

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

Overall Expectations	Scholastic Literacy Place for the Early Years Kindergarten
By the end of Kindergarten, children will	
A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts	<p><u>Writing Guide</u> pages 6, 7, 18, 30, 40, 42, 68, 74, 78, 84, 89, 100, 105, 106, 108, 115 - 120</p> <p><u>Working With Words Guide</u> pages 28 – 58, 65, 66, 77 - 89, 93</p> <p><u>Guided Reading:</u>            I Feed the Animals pages 2, 3            Wild 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 pages 2, 3            The Snowman pages 2, 3            A Sticky Mess pages 2 - 4            Travel Bingo pages 2, 3            A Hot Day pages 2, 3            I Play Soccer pages 2 -4            Long Neck, Short Neck pages 2 - 4            Sammy pages 2 - 4            What I Wear pages 2, 3            A Birthday for the Twins pages 2, 3            Hide and Seek pages 2, 3            The Hockey Game pages 2, 3            Library Day pages 2, 3            Make a Pet Rock pages 2, 3</p> <p><u>Shared Reading:</u>            9-1-1 Quack pages 3 - 6            “But, Mom...” pages 2 - 6            Do You See Colours? pages 3 - 7            Going to the Park with Grandpa pages 2, 4 - 8            The Grasshopper and Ant pages 2, 3, 5 - 7            Helping Grandma pages 2 - 5            It’s My World pages 2, 3 – 5, 7            Just Imagine ABC pages 2 - 6            The Little Turtle pages 2, 3, 5, 6            Hair Heads pages 2 - 5            My Puppy pages 2 - 7</p>

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Overall Expectations	Scholastic Literacy Place for the Early Years Kindergarten
By the end of Kindergarten, children will	
A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts	<p>What Am I? pages 2 – 7            Where Are the Bears? pages 2 - 6            Why Did the Chicken Cross the Road? pages 2 - 5</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals pages 2- 5            Wild Animals pages 2 - 4            My Family pages 2, 3            Sisters pages 2 - 4            Making Things pages 2, 3            All By Myself pages 2, 3            Getting Ready pages 2, 3            The Snowman pages 2 - 4            A Sticky Mess pages 2 - 4            Travel Bingo pages 2 - 4            A Hot Day pages 2 - 4            I Play Soccer pages 2 - 4            Long Neck, Short Neck pages 2 - 4            Sammy pages 2 - 4            What I Wear pages 2 - 4</p> <p><u>Magazine Shared Reading:</u>            It’s My World pages 3, 4            All Mine pages 6, 7, 8            What’s My Shadow? pages 9 – 12            Let’s Play pages 13 - 16            Kim and Jack Go Camping pages 18 - 22            Just for Fun and Are They the Same? Pages 25, 27</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log pages 4 – 6, 9            I Speak, I Say, I Talk pages 8 - 10            Fuzzy Wuzzy, Creepy Crawly pages 12 - 14            Polly pages 16 - 18            Mabel Murple pages 21, 22            Zelba Zinnamon pages 24 - 27            After a Bath pages 28, 30, 31            Sailing to Sea pages 32 - 35            Popping Popcorn pages 36, 38, 39            Hickory, Dickory, Dock pages 42, 43</p>

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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
A. communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts	<p>Mice pages 44 - 47            The Squirrel pages 49 - 51            The Apple and the Worm pages 53, 54, 57, 60            Go Wind pages 57 - 60            Itsy Bitsy Spider pages 61, 62, 64</p> <p><u>Read Aloud:</u>            Babies on the Go page 4            Bernard's Bath page 5            Bibi and the Bull page 9            Castles, Caves and Honeycombs page 13            Ordinary Amos and the Amazing Fish pages 21, 23            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 - 40            We All Went on Safari pages 34, 35            Wonderful Worms pages 38, 39</p>

<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;	<p><u>Reading Guide:</u> 8, 15, 16, 41</p> <p><u>Writing Guide</u> pages 19, 29, 30, 32, 33, 37, 41, 76, 87, 108</p> <p><u>Working With Words Guide</u> pages 22, 34, 35, 38 – 47, 61, 81, 83, 85, 87</p> <p><u>Guided Reading:</u>            I Feed the Animals pages 2, 3            Wild Animals, pages 2, 3            My Family ages 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 page 3            I Play Soccer pages 2, 3</p>

