ideas and information about things that are real (non-fiction).	UNDERSTANDING: KT1.5 Poetry helps us explore ideas and feelings.
Vocabulary: Message (text, words) Reason (purpose) Imaginary (fiction), Real (nonfiction) Difference Digital Non Digital Land Organize Identify	Vocabulary : Features- pictures, title, bold print in text	Vocabulary: Fairy tales Realistic Characters Settings Events	Vocabulary: Real Informati Ideas Form	Vocabulary: Poems Rhyming patterns*
Prerequisite Knowledge • N/A	Prerequisite Knowledge	Prerequisite Knowledge	Prerequisite Knowledge	Prerequisite Knowledge
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative • WILF (What I'm Looking for) - Student Data Collection				
Assessments: • Concepts of Print -Reading Rockets ◦ Concepts of Print (Directions)	Assessments: •	Assessments: •	Assessments: •	Assessments: • Rhyming - Reading Rockets
Illustrative Examples:	Illustrative Examples:	Illustrative Examples:	Illustrative Examples:	Illustrative Examples:
Learning Experiences / Resources • Digital Read Alouds and Book Lists • big books • Finger plays	Learning Experiences / Resources • Resources: • Digital Read Alouds and Book Lists • big books • Finger play	Learning Experiences / Resources • Digital Read Alouds and Book Lists • big books • Finger plays	Learning Experiences / Resources • Digital Read Alouds and Book Lists • Great start to teaching difference between fiction/nonfiction	Learning Experiences / Resources • Finger plays • Digital Read Alouds and Book Lists • Big books • Monthly poems ◦ Ex. October ▪ 5 Little Pumpkins ▪ Glad I'm Not a Turkey
Indigenous Connections	Indigenous Connections	Indigenous Connections	Indigenous Connections	Indigenous Connections
Instructional Strategies: • Print Awareness - Literacy Framework	Instructional Strategies: • Various Read Alouds • Text Structure - Literacy Framework	Instructional Strategies: • Use a graphic organizer as a story map to help identify story elements (use pictures for Kinder)	Instructional Strategies: • Use "I wonder statements" • Student exploration of NF text	Instructional Strategies:
Professional Learning: • Print Awareness - Literacy Framework • Print Awareness - Reading Rockets	Professional Learning: • Text Structure - Literacy Framework	Professional Learning	Professional Learning •	Professional Learning

Organizing Idea: Oral Language (O)				
Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.				
Guiding Question: <i>In what ways can listening and speaking communicate feelings, ideas and information?</i>				
Learning Outcome: KO1 Children explore listening and speaking skills through a variety of literacy experiences.				
UNDERSTANDINGS KO1.1 Oral traditions can provide lessons and entertainment and develop imagination. <i>Listen to and share oral stories, FNMI oral stories, poems, songs</i>	UNDERSTANDINGS KO1.2 Ideas, information, and feelings can be shared through listening and speaking. <i>Share experiences, group discussions, share stories, songs poems (ind/group)</i>	UNDERSTANDINGS KO1.3 Listening is an active process that can support learning, collaborating, and having fun. <i>Listening behaviors, follow 1 or 2 step instructions</i>	UNDERSTANDINGS KO1.4 Language can be expressed verbally or non-verbally . <i>Use verbal and non-verbal communication to: share ideas/information and present from memory</i>	
Vocabulary: Stories	Vocabulary : Listening Skills Speaking Skills Personal Experience Volume	Vocabulary: Body posture (Gestures) Movement	Vocabulary: (Body language) (Facial Expression) (Prosody- volume, expression, pitch, tone)	
Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative <ul style="list-style-type: none"> • WILF (What I'm Looking for) - Student Data Collection 				
Assessments:	Assessments:	Assessments:	Assessments:	
Illustrative Examples:	Illustrative Examples:	Illustrative Examples:	Illustrative Examples:	
Learning Experiences / Resources: <ul style="list-style-type: none"> • Storybooks Canada 	Learning Experiences / Resources:	Learning Experiences / Resources: <ul style="list-style-type: none"> • Use The Biscotti Kid video to teach listening behavior • Active listening 	Learning Experiences / Resources:	
Indigenous Connections <ul style="list-style-type: none"> • FNMI Kits at the IMC • FNMI books 	Indigenous Connections:	Indigenous Connections:	Indigenous Connections:	
Instructional Strategies: <ul style="list-style-type: none"> • Re-enacting the story in gym, reviewing the story multiple times, making connections with real life experiences • Incorporating monthly author studies • Modeling volume, expression universally • Partner reading with classmate or older buddy 	Instructional strategies: <ul style="list-style-type: none"> • Show and share • Re-enacting the story in gym, reviewing the story multiple times, making connections with real life experiences • Incorporating monthly author studies • Modeling volume, expression universally • Partner reading with classmate or older buddy 	Instructional strategies: <ul style="list-style-type: none"> • Re-enacting the story in gym, reviewing the story multiple times, making connections with real life experiences • Incorporating monthly author studies • Modeling volume, expression universally • Partner reading with classmate or older buddy 	Instructional Strategies: <ul style="list-style-type: none"> • Re-enacting the story in gym, reviewing the story multiple times, making connections with real life experiences • Incorporating monthly author studies • Modeling volume, expression universally • Partner reading with classmate or older buddy • Read to self • Give your students “talk time” around a given subject. • Have students do a freeze dance style activity and when the music stops, they find a partner and talk. Conversations are similar to a tennis game — one speaker has a turn, then the other speaker has a turn. So, conversations are simply turns going back-and-forth between 	

