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| Kindergarten | Fall | | | | | | | | | | | | | | | | | Winter | | | | | | | | | | | | | Spring | | | | | | | | |
| Important and  Commemorative  Days | \*Start of School  \*Orange Shirt Day (T&RD)  \*Gender Equality week | | | \*Thanksgiving  \*Halloween  \*National Seniors Day | | | \*Remembrance Day  \*Indigenous Veteran’s Day  \*Louis Riel day  \*Diwali  \*Hanukkah | | | | | | \*Christmas  \*International Day of Person’s with Disabilities  \*Human Rights Day  \*Winter Solstice | | | | \*National Ribbon Skirt Day  \*World Day for African Culture  \*Chinese New Year | | | | | \*Have a Heart Day  \*Anti-Bullying Day  \*Valentine’s Day  \*Family Day  \*Black History Month | | | | \*Elder Beary Day  \*International day to Eliminate Racism  \*Ramadan | | | | \*Easter  \*Passover  \*Eid  \*Equality Day  \*Mother Earth Day | | | | \*World Day for Cultural Diversity  \*Asian Heritage Month | | | \*National Indigenous People’s Day  \*Multi-culturist Day  \*LGBTQ+ Pride  \*Summer Solstice  \*End of School | | |
| Language Learning Experience  Create daily routines for purposeful talk | \*listening without interrupting  \*looking closely at a picture and provide relevant nouns | | **\*r**espond to questions  **\*p**rovide verbs to describe action in picture | | | | | \*noticing and describe details in events and picture  \*tell a story about a picture | | | | \*speaking in complete sentences  \*engaging in group discussion | | | | \*story language  \*retell familiar stories and events  \*use rehearsed phrases to intro. themselves | | | | | \*asking questions, providing relevant comments | | | | \*joining in rhymes, chants, poems | | | | \* retelling key details from a text viewed or heard | | | | | | | \*experimenting with gestures, tone, volume, expression ton communicate | | | \*retelling familiar stories and class event |
| Vocabulary  Tier II words | \*listen, calm, think | | | \*curious, curve, squirm | | | | | | | \*stomped, discover, fair | | \*surprise, wonder | | | | | \*gigantic, ignore, list | | | | \*invite, remind, care | | | | \*important, focus, plan | | | | \*fascinating, prefer, divide | | | | \*feast, worried, | | | \*celebrate, investigate | | |
| Phonological  Awareness  Create daily routines for hearing and saying sounds in words | \*hearing & repeating rhyme  \*blending, segmenting words into compound words | | \*repeating sentences and counting words  \*isolating final sound | | | | | \*blending, segmenting, adding, deleting syllables  \*rhyme production | | | | \*consonants & vowel onset fluency  \*body-coda blending | | | | \*repeating nursery rhymes & separating into spoken words  \*adding, deleting initial phonemes | | | | | \*substituting initial phonemes  \*segmenting 2-3 phoneme words | | | | \*isolating medial vowel | | | | \*consonant digraphs  \*l blends  \*segmenting 4+ phoneme words | | | | | | | \*s blends  \*r blends  \*substituting final phonemes | | | \*review all consonant digraphs, vowels, & blends |
| Alphabet  Letter, Sound, Formation    Resources: Orton Gillingham Sequence or  UFLI | \*using class names to explore initial sounds and identify capital letters  \*Motor movement letter formation | | | | \*singing the ‘Better Alphabet Song’ (all letter names and sounds)  \*Visual/auditory/  blending drill c,o,a,d,g,m  \*blending letter sounds as soon as they are learned (CVC) decoding and encoding | | | | | | \*experiment with initial consonants to label drawings  \*number formation instruction  \*Visual/auditory/  blending drill l,h,t,iArrow Right with solid fill | | | | \*visual/auditory/  blending drill j,k,p  \*pencil grip, top down/left to right formation  Arrow Right with solid fill | | | | \*visual/auditory/ blending drill ch, u, b, r  \*encoding cvc and high frequency  \*shared writing  Arrow Right with solid fill | | | | | \*encoding cvc (glue letters in place, white board spelling)  \*Visual/auditory/  blending drill f,n,e,s,sh  Arrow Right with solid fill | | | | \*3 part drill v, x, z, th, qu  \*Encoding 2 & 3 phoneme words  Arrow Right with solid fill | | | | | | | \*manipulating grapheme cards to make rhymes  Arrow Right with solid fill | | | \*culmination activities | |
