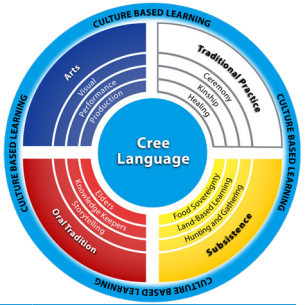
English Language Arts & Literature



Knowledge	Understanding	Skills & Procedures	ᓀᐦᐃᔭᐍᐏᐣ Nehiyaw Ways of Knowing	Other Suggestions
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 **KT 1 Children explore how messages can be organized.**				
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 [continued]	**KT 1.1** Ideas and information can be organized in ways that support understanding messages.	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). [continued]	The Legend of Weasel Tipi Teachings Series: Legend of the Tipi Trickster and the Tipi (Video told in Cree) Legend of Tipi **Note that these videos all share the same story.**	

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LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
[continued] **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.**	**KT 1.1** Ideas and information can be organized in ways that support understanding messages.	[continued] 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.	**Tipi Teachings Series: Introduce the words tipi and mihkwap.**	
LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Features that clarify messages can be digital or non-digital, including pictures and print size.	**KT 1.2** Messages can be clarified when they include features.	Investigate a variety of features that help clarify messages.		
LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
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.**	**KT 1.3** Stories and ideas that are imaginary (fictional) can encourage creativity.	Investigate story elements within a variety of imaginary stories. Create imaginative representations or dramatizations of stories that include story elements.	**Trickster Stories**	**Simon Fraser University: Small Number and the Dog the Rabbit and the Sack of Carrots (Wet'suwet'en, English and Francais)**

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LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Real information or ideas (non-fiction) can come in many forms, including • factual books or stories • people • pictures	**KT 1.4** Some messages share ideas and information about things that are real (non-fiction).	Represent information and ideas from a variety of real messages.		
LEARNING OUTCOME **KT 1 Children explore how messages can be organized.**				
Poems can describe ideas and feelings in serious or playful ways.	**KT 1.5** Poetry helps us explore ideas and feelings.	Explore a variety of ideas and feelings represented through poetry and song. Identify rhymes in poems.		
ORGANIZING IDEA **Oral Language (O): 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 **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
Individuals or groups of people can have unique stories that can be shared through listening and speaking (oral traditions).	**KO 1.1** Oral traditions can provide lessons and entertainment and develop imagination.	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.	**Tipi Teachings Series: Legend of the Tipi** **Trickster and the Tipi (Video told in Cree)** **Legend of Tipi** **Note that these videos all share the same story.**	**Rupertsland Institute: Métis Read-Alouds – videos for little ones**

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LEARNING OUTCOME **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
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.**	**KO 1.2** Ideas, information, and feelings can be shared through listening and speaking.	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.	**Tipi Teachings Series: Legend of the Tipi** **Trickster and the Tipi (Video told in Cree)** **Legend of Tipi** **Note that these videos all share the same story.**	
LEARNING OUTCOME **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
Listening is an active process that involves • **focusing on the speaker** • **taking turns** • **using appropriate body postures and gestures**	**KO 1.3** Listening is an active process that can support learning, collaborating, and having fun.	Demonstrate a variety of listening behaviours. Listen to and follow simple one- or two-step instructions.	**Sharing and Talking Circles**	**Conduct a sharing circle activity.**
LEARNING OUTCOME **KO 1 Children explore listening and speaking skills through a variety of literacy experiences.**				
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**	**KO 1.4** Language can be expressed verbally or non-verbally.	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 (V): Communication and comprehension are improved by understanding word meaning and structures.**				
GUIDING QUESTION **How can word knowledge contribute to building vocabulary?**				
LEARNING OUTCOME **KV 1 Children develop vocabulary through a variety of literacy experiences.**				
Vocabulary can be developed through literacy experiences, such as • read alouds • songs • poems • rhymes • pictures • conversations • land	**KV 1.1** Literacy experiences can provide opportunities to learn new words.	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.		
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 **KPA 1 Children experiment with sounds in words.**				
Sounds can be identified at the beginning, middle, or ending of words.	**KPA 1.1** Words are made up of sounds (phonemes).	Identify sounds at the beginning of spoken words. Identify sounds in the middle of spoken words. Identify sounds at the ending of spoken words.	**Stories and Legends Series: Use these stories and legends to examine both English and Cree words for this and following PA outcomes. For example, Cree words can be broken down into syllabic sounds.**	**Online Cree Dictionary: Syllabics Chart (Available in Maskwacis Plains Cree; Saskatchewan Plains Cree; Woods Cree)**

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LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
Songs and poems can contain rhyming words.	**KPA 1.2** Words that rhyme have the same sound at the end.	**Explore rhyme in a variety of language-learning contexts.** **Identify one-syllable rhyming words.**		
LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
Sounds can be identified at the beginning of words. Sounds can be identified at the ending of words.	**KPA 1.3** Words have initial and final sounds (phonemes).	Identify sounds at the beginning and ending of spoken words. Sort words based on their initial sounds. Sort words based on their final sounds.		
LEARNING OUTCOME **KPA 1 Children experiment with sounds in words.**				
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).	**KPA 1.4** Spoken language is made up of words and sentences that can be separated into parts (segmentation).	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.		