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

			<ul style="list-style-type: none"> speakers, usually staying on a particular topic. Emphasize non-verbal communication tips and tools. Next, the kids could share what they learned about their buddy. 	
			<p>Professional Learning: <u>Nonverbal communication</u></p> <p>Communication is not just about the words we use. Our nonverbal language can often say a lot more than our actual choice of words! Three important ways we communicate nonverbally are through:</p> <ul style="list-style-type: none"> Prosody (loudness, pitch, and speed that we speak) Facial expressions and eye contact Body language and gestures 	

Organizing Idea: Vocabulary (V)
 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.

<p>UNDERSTANDINGS KV1.1 Literacy experiences can provide opportunities to learn new words. <i>Explore new words, identify meaning, develop new vocabulary through literacy experiences</i></p>				
<p>Vocabulary -none identified-</p>				
<p>Prerequisite Knowledge:</p>				
<p>ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative</p> <ul style="list-style-type: none"> WILF (What I'm Looking for) - Student Data Collection 				
<p>Assessments:</p>				
<p>Illustrative Examples:</p>				
<p>Indigenous Connections:</p>				
<p>Learning Experiences/Resources:</p> <ul style="list-style-type: none"> Heggerty Phonemic and Phonological Awareness - free resources Digital Read Alouds and Book Lists Word of the Week <ul style="list-style-type: none"> Choose a fun word that most of your Kinders will not know. Tier 2 words are good choices. Write the word and post it somewhere in the classroom. Read the word aloud and explain what it means. Challenge the students to use the word as often as they can in the coming week. 				

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

Model this yourself. Make it fun by inviting children to raise their arms and cheer every time they hear the word used				
Instructional Strategies: <ul style="list-style-type: none"> ● Embed Tier 2 vocabulary as much as possible ● Talk about new words during read alouds <ul style="list-style-type: none"> ○ Provide a simple, kid-friendly definition for the new word: <i>"Enormous means that something is really, really big."</i> ○ Offer a simple, kid-friendly example that connects to their daily life: <i>"Remember that really big watermelon shared for snack? That was an enormous watermelon!"</i> ○ Encourage students to develop their own example: <i>"What enormous thing can you think of? Can you think of something really big that you saw today? That's right! The bulldozer near the park was enormous! Those tires were huge."</i> ○ Over the next few days and weeks, take advantage of opportunities to use each new vocabulary word in conversation. Kids often need to hear a new word in context ten times or more before they "know" that word. 				
Professional Learning:				

Organizing Idea: Phonological Awareness (PA)
 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.

