

**Correlation — The British Columbia English Language Arts Curriculum to  
*Scholastic Literacy Place for the Early Years***

<b>Prescribed Learning Outcomes</b>	<i>Scholastic Literacy Place for the Early Years</i> <b>Kindergarten</b>
<b>Developing Oral Language (Speaking and Listening) Abilities</b>	
<b>1. Oral Language Learning and Thinking</b>	
It is expected that students will:	
1. using oral language, engage in exploratory and imaginative play to express themselves, ask for assistance, exchange ideas with others, and experiment with new ideas or materials	<p><u>Working With Words Guide</u> page 87</p> <p><u>Guided Reading:</u>            I Feed the Animals page 3            Sisters page 2            Making Things page 3            All By Myself page 2            Getting Ready page 2            The Snowman page 2            Travel Bingo page 2            A Birthday for the Twins page 3</p> <p><u>Shared Reading:</u>            But Mom page 3            Going to the Park with Grandpa page 2            Hair Heads page 4            My Puppy page 3            What Am I? page 3            Where Are the Bears? page 3</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            My Family page 3            Making Things page 3            All By Myself page 2            The Snowman page 2            Travel Bingo page 3            I Play Soccer page 2            Long Neck, Short Neck page 3</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 9            Polly page 17            Mabel Murple page 21            Sailing to Sea page 34</p> <p><u>Read Aloud:</u>            Bernard’s Bath page 5</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>1. Oral Language Learning and Thinking</b>	
	Bibi and the Bull page 9 Castles, Caves, and Honeycombs page 13 The Rescue of Nanoose page 27
2. engage in oral language activities to share ideas about pictures, stories, nonfiction text, experiences, and discussions	<u>Working With Words Guide</u> page 56  <u>Writing Guide</u> pages 20, 74, 78, 105, 106, 115 – 120  <u>Guided Reading:</u> I Feed the Animals page 3 My Family pages 2, 3 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself pages 2, 3 Getting Ready page 2 The Snowman page 2 A Sticky Mess pages 2, 3 Travel Bingo pages 2, 3 A Hot Day pages 2, 3 I Play Soccer pages 2, 3 Long Neck, Short Neck pages 2, 3 Sammy pages 2 – 4 What I Wear pages 2, 3 A Birthday for the Twins page 2  <u>Shared Reading:</u> 9-1-1 Quack page 4 But Mom page 6 Do You See Colours? pages 3 – 6 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 2, 3 Helping Grandma pages 2, 3 It's My World pages 2, 3 Just Imagine ABC page 4 The Little Turtle pages 2, 6 Hair Heads page 4 My Puppy pages 2, 4 – 7 Where Are the Bears? pages 4, 5 Why Did the Chicken Cross the Road? pages 2, 5  <u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years Kindergarten</i></b>
<b>1. Oral Language Learning and Thinking</b>	
	<p>Making Things pages 2, 3  All By Myself page 2  Getting Ready pages 2, 3  The Snowman pages 2, 3  A Sticky Mess page 3  Travel Bingo pages 2, 3  I Play Soccer pages 2 – 4  Long Neck, Short Neck pages 2, 4  Sammy pages 2, 3  What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u>  It’s My World page 3  All Mine page 6  What’s a Shadow? page 9  Let’s Play pages 13, 15  Kim and Jack Go Camping pages 18, 19, 22  Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u>  The Frog on the Log page 4  I Speak, I Say, I Talk page 10  Polly page 17  Zelba Zinnamon pages 24, 25  After a Bath page 28  Sailing to Sea page 34  Popping Popcorn pages 36, 38  Mice page 44  The Squirrel page 49  The Apple and the Worm pages 57, 60  Itsy Bitsy Spider pages 61, 62</p> <p><u>Read Aloud:</u>  We All Went on Safari page 34  Wonderful Worms pages 38, 39</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> Kindergarten
<b>1. Oral Language Learning and Thinking</b>	
3. demonstrate use of social conventions to interact cooperatively with others and to solve problems	<p><u>Writing Guide</u> pages 78, 108</p> <p><u>Working With Words Guide</u> pages 43, 44, 57, 87, 89, 93</p> <p><u>Guided Reading:</u>            My Family page 2            Getting Ready page 2            Travel Bingo page 3            Long Neck, Short Neck pages 2, 3            Sammy pages 2, 3            What I Wear page 3</p> <p><u>Shared Reading:</u>            Going to the Park with Grandpa page 2            Where Are the Bears? page 6</p> <p><u>Small-Group Shared Reading:</u>            My Family page 2            Getting Ready page 2            Travel Bingo page 2            A Hot Day page 2            Long Neck, Short Neck pages 2, 3            Sammy pages 2, 3</p> <p><u>Magazine Shared Reading:</u>            Kim and Jack Go Camping pages 21, 22            Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log pages 4 – 6            I Speak, I Say, I Talk page 9            Fuzzy Wuzzy, Creepy Crawly page 13            Polly page 17            Mabel Murple page 21            Mice page 45            The Apple and the Worm page 54</p> <p><u>Read Aloud:</u>            Time to Sleep pages 30, 31            Wonderful Worms page 39</p>