| Nursery Rhymes  Hearing and using rhyme, rhythm and repetition helps children develop early literacy skills. | Itsy Bitsy Spider  Hickory Dickory Dock Twinkle, Twinkle Little Star  Humpty Dumpty  It’s Raining, Its Pouring | | | | | | | | | Little Miss Muffet  One, Two Three, Four Five  Little Jack Horner  Hey Diddle Diddle | | | | | | | | | | | Little Bo Peep  Jack & Jill  Star Light, Star Bright, One, Two, Buckle My Shoe  Jack be Nimble | | | | | | | | | | | A Wise Old Owl  There Was an Old Woman Who Lived in a Shoe  A Tisket, A Tasket  Wee Willie Winkie | | | | | | | |
| Concepts of Print/ Letter and Number Formation | \*whole group, pocket chart reading  \*left to right and return sweep  \*locate front and back cover of book  \*locate title  \*show where reading begins | | | | | | | | | | | | | | \*intentional/sequential letter formation instruction - including verbal pathways  \*number formation instruction  \*one-to-one matching with multisyllabic words | | | | | | | | | | | | | \*daily opportunities to form letters/numbers  \*daily opportunities to read books and write books  \*show first and last word on page  \*locate examples of capital and lower case letters on page  \*basic punctuation (.?! “”) | | | | | | | | | | | |
| Reading  Reading is like listening with my eyes!  Resource: Flyleaf© decodable readers and assessment | \*self to text connections  \*Imitates reading behaviors  \*recalling familiar phrases in stories  \*recognizing environmental print | | | | \* finger tracking text  \*Engaging in word solving processes  \*Prints own name  \*’remember-reads’ class-made books | | | | | | \*choral/echo reading  \*Making predictions  \*acting out stories with friends  \*recognizing environmental print | | | | \*asking questions  \*creating Images that demonstrate meaning  \*acting out stories  \*’remember-reading’ class-made books | | | | \*Flyleaf Emergent Reading series -  shared reading  \*acting out stories  \*’remember-reading’ class-made books  \*noticing/labeling classroom print | | | | | \*beginning blending CVC words in books to decode  \*awareness of short vowels  \*reading enchantment | | | | \*awareness of short vowels  \*’remember-reading’ class-made books  \*beginning blending/decoding of CVC words in books  \*identifying fiction/non-fiction | | | | | | | \*blending many CVC words in books to decode  \*demonstrating understanding of theme or basic narrative structure | | | \*daily opportunities to experiment with different kinds of reading materials  \*blending most letters to read most CVC words  \* identification of short vowels | |
| Writing  Writing is like speaking with my pen! | | \*practicing writing letters of students’ names  \*daily shared writing  \*copying environmental print | | | | \*copying name  \*drawing shapes and pictures  \*daily shared writing | | | \*articulation/ drawing of ideas for writing  \*telling or retelling a familiar story  \*practicing correct letter formation  \*copies signs, names, letters | | | | | \*independently creating letter-like shapes and strings of letters  \*differentiating between drawing and writing | | | | | | \*using beginning, middle and ending consonants to represent words with assistance  \*’remember-reads’ own writing | | | \*solidifying letter/sound relationships  \*composing emergent texts for specific purposes | | | | \*using most beginning and ending consonants to make words  \*beginning awareness of short vowels  \*writing a complete idea about picture | | | | | | \*consistently using three letters to make CVC words independently  \*Growing awareness of short vowels | | | | | \*blending many sounds to make CVC words  \*taking risks with writing  \*writing complete 1-3 complete ideas  writing 5-10 familiar words fluently | |

This is an example. Literacy learning is much broader than the sample below. Teachers are encouraged to identify connections with their own established plans, the BC curriculum, and the needs of their learners, to design their own unique, yearly literacy learning plans.

**Kindergarten Literacy: Yearly Planning Snapshot**

**Word Wall Words**

**Sept.** \*Class names

**Oct.** \* I, am, mom

**Nov**. \* like, Dad

**Dec. \***see, the

**Jan**\* a, community names

**Feb.** \*My, my, to

**Mar.**\*Here, here, is

**April** \*Look, look, me

**May** \*can, go

**June** \*Come, come

I can write what I think, and I can read what I write! (Reading instruction is most effective when intertwined with writing instruction and vice versa.)Timeline

Description automatically generated