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	<p>Long Neck, Short Neck pages 2, 3          Sammy pages 2, 3          What I Wear pages 2, 3          A Birthday for the Twins page 2          Hide and Seek page 2          The Hockey Game page 2          Make a Pet Rock page 3</p> <p><u>Shared Reading:</u>          9-1-1 Quack pages 2 - 4          “But, Mom...” pages 2, 5, 6          Do You See Colours? pages 2, 6          Going to the Park with Grandpa pages 2 - 5          The Grasshopper and Ant pages 2, 3, 6, 8          Helping Grandma pages 2, 4, 5, 7          Just Imagine ABC pages 2, 6          The Little Turtle pages 2 - 7          Hair Heads pages 2 – 5, 7          My Puppy pages 2 – 4, 6, 7</p>
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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;	<p>What Am I? pages 2, 4, 6          Where Are the Bears? pages 2 - 6          Why Did the Chicken Cross the Road? pages 2, 4, 5, 7</p> <p><u>Small-Group Shared Reading:</u>          I Feed the Animals pages 2, 5          Wild Animals pages 2, 3          My Family pages 3, 4          Sisters pages 2, 3          Making Things pages 1 - 3          All By Myself pages 2, 3          Getting Ready pages 2, 3          The Snowman pages 2 - 4          A Sticky Mess pages 2, 3          Travel Bingo pages 2, 3          A Hot Day pages 2 - 4          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></p>

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	<p>All Mine pages 3, 6, 7          What's a Shadow? pages 11, 12          Let's Play pages 14, 15, 17          Kim and Jack Go Camping pages 19 - 23          Just for Fun and Are They the Same? pages 25, 27, 28</p> <p><u>Poetry Collection Shared Reading:</u>          The Frog on the Log pages 4 - 6          I Speak, I Say, I Talk pages 8 -10          Fuzzy Wuzzy, Creepy Crawly pages 12 - 14          Polly pages 16, 18          Mabel Murple pages 20 - 22          Zelba Zinnamon pages 24, 25, 27          After a Bath pages 29 - 31          Sailing to Sea pages 33 - 35          Popping Popcorn pages 37 - 39          Hickory, Dickory, Dock pages 41 - 43          Mice pages 45 - 47</p>
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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
B. demonstrate understanding and critical awareness of a variety of written materials that are read by and with the teacher;	<p>The Squirrel pages 49 - 51          The Apple and the Worm pages 53 - 55          Go Wind pages 57, 59, 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 - 7          Bibi and the Bull pages 8 - 10          Castles, Caves and Honeycombs pages 12, 13          David's Drawings pages 16 - 18          Ordinary Amos and the Amazing Fish pages 20 - 23          The Rescue of Nanoose pages 25 - 27          Time to Sleep pages 29 - 31          We All Went on Safari pages 34, 35          Wonderful Worms pages 38 - 40</p>

<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
C. use reading strategies that are appropriate for	<u>Reading Guide:</u> 8, 15, 16, 23, 24, 41, 44, 45, 79, 80, 81

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<p>beginning readers in order to make sense of a variety of written materials;</p>	<p><u>Writing Guide</u> pages 5, 6, 7, 19, 29, 30 – 34, 37, 40, 41, 64, 74, 76, 83, 87, 94, 105, 108, 116 - 118</p> <p><u>Working With Words Guide</u> pages 22, 34, 35, 38 - 47, 61, 80, 81, 83, 85</p> <p><u>Guided Reading:</u>          I Feed the Animals pages 2, 3          Wild Animals pages 2, 3          My Family ages 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 page 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 pages 2, 3          Hide and Seek pages 2, 3          The Hockey Game pages 2, 3          Make a Pet Rock pages 2, 3</p> <p><u>Shared Reading:</u>          9-1-1 Quack pages 2 – 4, 6          “But, Mom...” pages 2, 3, 5, 6          Do You See Colours? pages 2 - 6          Going to the Park with Grandpa pages 2 - 5          The Grasshopper and Ant pages 2, 3, 6, 8          Helping Grandma pages 2 - 7          Just Imagine ABC pages 2 - 6          The Little Turtle pages 2 - 7</p>
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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>By the end of Kindergarten, children will</p>	<p>Hair Heads pages 2 – 7            My Puppy pages 2 – 7            What Am I? pages 2 - 7            Where Are the Bears? pages 2 - 6            Why Did the Chicken Cross the Road? pages 2 - 7</p>