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years</i> Kindergarten</b>
<b>1. Oral Language Learning and Thinking</b>	
4. demonstrate being a good listener (including sustaining concentration for short periods of time)	<p><u>Writing Guide</u> pages 78, 89, 108</p> <p><u>Guided Reading:</u>            I Feed the Animals pages 2, 3            Wild Animals page 2            My Family pages 2, 3            Sisters page 2            Making Things pages 2, 3            All By Myself pages 2, 3            Getting Ready pages 2, 3            The Snowman pages 2, 3            A Sticky Mess pages 2, 3            Travel Bingo pages 2, 3            A Hot Day pages 2, 3            I Play Soccer pages 2, 3            Long Neck, Short Neck pages 2, 3            Sammy pages 2, 3            What I Wear pages 2, 3            A Birthday for the Twins page 2            Library Day page 2</p> <p><u>Shared Reading:</u>            9-1-1 Quack pages 2, 3            But Mom page 3            Going to the Park with Grandpa page 2            The Grasshopper and Ant page 2            Helping Grandma page 5            Just Imagine ABC pages 2, 3            The Little Turtle page 1            Hair Heads page 6            My Puppy page 3            What Am I? page 4            Where Are the Bears? page 5</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals page 3            My Family pages 2, 3            Sisters page 2            Making Things pages 2, 3            All By Myself pages 2, 3            Getting Ready pages 2, 3</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> Kindergarten
<b>1. Oral Language Learning and Thinking</b>	
	<p>The Snowman pages 2, 3  A Sticky Mess pages 2, 3  Travel Bingo pages 2, 3  A Hot Day pages 2, 3  I Play Soccer pages 2, 3  Long Neck, Short Neck pages 2 – 4  Sammy pages 2, 3  What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u>  It’s My World pages 3, 4  Let’s Play page 14  Kim and Jack Go Camping pages 21, 22  Just for Fun and Are They the Same? pages 25, 26</p> <p><u>Poetry Collection Shared Reading:</u>  The Frog on the Log pages 4, 5  I Speak, I Say, I Talk pages 8, 9  Fuzzy Wuzzy, Creepy Crawly pages 12 – 14  Polly pages 16, 17  Mabel Murple pages 20, 21  Zelba Zinnamon pages 24, 25  After a Bath pages 29, 30  Sailing to Sea pages 32, 33  Hickory, Dickory, Dock pages 41, 42  Mice page 45  The Apple and the Worm page 54  Go Wind page 57</p> <p><u>Read Aloud:</u>  Bernard’s Bath page 5  Bibi and the Bull page 9  Ordinary Amos and the Amazing Fish pages 22, 23  Time to Sleep page 31  We All Went on Safari page 34  Wonderful Worms page 38</p>

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years</i> Kindergarten</b>
<b>1. Oral Language Learning and Thinking</b>	
5. demonstrate being a good speaker (including sustaining conversation on a familiar topic)	<p><u>Writing Guide</u> pages 78, 89, 108</p> <p><u>Guided Reading:</u> A Sticky Mess page 3 Long Neck, Short Neck page 2</p> <p><u>Shared Reading:</u> The Little Turtle page 5 Where Are the Bears? page 5</p> <p><u>Read Aloud:</u> Ordinary Amos and the Amazing Fish page 23 Time to Sleep page 31 Wonderful Worms page 40</p>
6. experiment with language and show engagement for speaking and listening	<p><u>Writing Guide</u> page 33</p> <p><u>Working With Words Guide</u> pages 29, 31, 35, 40, 50, 52, 54 – 58, 79, 82 – 84, 86, 89</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 But Mom pages 2, 3 Do You See Colours? page 4 Going to the Park with Grandpa page 2 The Grasshopper and Ant pages 3, 6 Helping Grandma pages 2, 4 It's My World page 2 Just Imagine ABC page 2 The Little Turtle pages 3, 5 Hair Heads page 4 My Puppy page 4 What Am I? pages 2, 5 Where Are the Bears? page 2 Why Did the Chicken Cross the Road? page 2</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals page 2 My Family page 2 Sisters page 2 Making Things page 2 All By Myself page 2</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> <b>Kindergarten</b>
<b>1. Oral Language Learning and Thinking</b>	
	<p>Getting Ready page 2            The Snowman page 2            A Sticky Mess page 2            Travel Bingo page 2            A Hot Day page 2            I Play Soccer page 2            Long Neck, Short Neck page 2            Sammy page 3            What I Wear page 2</p> <p><u>Magazine Shared Reading:</u>            Let's Play page 14            Kim and Jack Go Camping pages 19, 20            Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 4            I Speak, I Say, I Talk page 8            Fuzzy Wuzzy, Creepy Crawly page 14            Polly page 16            Mabel Murple page 20            After a Bath page 29            Sailing to Sea page 33            Popping Popcorn page 38            Hickory, Dickory, Dock page 41            The Apple and the Worm page 53            Go Wind page 57            Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u>            Time to Sleep page 30</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> Kindergarten
<b>1. Oral Language Learning and Thinking</b>	
7. demonstrate enhanced vocabulary knowledge and usage	<p><u>Guided Reading:</u> Sammy page 3</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 4 Long Neck, Short Neck page 4</p> <p><u>Shared Reading:</u> But Mom page 2 Do You See Colours? page 4 Going to the Park With Grandpa pages 4, 5 The Grasshopper and the Ant page 5 The Little Turtle page 3</p> <p><u>Magazine Shared Reading:</u> Kim and Jack Go Camping pages 22</p> <p><u>Read Aloud:</u> Ordinary Amos and the Amazing Fish page 23</p>
<b>2. Strategies for Oral Communication</b>	
It is expected that students will:	
8. make connections between new experiences and what is already known to express and exchange ideas	<p><u>Guided Reading:</u> My Family page 3 Making Things page 3 All By Myself page 3 Getting Ready page 3 A Sticky Mess page 3 Travel Bingo page 3 A Hot Day page 3 I Play Soccer page 3 Long Neck, Short Neck page 3 Sammy page 3 What I Wear page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 But Mom page 5 Do You See Colours? page 3 Going to the Park with Grandpa page 2 The Grasshopper and Ant page 2 Helping Grandma page 5 It's My World page 5</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>2. Strategies for Oral Communication</b>	<p>Just Imagine ABC page 6                      The Little Turtle page 6                      Hair Heads page 4                      My Puppy page 4                      What Am I? page 6                      Where Are the Bears? pages 4, 5                      Why Did the Chicken Cross the Road? page 5</p> <p><u>Small-Group Shared Reading:</u>                      I Feed the Animals page 5                      Wild Animals page 3                      My Family page 3                      Making Things page 3                      Getting Ready page 3                      The Snowman page 3                      A Sticky Mess page 3                      Travel Bingo page 3                      A Hot Day page 3                      I Play Soccer page 3                      Long Neck, Short Neck page 4                      Sammy page 3                      What I Wear page 3</p> <p><u>Read Aloud:</u>                      The Rescue of Nanoose page 27                      Time to Sleep page 31                      Wonderful Worms page 39</p>
9. ask questions to construct and clarify meaning	<p><u>Writing Guide</u> pages 44, 74</p> <p><u>Shared Reading:</u>                      9-1-1 Quack page 4                      The Little Turtle page 5</p> <p><u>Magazine Shared Reading:</u>                      Kim and Jack Go Camping pages 22</p>