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

UNDERSTANDINGS KPA1.1 Words are made up of sounds (phoneme isolation) <i>Beginning, middle, end of words</i>	UNDERSTANDINGS KPA1.2 Words that rhyme have the same sound at the end. <i>Explore, identify one-syllable rhyming word</i>	UNDERSTANDINGS KPA1.3 Words have initial and final sounds (phonemes). <i>Identify, sort words initial / final sound</i>	UNDERSTANDINGS KPA1.4 Spoken language is made up of words and sentences that can be separated into parts (segmentation). <i>Count words in spoken sentences, separate compound words, identify syllables, separate words into onset/rime</i>	UNDERSTANDINGS KPA1.5 Sounds can be blended to form spoken words. <i>Compound words, syllables, onset/rime, form words</i>
Vocabulary: Sounds* -Beginning -Middle -End	Vocabulary: Rhyme	Vocabulary: -Sort*	Vocabulary: Sentence Separate Word Parts -(syllable) -(compound words) --(onset, rime) Onset in cat is "c". Rime is "at" Word families -(phoneme) - single unit of sound in a word	Vocabulary: Compound word
Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative <ul style="list-style-type: none"> WILF (What I'm Looking for) - Student Data Collection 				
Assessments:	Assessments:	Assessments:	Assessments:	Assessments:
Illustrative Examples:	Illustrative Examples:	Illustrative Examples:	Illustrative Examples:	Illustrative Examples:
Learning Experiences/Resources <ul style="list-style-type: none"> Heggerty - free resources available Jolly Phonics Jolly Phonics - A - Z Alphabet Song Name Games 5 Ways to Play with Sounds in Words 	Learning Experiences/Resources <ul style="list-style-type: none"> Heggerty - free resources available Jolly Phonics Jolly Phonics - A - Z Alphabet Song Name Games Elmo's Rhyming Game 5 Ways to Play with Sounds in Words Down by the Bay Class Book - Students make a page for class book (TPT free) Book: <i>Rhyme Crime</i> Amazon Link Book: <i>Oi Frog</i> Amazon Link - whole series of rhyming books. Highly recommended! Making Silly Soup phonics game- video <ul style="list-style-type: none"> You can also create a center or activity where students make their own soup in a pot, adding items or pictures that rhyme. Rhyming Bridge activity - whole or small group Instructional Strategies: <ul style="list-style-type: none"> ABC Bootcamp 	Learning Experiences/Resources <ul style="list-style-type: none"> Heggerty - free resources available Jolly Phonics Jolly Phonics - A - Z Alphabet Song Name Games Alphabet Bingo TPT free) 5 Ways to Play with Sounds in Words <ul style="list-style-type: none"> Also use Initial Sound Jars or trays - students word objects into the corresponding sound jar, or location on tray. Instructional Strategies: <ul style="list-style-type: none"> ABC Bootcamp 	Learning Experiences/Resources <ul style="list-style-type: none"> Heggerty - free resources available Jolly Phonics - A - Z Alphabet Song 44 English Phonemes Instructional Strategies:	Learning Experiences/Resource <ul style="list-style-type: none"> Heggerty - free resources available Jolly Phonics - A - Z Alphabet Song Name games <p style="background-color: yellow;">TPT resources which need to be purchased have been removed. One of the criteria for resources provided on this document is that they come without a cost. A TPT resource may be linked <i>if it is free</i>.</p> <p style="background-color: yellow;">Images have been removed to help conserve space.</p> <p style="background-color: yellow;">Thank you for your understanding as we work on creating this document for CESD teachers.</p> <p style="background-color: yellow;">~ Erin</p>
Indigenous Connections:				
Instructional Strategies: <ul style="list-style-type: none"> ABC Bootcamp - 				
Professional Learning:				

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

UNDERSTANDINGS KPA1.6 Parts of words can be removed (deletion) <i>Delete from compound words, syllables, onset or rime</i>				
Vocabulary:				
Prerequisite Knowledge:				
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative <ul style="list-style-type: none"> WILF (What I'm Looking for) - Student Data Collection 				
Assessments:				
Learning Experiences/Resources <ul style="list-style-type: none"> Heggerty - free resources available Name Games 				
Indigenous Connections:				
Instructional Strategies:				
Professional Learning:				