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LEARNING OUTCOME **KPA 1 Children experiment with sounds in 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.**	**KPA 1.5** Sounds can be blended to form spoken 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 **KPA 1 Children experiment with sounds 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.	**KPA 1.6** Parts of words can be removed (deletion).	Delete one word from compound words. Delete one syllable from multisyllabic words. Delete onsets or rimes in words.		
ORGANIZING IDEA **Phonics (P): 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 **KP 1 Children make connections between letters and sounds in words.**				
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.**	**KP 1.1** Letters come in many shapes and sizes.	Identify letters by characteristics. Recognize most upper case and lower case letters by name.		

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LEARNING OUTCOME **KP 1 Children make connections between letters and sounds in words.**				
Letters represent sounds in words. **There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).**	**KP 1.2** Knowing the relationship between letters and sounds (phonics) supports reading print messages.	Make connections between letters and sounds in words. Recognize the first, middle, or ending letter or sound in words.		
ORGANIZING IDEA **Fluency (F): Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.**				
GUIDING QUESTION **How does letter and word recognition support the development of fluency?**				
LEARNING OUTCOME **KF 1 Children recognize some letters and words with speed and accuracy.**				
Some letters can be recognized quickly and accurately. Some words can be recognized quickly and accurately.	**KF 1.1** Some words, signs, and symbols are very common and can be recognized automatically.	**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 **KF 1 Children recognize some letters and words with speed and accuracy.**				
Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	**KF 1.2** Fluent and phrased reading sounds like spoken language.	Notice end punctuation and reflect it in voice.		

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ORGANIZING IDEA **Comprehension (CP): Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.**				
GUIDING QUESTION **How are messages understood?**				
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
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.	**KCP 1.1** Understanding messages in texts can be enhanced by listening to texts read aloud.	Listen to a variety of texts that are read aloud. Engage in discussions about texts that have been listened to.		
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Predictable 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**	**KCP 1.2** Predictable texts and decodable texts support a reader's understanding.	Engage with simple, predictable, texts and decodable texts. Share understandings of messages.	**Stories and Legends Series: Select from the three types: Creation Stories; Star Stories; Trickster Stories**	
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Details include specific information that help the reader to understand texts. **Sequencing involves putting events in a correct or an appropriate order.**	**KCP 1.3** Understanding texts involves describing ideas, information, and details.	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.**	**Tipi Teachings Series: Legend of the Tipi** **Trickster and the Tipi (Video told in Cree)** **Legend of Tipi** **Note that these videos all share the same story.**	**Construct a small tipi to demonstrate sequencing and order.**

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LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Connections can be made to ideas and information in texts, including to • **experiences** • **feelings**	**KCP 1.4** Understanding messages in texts involves making connections.	Share connections between a text and personal feelings or experiences.		**Focus on the word "tipi." Who has seen a tipi? Where have you seen a tipi?**
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
Questions that help understand messages in texts include • Who? • What? • Where? • When? • Why?	**KCP 1.5** Understanding messages in texts involves asking and answering questions.	Ask questions to clarify ideas or information in texts. Answer questions about ideas or information in texts.	**Powwow and Dance Series (11 videos)**	
LEARNING OUTCOME **KCP 1 Children demonstrate understandings of messages communicated in texts.**				
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.	**KCP 1.6** Understanding messages involves making predictions.	**Make predictions based on information provided in texts.** **Compare actual outcomes to predictions made.**		

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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.**				
GUIDING QUESTION **How can messages be recorded?**				
LEARNING OUTCOME **KW 1 Children experiment with written expression of ideas and information.**				
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.	**KW 1.1** Ideas and information can be expressed creatively to learn and have fun.	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.	Stories and Legends Series: **Select from the three types:** Creation Stories; Star Stories; Trickster Stories	
LEARNING OUTCOME **KW 1 Children experiment with written expression of ideas and 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.	**KW 1.2** Information can be shared about people, places, or things that are real (factual).	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 **KW 1 Children experiment with written expression of ideas and information.**				
Messages can be shared in digital or non-digital ways, including • **pictures** • **symbols** • **letters** • **words** • **scribbles**	**KW 1.3** Messages can be created using a variety of digital or non-digital methods or tools.	Create a variety of digital or non-digital messages.	Moose Protocol and Legend **(Included in** Moose Harvest **Series)**	

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ORGANIZING IDEA **Conventions (CV): 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 **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
Names begin with a capital letter. Sentences begin with a capital letter. Sentences often end with periods.	**KCV 1.1** Written messages can be communicated in predictable ways.	Identify capital letters in names. Identify capital letters at the beginning of sentences. Identify periods at the end of sentences.		
LEARNING OUTCOME **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
A sentence is a group of words that shares a complete thought or idea. Sentence types include telling (declarative) or asking (interrogative).	**KCV 1.2** Language is organized to support understanding and sharing of ideas (grammar).	Recognize sentences in oral language that include a complete thought or idea. Differentiate between telling and asking sentences.		
LEARNING OUTCOME **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
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).	**KCV 1.3** Some words are very common and can be spelled automatically.	**Spell 5–10 high-frequency words.**		
LEARNING OUTCOME **KCV 1 Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.**				
Saying words slowly can help to hear individual sounds in words.	**KCV 1.4** Spelling includes writing the sounds heard in words.	Attempt to spell unknown words using letter-sound relationships. Copy environmental print to become familiar with how words are spelled.		

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