<b>Prescribed Learning Outcomes</b>	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>Developing Oral Language (Speaking and Listening) Abilities</b>	
<b>3. Conventions of Oral Communication</b>	
10. use meaningful syntax when speaking (e.g., include a subject, verb, and simple connectives when needed for clarity)	<p><u>Writing Guide</u> pages 20, 74, 78, 105, 106, 115 – 120</p> <p><u>Working With Words Guide</u> page 56</p> <p><u>Guided Reading:</u>  I Feed the Animals page 3  My Family pages 2, 3  Sisters pages 2, 3  Making Things pages 2, 3  All By Myself pages 2, 3  Getting Ready page 2  The Snowman page 2  A Sticky Mess pages 2, 3  Travel Bingo pages 2, 3  A Hot Day pages 2, 3  I Play Soccer pages 2, 3  Long Neck, Short Neck pages 2, 3  Sammy pages 2 – 4  What I Wear pages 2, 3  A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u>  9-1-1 Quack page 4  But Mom page 6  Do You See Colours? pages 3 – 6  Going to the Park with Grandpa page 2  The Grasshopper and Ant pages 2, 3  Helping Grandma pages 2, 3  It’s My World pages 2, 3  The Little Turtle pages 2, 6  Hair Heads page 4  My Puppy pages 2, 4 – 7  Where Are the Bears? pages 4, 5  Why Did the Chicken Cross the Road? pages 2, 5</p> <p><u>Small-Group Shared Reading:</u>  I Feed the Animals pages 2, 3  Wild Animals pages 2, 3  My Family pages 2, 3  Making Things pages 2, 3  All By Myself page 2</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> <b>Kindergarten</b>
<b>3. Conventions of Oral Communication</b>	
	<p>Getting Ready pages 2, 3            The Snowman pages 2, 3            A Sticky Mess page 3            Travel Bingo pages 2, 3            I Play Soccer pages 2 – 4            Long Neck, Short Neck pages 2, 4            Sammy pages 2, 3            What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u>            It's My World page 3            All Mine page 6            What's a Shadow? page 9            Let's Play pages 13, 15            Kim and Jack Go Camping pages 18, 19, 22            Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 4            I Speak, I Say, I Talk page 10            Polly page 17            Zelba Zinnamon pages 24, 25            After a Bath page 28            Sailing to Sea page 34            Popping Popcorn pages 36, 38            Mice page 44            The Squirrel page 49            The Apple and the Worm pages 57, 60            Itsy Bitsy Spider pages 61, 62</p> <p><u>Read Aloud:</u>            We All Went on Safari page 34            Wonderful Worms pages 38, 39</p>
11. speak clearly enough to be understood by peers and adults	<p><u>Writing Guide</u> page 89</p> <p><u>Working With Words Guide</u> page 17</p> <p><u>Shared Reading:</u>            Where Are the Bears? page 6</p>