Organizing Idea: Phonics (P) Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them. <i>Guiding Question: How do letters and sounds work together to make words?</i>				
Learning Outcome: KF1 Children recognize some letters and words with speed and accuracy.				
UNDERSTANDINGS KP1.1 Letters come in many shapes and sizes. <i>Identify letters by characteristics, most upper and lower case</i>	UNDERSTANDINGS KP1.2 Knowing the relationship between letters and sounds (phonics) supports reading print messages. <i>Connect letters and sounds in words - beginning, middle or end letter</i>			
Vocabulary: Alphabet Upper Case, Lower Case	Vocabulary:			
Prerequisite Knowledge:	Prerequisite Knowledge:			
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative <ul style="list-style-type: none"> WILF (What I'm Looking for) - Student Data Collection 				
Assessments:	Assessments:			
Learning Experiences / Resources: <ul style="list-style-type: none"> Heggerty - free resources available Jolly Phonics 	Learning Experiences / Resources: <ul style="list-style-type: none"> Heggerty - free resources available Jolly Phonics 			

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

<ul style="list-style-type: none"> • Jolly Phonics - A - Z Alphabet Song • These are the letters/ Alphabet rap • Alphabet order song • Alphabet Bingo • Alphabet Under Construction Activity <ul style="list-style-type: none"> ◦ Read Aloud video: Alphabet Under Construction ◦ Give students many types of materials or manipulatives to 'build' the letters of the alphabet. • Book: Superhero ABC Amazon Link • Alphabet Fine Motor Activity • Sensory Alphabet Activity <ul style="list-style-type: none"> ◦ Place foam letters in water. Students remove and place back into puzzles • Center Ideas: <ul style="list-style-type: none"> ◦ <i>Can You See the Letter?</i> Hide letters in a container with other materials (elastics, pom poms, confetti, etc). Students will look in the container and cover the letter on the page when they find that letter. You can match uppercase to uppercase, lowercase to lowercase and uppercase to lowercase. ◦ <i>Can you guess my letter?</i> Students try to guess the letter as you draw letter strokes. Give a few chances to guess before going on to the next stroke. Students make the letter sound once they guess the letter. 	<ul style="list-style-type: none"> • Jolly Phonics - A - Z Alphabet Song • Name Games • Letter sounds video - Egyptian theme • Jack Hartmann "A" song • Letter and Sound Center (TPT Free) • Disappearing Letters - Students write letters on whiteboard, or provide pages ahead of time. Students erase or cross out letters that match the sound given. Continue until all letters are gone. • Letter/Sound connection during transitions: " If your name starts with the sound /T/..." 			
Indigenous Connections:	Indigenous Connections:			
Instructional Strategies: • ABC Bootcamp	Instructional Strategies: • ABC Bootcamp			
Professional Learning:	Professional Learning:			

<p>Organizing Idea: Fluency (F) Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression. <i>Guiding Question: How does letter and word recognition support the development of fluency?</i></p>				
<p>Learning Outcome: KF1 Students apply fluency strategies and develop reading comprehension.</p>				
<p style="text-align: center;">UNDERSTANDINGS</p> <p>KF1.1 Some words, signs, and symbols are very common and can be recognized automatically. <i>Recognize some letters, 5-10 HF words, own name, environmental print</i></p>	<p style="text-align: center;">UNDERSTANDINGS</p> <p>KF1.2 Fluent and phrased reading sounds like spoken language. <i>Notice end punctuation and reflect in voice</i></p>			

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

Vocabulary: • Recognize	Vocabulary: • Punctuation • period			
Prerequisite Knowledge:	Prerequisite Knowledge:			
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative • WILF (What I'm Looking for) - Student Data Collection				
Assessments:	Assessments:			
Learning Experiences / Resources • Heggerty - free resources available • -Jolly Phonics •  Jolly Phonics - A - Z Alphabet Song • Name Games • Name practice - printing	Learning Experiences / Resources • Name Games			
Indigenous Connections:	Indigenous Connections:			
Instructional Strategies: • ABC Bootcamp	Instructional Strategies: • Partner reading with classmate or older buddy • Read to self, songs, poems, rhymes, pictures			
Professional Learning:	Professional Learning:			

Organizing Idea: Comprehension (C)				
Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.				
<i>Guiding Question: How are messages understood?</i>				
Learning Outcome: KC1 Children demonstrate understanding of messages communicated in texts.				
UNDERSTANDINGS	UNDERSTANDINGS	UNDERSTANDINGS	UNDERSTANDINGS	UNDERSTANDINGS
KC1.1 Understanding messages in texts can be enhanced by listening to texts read aloud. <i>Listen to texts, engage in discussion about text</i>	KC1.2 Predictable and decodable texts support a reading's understanding.	KC1.3 Understanding texts involves describing ideas, information, and details. <i>Discuss details, sequence events, retell b/m/e/ retell -characters, events, interpret illustrations</i>	KC1.4 Understanding messages in texts involves making connections . <i>Share connections b/w text and personal feelings or experiences</i>	KC1.5 Understanding messages in texts involves asking and answering questions . <i>Ask and answer questions around information in texts.</i>
Vocabulary: Words	Vocabulary: Text	Vocabulary: Details* Order* (sequence)	Vocabulary: Connection	Vocabulary: Question*

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative <ul style="list-style-type: none"> • WILF (What I'm Looking for) - Student Data Collection 				
Assessments:	Assessments:	Assessments:	Assessments:	Assessments:
Learning Experiences / Resources: <ul style="list-style-type: none"> • Read Alouds <ul style="list-style-type: none"> ◦ Digital Read Alouds and Book Lists • big books • Name Games • Finger plays 	Learning Experiences / Resources: <ul style="list-style-type: none"> • Read Alouds <ul style="list-style-type: none"> ◦ Digital Read Alouds and Book Lists • big books • Mini - books (easy decodable text) • Fairy tales • Finger play 	Learning Experiences / Resources: <ul style="list-style-type: none"> • Read Alouds <ul style="list-style-type: none"> ◦ Digital Read Alouds and Book Lists • big books 	Learning Experiences / Resources: <ul style="list-style-type: none"> • Read Alouds <ul style="list-style-type: none"> ◦ Digital Read Alouds and Book Lists • big books 	Learning Experiences / Resources: <ul style="list-style-type: none"> • Read Alouds <ul style="list-style-type: none"> ◦ Digital Read Alouds and Book Lists • big books • Finger plays
<p style="text-align: center;">UNDERSTANDINGS</p> <p>KC1.6 Understanding messages involves making predictions.</p> <p style="text-align: center;"><i>Make predictions, compare outcomes to predictions made B/D/A reading.</i></p>				
Vocabulary: Predict* Compare				
Prerequisite Knowledge:				
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative <ul style="list-style-type: none"> • WILF (What I'm Looking for) - Student Data Collection 				
Assessments:				
Learning Experiences / Resources: <ul style="list-style-type: none"> • various read-alouds • big books • Finger plays 				
Indigenous Connections:				
Instructional strategies - <ul style="list-style-type: none"> • Model Comprehension Strategy: Prediction <ul style="list-style-type: none"> ◦ Daily picture talk. (put up a picture and have students talk about what they see/notice and then predict what might happen next or what might have happened before) <i>Also a great way to connect of BGK.</i> 				
Professional Learning:				

Organizing Idea: Writing (W)
Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.
Organizing Idea: How can messages be recorded?



KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD **New Format**

Learning Outcome: KW1 Children experiment with written expression of ideas and information.				
<p style="text-align: center;">UNDERSTANDINGS</p> <p>KW1.1 Ideas and information can be expressed creatively to learn and have fun.</p> <p><i>Express ideas, make creative changes, identify creator of messages add first name to messages</i></p>	<p style="text-align: center;">UNDERSTANDINGS</p> <p>KW1.2 Information can be shared about people, places, or things that are real (factual).</p> <p><i>Ask questions, gather factual information, share information</i></p>	<p style="text-align: center;">UNDERSTANDINGS</p> <p>KW1.3 Messages can be created using a variety of digital or non-digital methods or tools.</p> <p><i>Create a variety of messages</i></p>		
<p>Vocabulary: Ideas* (Creative Thinking) Creator (author)</p>	<p>Vocabulary: Real (Factual) Information</p>	<p>Vocabulary: Digital Non-digital</p>		
<p>Prerequisite Knowledge:</p>	<p>Prerequisite Knowledge:</p>	<p>Prerequisite Knowledge:</p>		
<p>ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative</p> <ul style="list-style-type: none"> WILF (What I'm Looking for) - Student Data Collection 				
<p>Assessments:</p>	<p>Assessments:</p>	<p>Assessments:</p>		
<p>Learning Experiences / Resources:</p> <ul style="list-style-type: none"> whiteboards journals Name practice - printing Journal Ideas - directed drawing and labeling the picture. Create own page for a book Class Books - <ul style="list-style-type: none"> Chicka Chicka Boom Boom Down By The Bay Who Stole the Cookie? 	<p>Learning Experiences / Resources:</p> <ul style="list-style-type: none"> whiteboards Journals Labeling Practice 	<p>Learning Experiences / Resources:</p> <ul style="list-style-type: none"> whiteboards journals computers ipads 		
<p>Indigenous Connections:</p>	<p>Indigenous Connections:</p>	<p>Indigenous Connections:</p>		
<p>Instructional Strategies:</p> <ul style="list-style-type: none"> Show and Share - however you decide to do it...it is a great way for kids to expressive their ideas 	<p>Instructional Strategies:</p> <ul style="list-style-type: none"> Creating Questions: Come up with questions as a class to research or try to answer together. <ul style="list-style-type: none"> Read Aloud to use along prior to: Book: The Girl with the Big Big Questions Amazon Link Gathering facts: While reading a non-fiction book and have students write facts down on post notes or pieces of paper. Display with artwork. 	<p>Instructional Strategies:</p>		
<p>Professional Learning:</p>	<p>Professional Learning:</p>	<p>Professional Learning:</p>		