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years Kindergarten</i></b>
<b>3. Conventions of Oral Communication</b>	
It is expected that students will:	
12. demonstrate auditory discrimination and orally manipulate sounds in words (i.e., use phonological awareness)	<p><u>Writing Guide</u> page 89</p> <p><u>Guided Reading:</u> A Sticky Mess page 3 Long Neck, Short Neck page 2</p> <p><u>Shared Reading:</u> The Little Turtle page 5 Where Are the Bears? page 6</p> <p><u>Read Aloud:</u> Ordinary Amos and the Amazing Fish page 23 Time to Sleep page 31 Wonderful Worms page 40</p>
<b>Developing Reading and Viewing Abilities</b>	
<b>4. Reading (Viewing and Extending Thinking)</b>	
It is expected that students will:	
13. demonstrate awareness of the connection between reading, writing, and oral language	<p><u>Guided Reading:</u> I Feed the Animals page 2 Wild Animals pages 2, 3 What I Wear page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2, 4, 6, 7 “But, Mom...” pages 2, 3, 5 Do You See Colours? pages 2, 4, 5, 6 Going to the Park with Grandpa pages 4 – 6 The Grasshopper and Ant pages 3, 6, 7 Helping Grandma pages 2, 4, 5, 6 Just Imagine ABC pages 2, 5 The Little Turtle pages 2, 3, 5, 6 Hair Heads pages 2, 4, 5, 6 My Puppy pages 2, 4 – 7 What Am I? pages 2, 4, 5, 6 Where Are the Bears? pages 2, 3, 5, 6 Why Did the Chicken Cross the Road? pages 2, 4 – 6</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family pages 2, 3</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> Kindergarten
<b>4. Reading (Viewing and Extending Thinking)</b>	
	<p>Sisters pages 2, 3            Making Things pages 2, 3            All By Myself pages 2, 3            Getting Ready pages 2, 3            The Snowman pages 2, 3            A Sticky Mess pages 2, 3            Travel Bingo pages 2, 3            A Hot Day pages 2, 3            I Play Soccer pages 2, 3            Long Neck, Short Neck pages 2, 3            Sammy page 3            What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u>            All Mine pages 6, 7            What's a Shadow? pages 10, 11            Let's Play pages 14, 15            Kim and Jack Go Camping pages 19 – 21            Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log pages 4, 5            I Speak, I Say, I Talk pages 8, 9            Fuzzy Wuzzy, Creepy Crawly pages 12, 13            Polly pages 16, 19            Mabel Murple pages 20, 21            Zelba Zinnamon pages 24, 25            After a Bath pages 29, 30            Sailing to Sea pages 33, 34            Popping Popcorn pages 37, 38            Hickory, Dickory, Dock pages 41, 42            Mice pages 45, 46            The Squirrel pages 49, 50            The Apple and the Worm pages 53, 54            Go Wind page 57            Itsy Bitsy Spider pages 62, 63</p>
<b>Developing Reading and Viewing Abilities</b>	
<b>4. Reading (Viewing and Extending Thinking)</b>	
14. respond to literature through a variety of activities (e.g., role playing, art, music, choral reading,	<p><u>Writing Guide</u> page 33</p> <p><u>Working With Words Guide</u> pages 29, 31, 35, 40, 50, 52, 54 – 58, 79, 82 – 84, 86, 89</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>4. Reading (Viewing and Extending Thinking)</b>	
talking)	<p><u>Shared Reading:</u>            9-1-1 Quack page 4            But Mom pages 2, 3            Do You See Colours? page 4            Going to the Park with Grandpa page 2            The Grasshopper and Ant pages 3, 6            Helping Grandma pages 2, 4            It's My World page 2            Just Imagine ABC page 2            The Little Turtle pages 3, 5            Hair Heads page 4            My Puppy page 4            What Am I? pages 2, 5            Where Are the Bears? page 2            Why Did the Chicken Cross the Road? page 2</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals page 2            My Family page 2            Sisters page 2            Making Things page 2            All By Myself page 2            Getting Ready page 2            The Snowman page 2            A Sticky Mess page 2            Travel Bingo page 2            A Hot Day page 2            I Play Soccer page 2            Long Neck, Short Neck page 2            Sammy page 3            What I Wear page 2</p> <p><u>Magazine Shared Reading:</u>            Let's Play page 14            Kim and Jack Go Camping pages 19, 20            Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 4            I Speak, I Say, I Talk page 8            Fuzzy Wuzzy, Creepy Crawly page 14            Polly page 16</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>4. Reading (Viewing and Extending Thinking)</b>	
	<p>Mabel Murple page 20            After a Bath page 29            Sailing to Sea page 33            Popping Popcorn page 38            Hickory, Dickory, Dock page 41            The Apple and the Worm page 53            Go Wind page 57            Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u>            Time to Sleep page 30</p>
15. engage in reading-like behavior	<p><u>Writing Guide</u> pages 31 – 36, 63, 64, 74, 83, 87, 94, 105, 116 – 118</p> <p><u>Working With Words Guide</u> page 89</p> <p><u>Guided Reading:</u>            A Birthday for the Twins page 2</p> <p><u>Shared Reading:</u>            But Mom page 2            Do You See Colours? page 2            Going to the Park with Grandpa page 2            The Grasshopper and Ant pages 2, 3            Helping Grandma page 2            Just Imagine ABC page 2            The Little Turtle pages 2 – 4            Hair Heads pages 2 – 5            My Puppy page 2            Where Are the Bears? page 2</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals page 2            Sisters page 2            Making Things page 2            All By Myself page 2            Getting Ready page 2            The Snowman page 2            A Sticky Mess page 2            Travel Bingo page 2            A Hot Day page 2            I Play Soccer page 2</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> Kindergarten
<b>4. Reading (Viewing and Extending Thinking)</b>	
	<p>Long Neck, Short Neck page 2 What I Wear page 2</p> <p><u>Magazine Shared Reading:</u> All Mine page 6 What’s a Shadow? page 12 Let’s Play page 17 Kim and Jack Go Camping page 23 Just for Fun and Are They the Same? page 28</p> <p><u>Poetry Collection Shared Reading:</u> The Frog on the Log page 4 I Speak, I Say, I Talk pages 8 – 10 Fuzzy Wuzzy, Creepy Crawly pages 12, 14 Polly page 16 Mabel Murple pages 20, 22 After a Bath pages 29, 31 Sailing to Sea pages 33, 35 Popping Popcorn pages 37, 39 Hickory, Dickory, Dock pages 41, 43 The Apple and the Worm pages 53, 55 Go Wind pages 57, 60 Itsy Bitsy Spider pages 62, 64</p> <p><u>Read Aloud:</u> Babies on the Go pages 2, 3 Bernard’s Bath pages 5, 6 Bibi and the Bull pages 8, 9 Castles, Caves, and Honeycombs pages 12, 13 David’s Drawings pages 16, 17 Ordinary Amos and the Amazing Fish pages 20, 21 The Rescue of Nanoose pages 26, 27 Time to Sleep pages 30, 31 We All Went on Safari pages 34, 35 Wonderful Worms pages 38, 39</p>