Organizing Idea: Conventions (CV) Students demonstrate how attention to skills and strategies can support the clarity of written expression. <i>Guiding Question: How do conventions support literacy development?</i>				
Learning Outcome: KCV1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.				
UNDERSTANDINGS KCV1.1 Written messages can be communicated in predictable ways. (punctuation) <i>Identify capitals in names, beginning of sentences, periods at end of sentences</i>	UNDERSTANDINGS KCV1.2 Language is organized to support understanding and sharing of ideas (grammar). <i>Recognize sentences in oral language, differentiate b/w telling and asking sentences.</i>	UNDERSTANDINGS KCV1.3 Some words are very common and can be spelled automatically. (sight words) <i>Spell 5-10 HF words</i>	UNDERSTANDINGS KCV1.4 Spelling includes writing the sounds heard in words. <i>Attempt to spell words using l/s relationship. Copy environmental print</i>	
Vocabulary: <ul style="list-style-type: none"> • Capital Letters • Sentence • Period 	Vocabulary: <ul style="list-style-type: none"> • Sentence • (Complete thought/idea) • Telling Sentence • Asking Sentence 	Vocabulary: <ul style="list-style-type: none"> • (High-frequency words) 	Vocabulary: -none identified-	
Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	Prerequisite Knowledge:	
ASSESSMENT: Grounded in Triangulation of Data (gathering evidence about student learning in three ways – through observation, conversation, and product). Formative AND Summative <ul style="list-style-type: none"> • WILF (What I'm Looking for) - Student Data Collection 				
Assessments:	Assessments:	Assessments:	Assessments:	
Learning Experiences / Resources: <ul style="list-style-type: none"> • whiteboards • Journals • Name practice - printing 	Learning Experiences / Resources: <ul style="list-style-type: none"> • whiteboards • Journals • Great read-alouds for writing 	Learning Experiences / Resources: <ul style="list-style-type: none"> • whiteboards • Journals • Activity: Sight word songs -to melodies of children's songs. Use for letters or words. <ul style="list-style-type: none"> ○ Hi ho the Dario Ex. This is the word a ... This is the word a... a a a a ... This is the word a. ○ If You're Happy and you Know it Ex. If you're happy and you know it spell at - A-T. If you're happy and you know it spell at - A - T. If you're happy and you know it and you really want to show it , If you're happy and you know it spell at - A-T. ○ Mary Had a Little Lamb Ex. And is a special word, special word, special word. And is a special word. It is spelled A-N- D 	Learning Experiences / Resources: <ul style="list-style-type: none"> • Name practice - printing 	

KINDERGARTEN ELA & L
LONG RANGE PLANNING - CESD New Format

Indigenous Connections:	Indigenous Connections:	Indigenous Connections:	Indigenous Connections:	
Instructional Strategies:	Instructional Strategies:	Instructional Strategies:	Instructional strategies: <ul style="list-style-type: none"> • Introduce 'Brave' writing - writing isn't big, bad or scary. Writing down the sounds you hear... if you don't know a sound - skip it and then keep going. • *I tell my class that since they are big kids in kindergarten - we need to label things in our pictures. 	
Professional Learning:	Professional Learning:	Professional Learning:	Professional Learning:	