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years</i> Kindergarten</b>
<b>5. Strategies for Learning to Read and View</b>	
It is expected that students will:	
16. in discussions, before reading and viewing, use strategies to enhance comprehension (e.g., make connections, predicting, asking questions to clarify meaning)	<p><u>Reading Guide</u> pages 23, 44, 79</p> <p><u>Writing Guide</u> page 40</p> <p><u>Working With Words Guide</u> pages 34, 35, 41, 61, 81, 83, 85</p> <p><u>Guided Reading:</u>            Sisters page 2            All By Myself page 2            Getting Ready page 2            The Snowman page 2            Travel Bingo page 2            I Play Soccer pages 2, 3            Long Neck, Short Neck page 2            Sammy page 2            What I Wear page 2            Hide and Seek page 2            The Hockey Game page 2</p> <p><u>Shared Reading:</u>            9-1-1 Quack page 2            But Mom page 2            Do You See Colours? page 2            Going to the Park with Grandpa pages 2, 4            The Grasshopper and Ant page 2            The Little Turtle page 3            Hair Heads page 2            My Puppy page 2            Where Are the Bears? page 2</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            My Family page 2            Sisters page 2            Making Things page 2            All By Myself page 2            Getting Ready page 2            A Sticky Mess page 2            Travel Bingo page 2            I Play Soccer pages 2, 3</p>



Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>5. Strategies for Learning to Read and View</b>	
	<p>Long Neck, Short Neck pages 2, 3  Sammy page 2  What I Wear page 2</p> <p><u>Magazine Shared Reading:</u>  It's My World page 3  What's a Shadow? page 10  Let's Play page 14  Kim and Jack Go Camping page 19  Just for Fun and Are They the Same? page 25</p> <p><u>Poetry Collection Shared Reading:</u>  Sailing to Sea page 33  Mice page 45  The Apple and the Worm page 53  Go Wind page 57  Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u>  Bibi and the Bull page 9  Castles, Caves and Honeycombs page 13  David's Drawings pages 16, 17  Ordinary Amos and the Amazing Fish page 21  We All Went on Safari page 34  Wonderful Worms page 38</p>
<p>17. in discussions, during reading and viewing, use strategies to monitor comprehension, including:  -predicting and confirming unknown words and events by using pictures and cues  -making pictures in their heads (visualizing)  -asking the question, "Does that make sense?"</p>	<p><u>Reading Guide</u> pages 23, 45, 80</p> <p><u>Working With Words Guide</u> pages 81, 83</p> <p><u>Guided Reading:</u>  Wild Animals, page 2  Making Things page 2  All By Myself page 2  The Snowman page 2  A Sticky Mess page 2  Travel Bingo page 2  I Play Soccer page 2  Long Neck, Short Neck, page 2  Sammy page 2  What I Wear page 2  A Birthday for the Twins page 2  Hide and Seek page 3  The Hockey Game page 3</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> Kindergarten
<b>5. Strategies for Learning to Read and View</b>	<p>Library Day page 2 Make a Pet Rock pages 2, 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2, 3 “But, Mom...” page 2 Do You See Colours? pages 2, 4, 5 Going to the Park with Grandpa pages 2, 4, 5 The Grasshopper and Ant pages 3 – 5 Helping Grandma pages 2 – 5 Just Imagine ABC pages 2, 4, 5 The Little Turtle pages 2, 3, 5 Hair Heads pages 2 – 5 My Puppy pages 2, 4, 6 What Am I? pages 2 – 5 Where Are the Bears? pages 2 – 5 Why Did the Chicken Cross the Road? pages 2 – 5</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 2 Wild Animals page 2 My Family page 2 Sisters page 2 Making Things page 2 All By Myself page 2 Getting Ready page 2 The Snowman page 2 A Sticky Mess page 2 Travel Bingo page 2 A Hot Day page 2 I Play Soccer page 2 Long Neck, Short Neck page 2 Sammy page 2 What I Wear page 2</p> <p><u>Magazine Shared Reading:</u> It’s My World pages 3, 4 All Mine page 6 What’s a Shadow? page 10 Let’s Play page 14 Kim and Jack Go Camping pages 19, 20 Just for Fun and Are They the Same? pages 25, 26</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>5. Strategies for Learning to Read and View</b>	
	<p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 4            I Speak, I Say, I Talk page 8            Fuzzy Wuzzy, Creepy Crawly page 12            Polly page 16            Mabel Murple page 20            Zelba Zinnamon page 24            After a Bath page 29            Sailing to Sea page 33            Popping Popcorn page 37            Hickory, Dickory, Dock page 41</p>
18. after reading and viewing engage in discussions to reflect on the text to confirm meaning	<p><u>Reading Guide</u> pages 24, 45, 81</p> <p><u>Guided Reading:</u>            I Feed the Animals page 3            Wild Animals, page 3            My Family ages 2 – 3            Sisters pages 2 – 3            Making Things page 3            All By Myself pages 2, 3            Getting Ready page 3            The Snowman page 3            A Sticky Mess page 3            Travel Bingo page 3            A Hot Day pages 2, 3            I Play Soccer page 3            Long Neck, Short Neck, page 3            Sammy page 3            What I Wear pages 2, 3            A Birthday for the Twins page 3            Hide and Seek page 3            The Hockey Game page 3            Library Day page 3            Make a Pet Rock page 3</p> <p><u>Shared Reading:</u>            9-1-1 Quack pages 3, 4, 6            “But, Mom...” pages 2 – 5            Do You See Colours? pages 3 – 6            Going to the Park with Grandpa pages 2, 4, 5            The Grasshopper and Ant pages 3, 5, 6            Helping Grandma pages 3, 4, 6</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> <b>Kindergarten</b>
<b>5. Strategies for Learning to Read and View</b>	
	<p>Just Imagine ABC pages 3 – 5            The Little Turtle pages 4, 5            Hair Heads pages 3, 4, 6            My Puppy pages 3 – 6            What Am I? pages 3 – 6            Where Are the Bears? pages 3 – 6            Why Did the Chicken Cross the Road? pages 3 – 6</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals page 2            My Family page 3            Sisters page 2            Making Things pages 2, 3            All By Myself page 2            Getting Ready page 3            The Snowman pages 2, 3            A Sticky Mess page 2            Travel Bingo page 3            A Hot Day pages 2, 3            I Play Soccer page 2            Long Neck, Short Neck page 3            Sammy page 3            What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u>            It's My World page 4            All Mine pages 6, 7            What's a Shadow? pages 10, 11            Let's Play pages 14, 15            Kim and Jack Go Camping pages 19, 21            Just for Fun and Are They the Same? page 26</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 5            I Speak, I Say, I Talk page 9            Fuzzy Wuzzy, Creepy Crawly pages 12, 13            Polly page 17            Mabel Murple pages 20, 21            Zelba Zinnamon page 24            After a Bath page 29            Sailing to Sea pages, 33, 34</p>

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years Kindergarten</i></b>
<b>5. Strategies for Learning to Read and View</b>	
	<p>Popping Popcorn page 37                      Hickory, Dickory, Dock page 41                      Mice pages 45, 46                      The Squirrel pages 49, 50                      The Apple and the Worm page 53                      Go Wind page 58                      Itsy Bitsy Spider pages 62, 63</p> <p><u>Read Aloud:</u>                      Babies on the Go page 3                      Bernard’s Bath page 6                      Bibi and the Bull page 9                      Castles, Caves, and Honeycombs page 13                      David’s Drawings page 18                      Ordinary Amos and the Amazing Fish page 22                      The Rescue of Nanoose pages 26, 27                      Time to Sleep page 31                      We All Went on Safari page 35                      Wonderful Worms page 39</p>
<b>Developing Reading and Viewing Abilities</b>	
<b>6. Conventions of Reading and Viewing</b>	
It is expected that students will:	
19. demonstrate understanding of the concepts about print and the concepts about books (e.g., there is a directionality to print; books are for reading)	<p><u>Writing Guide</u> pages 7 – 9, 21, 31, 34, 35, 39, 42, 43, 76, 87, 108</p> <p><u>Working With Words Guide</u> pages 28 – 35, 38, 53, 65, 66</p> <p><u>Guided Reading:</u>                      Wild Animals pages 2, 3                      My Family page 2                      Making Things page 3                      Getting Ready pages 2, 3                      The Snowman page 2                      I Play Soccer page 2                      What I Wear page 2</p> <p><u>Shared Reading:</u>                      9-1-1 Quack pages 2, 4                      “But, Mom...” pages 2, 3                      Do You See Colours? pages 2, 4, 6, 7                      Going to the Park with Grandpa pages 2, 4, 8                      The Grasshopper and Ant pages 3, 6</p>
<b>Prescribed Learning</b>	<b><i>Scholastic Literacy Place for the Early Years</i></b>

Outcomes	Kindergarten
<b>6. Conventions of Reading and Viewing</b>	<p>Helping Grandma pages 2, 4, 5            It's My World pages 2, 3, 5            The Little Turtle pages 2, 3, 5, 6            Hair Heads pages 2, 4, 5            My Puppy pages 2, 6            What Am I? pages 2, 4, 7            Why Did the Chicken Cross the Road pages 2, 4, 5</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 5            Wild Animals pages 2, 3            Sisters pages 2, 3            Making Things pages 2, 3            All By Myself pages 2, 3            Getting Ready page 2            The Snowman pages 2 – 4            A Sticky Mess page 2            Travel Bingo pages 2, 4            A Hot Day pages 2, 4            I Play Soccer pages 3, 4            Long Neck, Short Neck pages 2, 3            Sammy pages 2, 4            What I Wear pages 2, 4</p> <p><u>Magazine Shared Reading:</u>            It's My World pages 2, 3            All Mine pages 3, 7, 8            What's a Shadow? page 11            Let's Play page 15            Kim and Jack Go Camping page 21            Just for Fun and Are They the Same? page 27</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 5            I Speak, I Say, I Talk page 9            Fuzzy Wuzzy, Creepy Crawly page 13            Polly page 16            Mabel Murple page 21            Zelba Zinnamon page 25            After a Bath page 30            Sailing to Sea page 34            Hickory, Dickory, Dock pages 41, 42</p>

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years Kindergarten</i></b>
<b>6. Conventions of Reading and Viewing</b>	
	<p>Mice pages 45, 46                      The Squirrel pages 49, 50                      The Apple and the Worm page 54                      Go Wind page 57                      Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u>                      Babies on the Go page 2                      Bernard’s Bath page 7                      Bibi and the Bull page 8                      Castles, Caves, and Honeycombs page 12                      David Drawings page 16                      Ordinary Amos and the Amazing Fish pages 20, 21                      The Rescue of Nanoose pages 25 – 27                      Time to Sleep page 29                      We All Went on Safari page 34                      Wonderful Worms page 38</p>
<p>20. use meaning, sentence structure, phonological awareness and letter-sound knowledge to identify a few simple words and some environmental print</p>	<p><u>Writing Guide</u> pages 8, 9, 32, 42</p> <p><u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66</p> <p><u>Guided Reading:</u>                      Making Things page 3                      The Snowman page 2                      I Play Soccer page 2</p> <p><u>Shared Reading:</u>                      Do You See Colours? pages 6, 7                      Going to the Park with Grandpa page 8                      It’s My World page 2                      The Little Turtle page 6                      What Am I? page 7                      Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u>                      Wild Animals page 3                      All By Myself page 3                      The Snowman page 4                      Travel Bingo page 4                      A Hot Day pages 2, 4                      I Play Soccer page 4                      Sammy page 4</p>
<b>Prescribed Learning</b>	<b><i>Scholastic Literacy Place for the Early Years</i></b>

Outcomes	Kindergarten
<b>6. Conventions of Reading and Viewing</b>	
	<p>What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57</p> <p><u>Read Aloud:</u> We All Went on Safari page 34</p>
<b>Developing Abilities to Write and Represent</b>	
<b>7. Learning Writing (and Representing) and Extending Thinking</b>	
It is expected that students will:	
<p>21. create simple messages using a combination of pictures, symbols, and letters</p>	<p><u>Writing Guide</u> pages 8, 9, 32, 42</p> <p><u>Working With Words Guide</u> pages 28 – 35, 53, 65, 66</p> <p><u>Guided Reading:</u> Making Things page 3 The Snowman page 2 I Play Soccer page 2</p> <p><u>Shared Reading:</u> Do You See Colours? pages 6, 7 Going to the Park with Grandpa page 8 It's My World page 2 The Little Turtle page 6 What Am I? page 7 Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 All By Myself page 3 The Snowman page 4 Travel Bingo page 4 A Hot Day pages 2, 4 I Play Soccer page 4 Sammy page 4 What I Wear page 4</p>
<b>Prescribed Learning</b>	<b><i>Scholastic Literacy Place for the Early Years</i></b>

Outcomes	Kindergarten
<b>7. Learning Writing (and Representing) and Extending Thinking</b>	<b>7. Learning Writing (and Representing) and Extending Thinking</b>
	<p><u>Magazine Shared Reading:</u> All Mine page 8 Kim and Jack Go Camping page 21</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 9 Fuzzy Wuzzy, Creepy Crawly page 13 Polly page 16 Go Wind page 57</p> <p><u>Read Aloud:</u> We All Went on Safari page 34</p>
22. recognize writing as “talk written down”	<p><u>Reading Guide</u> pages 46, 97</p> <p><u>Writing Guide</u> pages 19 – 26, 31 – 44, 64, 76, 83, 86, 97</p> <p><u>Working With Words Guide</u> pages 32, 33, 48 – 55, 79, 81 – 85</p> <p><u>Guided Reading:</u> My Family page 2 Making Things page 2 All By Myself page 4 The Snowman page 3 A Birthday for the Twins page 2 The Hockey Game page 2</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 8 But Mom page 7 Do You See Colours? page 4 Going to the Park with Grandpa page 7 The Grasshopper and Ant page 8 Helping Grandma page 7 The Little Turtle page 7 My Puppy page 3 Where Are the Bears? page 7</p> <p><u>Small-Group Shared Reading:</u> Making Things page 2 All By Myself page 2 Getting Ready page 2 A Sticky Mess page 4</p>
<b>Prescribed Learning</b>	<b><i>Scholastic Literacy Place for the Early Years</i></b>

Outcomes	Kindergarten
<b>7. Learning Writing (and Representing) and Extending Thinking</b>	
	<p>Long Neck, Short Neck page 4</p> <p><u>Magazine Shared Reading:</u>            It's My World page 4            All Mine page 7            Let's Play page 14            Kim and Jack Go Camping pages 20, 21</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 6            I Speak, I Say, I Talk page 10            Fuzzy Wuzzy, Creepy Crawly pages 13, 14            Polly page 18            Mabel Murple page 22            Zelba Zinnamon page 24            After a Bath page 31            Sailing to Sea page 35            Popping Popcorn page 39            Mice page 47            The Squirrel page 51            The Apple and the Worm page 54            Itsy Bitsy Spider page 64</p> <p><u>Read Aloud:</u>            Bernard's Bath page 7            Bibi and the Bull page 10            Ordinary Amos and the Amazing Fish page 23            Time to Sleep page 31            We All Went on Safari page 35            Wonderful Worms page 40</p>
23. show an interest in and a positive attitude toward writing and representing	<p><u>Writing Guide</u> pages 19 – 26, 33 – 44, 76, 83, 86, 97</p> <p><u>Working With Words Guide</u> pages 32, 33, 48 – 55, 79, 81 – 85</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years</i> Kindergarten
<b>7. Learning Writing (and Representing) and Extending Thinking</b>	
	<p><u>Guided Reading:</u>            My Family page 2            Making Things page 2            All By Myself page 4            The Snowman page 3            A Birthday for the Twins page 2            The Hockey Game page 2</p> <p><u>Shared Reading:</u>            9-1-1 Quack page 8            But Mom page 7            Do You See Colours? page 4            Going to the Park with Grandpa page 7            The Grasshopper and Ant page 8            Helping Grandma page 7            The Little Turtle page 7            My Puppy page 3            Where Are the Bears? page 7</p> <p><u>Small-Group Shared Reading:</u>            Making Things page 2            All By Myself page 2            Getting Ready page 2            A Sticky Mess page 4            Long Neck, Short Neck page 4</p> <p><u>Magazine Shared Reading:</u>            It's My World page 4            All Mine page 7            Let's Play page 14            Kim and Jack Go Camping pages 20, 21</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log page 6            I Speak, I Say, I Talk page 10            Fuzzy Wuzzy, Creepy Crawly pages 13, 14            Polly page 18            Mabel Murple page 22            Zelba Zinnamon page 24            After a Bath page 31            Sailing to Sea page 35            Popping Popcorn page 39</p>

Prescribed Learning Outcomes	<i>Scholastic Literacy Place for the Early Years Kindergarten</i>
<b>7. Learning Writing (and Representing) and Extending Thinking</b>	
	<p>Mice page 47                      The Squirrel page 51                      The Apple and the Worm page 54                      Itsy Bitsy Spider page 64</p> <p><u>Read Aloud:</u>                      Bernard’s Bath page 7                      Bibi and the Bull page 10                      Ordinary Amos and the Amazing Fish page 23                      Time to Sleep page 31                      We All Went on Safari page 35                      Wonderful Worms page 40</p>
<b>Developing Abilities to Write and Represent</b>	
<b>8. Strategies for Learning to Write and Represent</b>	
It is expected that students will:	
<p>24. before writing/representing, engage in discussions as a strategy to generate ideas when responding to text, pictures, stories, poetry, nonfiction, and classroom experiences (e.g., observing, listening, tasting, touching, drawing, brainstorming, listing, webbing, partner talk)</p>	<p><u>Reading Guide</u> page 24</p> <p><u>Writing Guide</u> pages 12, 33, 37, 38, 40, 43, 63, 67, 74 – 75, 77, 94, 96, 106, 116, 120</p> <p><u>Guided Reading:</u>                      My Family page 4                      Sisters page 4                      A Sticky Mess page 3</p> <p><u>Shared Reading:</u>                      9-1-1 Quack page 8                      But Mom page 7                      Do You See Colours? page 7                      Where Are the Bears? page 7</p> <p><u>Small-Group Shared Reading:</u>                      My Family page 4                      All By Myself page 4                      The Snowman page 4                      Long Neck, Short Neck page 4                      Sammy page 4</p> <p><u>Magazine Shared Reading:</u>                      What’s a Shadow? page 12                      Let’s Play page 16</p>

<b>Prescribed Learning Outcomes</b>	<b><i>Scholastic Literacy Place for the Early Years</i> Kindergarten</b>
<b>8. Strategies for Learning to Write and Represent</b>	
	<p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 10 Fuzzy Wuzzy, Creepy Crawly page 14 After a Bath page 31 Popping Popcorn page 39 Go Wind page 60</p> <p><u>Read Aloud:</u> Bernard’s Bath page 7 Ordinary Amos and the Amazing Fish page 22 The Rescue of Nanoose page 27 Time to Sleep page 31</p>
<p>25. during writing/representing, use the strategy of “copying existing words/representations” and writing, using invented spelling, to express meaning</p>	<p><u>Writing Guide</u> pages 24, 25, 28, 29, 32, 34 – 37, 39, 41 – 43, 63 – 65, 68, 75 – 77, 83 – 87, 95, 97, 99, 107 – 109, 117, 118, 120</p> <p><u>Guided Reading:</u> Getting Ready page 3 What I Wear page 3</p> <p><u>Shared Reading:</u> Just Imagine ABC page 7</p>
<p>26. after writing and representing, show willingness to talk about the experience of writing or representing and to share work with others</p>	<p><u>Writing Guide</u> pages 24, 30, 32, 34, 36, 38, 40, 42, 68, 69, 77, 78, 87, 98 – 100, 108, 110, 119, 121</p> <p><u>Guided Reading:</u> The Snowman page 3 Sammy page 3</p> <p><u>Shared Reading:</u> “But, Mom ...” page 7</p> <p><u>Small-Group Shared Reading:</u> My Family page 4 What I Wear page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8</p> <p><u>Read Aloud:</u> Ordinary Amos and the Amazing Fish page 23</p>

<b>Prescribed Learning Outcomes</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<b>9. Conventions of Writing and Representing</b>	
27. print most of the letters of the alphabet, their own name and a few other words (e.g., love, dog, to) and record a prominent sound in a word	<p><u>Writing Guide</u> pages 30, 34, 63, 75, 83, 125 - 128</p> <p><u>Working With Words Guide</u> pages 45, 46</p> <p><u>Shared Reading:</u> The Grasshopper and Ant page 4 Just Imagine ABC pages 6, 7</p> <p><u>Small-Group Shared Reading:</u> I Feed the Animals page 4</p> <p><u>Poetry Collection Shared Reading:</u> Go Wind page 60</p>