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	<p><u>Small-Group Shared Reading:</u>          I Feed the Animals pages 2, 5          Wild Animals pages 1 - 3          My Family pages 2 - 4          Sisters pages 2, 3          Making Things pages 2, 3          All By Myself page 2          Getting Ready pages 2 - 4          The Snowman pages 2 - 4          A Sticky Mess pages 2, 3          Travel Bingo pages 2, 3          A Hot Day pages 2 - 4          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 2 - 4          All Mine pages 6, 7          What's a Shadow? pages 10 - 12          Let's Play pages 15, 17          Kim and Jack Go Camping pages 19 - 23          Just for Fun and Are They the Same? pages 25 - 28</p> <p><u>Poetry Collection Shared Reading:</u>          The Frog on the Log pages 4 - 6          I Speak, I Say, I Talk pages 8 - 10          Fuzzy Wuzzy, Creepy Crawly pages 12 - 14          Polly pages 16, 18          Mabel Murple pages 20 - 22          Zelba Zinnamon pages 24, 25, 27          After a Bath pages 29 - 31          Sailing to Sea pages 33 - 35</p>
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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
	Popping Popcorn pages 37 - 39 Hickory, Dickory, Dock pages 41 - 43 Mice pages 45 - 47 The Squirrel pages 49 - 51 The Apple and the Worm pages 53 - 55 Go Wind pages 57 - 60 Itsy Bitsy Spider pages 62 - 64

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	<p><u>Read Aloud:</u>          Babies on the Go pages 2 - 3          Bernard’s Bath pages 5 - 7          Bibi and the Bull pages 8 - 10          Castles, Caves and Honeycombs pages 12, 13          David’s Drawings pages 16 - 18          Ordinary Amos and the Amazing Fish pages 20 - 23          The Rescue of Nanoose pages 25 - 27          Time to Sleep pages 29 - 31          We All Went on Safari pages 34, 35          Wonderful Worms pages 38 - 40</p>
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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
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By the end of Kindergarten, children will

D. communicate in writing, using strategies that are appropriate for beginners;	<p><u>Reading Guide</u> pages 46, 97</p> <p><u>Writing Guide</u> pages 5, 12, 14 – 44, 47 – 52, 56 – 69, 73 – 78, 82 – 89, 93 – 100, 104 – 110, 115 – 121, 127 – 130</p> <p><u>Working With Words Guide</u> pages 18, 21 – 27, 32, 33, 48 – 55, 79, 81 - 85</p> <p><u>Guided Reading:</u>          I Feed the Animals page 3          Wild Animals page 3          My Family page 2          Sisters page 3          Making Things pages 2, 3          All By Myself pages 3, 4          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 3          Sammy page 3          What I Wear 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</p>
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	<p>Do You See Colours? pages 4, 7          Going to the Park with Grandpa page 7          The Grasshopper and Ant pages 4, 7, 8          Helping Grandma page 7          Just Imagine ABC page 7          The Little Turtle page 7          Hair Heads page 7          My Puppy pages 3, 4          What Am I? page 7</p>
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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
D. communicate in writing, using strategies that are appropriate for beginners;	<p>Where Are the Bears? page 7          Why Did the Chicken Cross the Road? page 7</p> <p><u>Small-Group Shared Reading:</u>          I Feed the Animals pages 2, 4          Wild Animals page 4          My Family pages 3, 4          Sisters page 4          Making Things pages 2, 4          All By Myself pages 2, 4          Getting Ready page 2          A Sticky Mess page 4          A Hot Day page 4          I Play Soccer page 4          Long Neck, Short Neck page 4          Sammy 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</p>

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	<p>Popping Popcorn page 39  Mice page 47  The Squirrel page 51  The Apple and the Worm page 54  Go Wind page 60  Itsy Bitsy Spider page 64</p>
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<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
D. communicate in writing, using strategies that are appropriate for beginners;	<p><u>Read Aloud:</u>  Bernard’s Bath page 7  Bibi and the Bull page 10  David’s Drawings page 18  Ordinary Amos and the Amazing Fish pages 22, 23  The Rescue of Nanoose page 27  Time to Sleep page 31  We All Went on Safari page 35  Wonderful Worms page 40</p>

<b>Overall Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
By the end of Kindergarten, children will	
E. demonstrate a beginning understanding and critical awareness of media texts.	<p><u>Writing Guide</u> page 116</p> <p><u>Working With Words Guide</u> pages 35, 36</p> <p><u>Guided Reading:</u>  Hide and Seek page 3</p> <p><u>Shared Reading:</u>  9-1-1 Quack page 8  The Grasshopper and the Ant page 3  Just Imagine ABC page 4</p> <p><u>Magazine Shared Reading:</u>  It’s My World Introduction page 4  What’s a Shadow? page 10  Just for Fun and Are They the Same? page 26</p> <p><u>Poetry Collection Shared Reading:</u>  Popping Popcorn page 38</p> <p><u>Read Aloud:</u></p>

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	Castles, Caves and Honeycombs page 10 Ordinary Amos and the Amazing Fish page 22
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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
Oral Communication As children progress through the Kindergarten years, they:	
1. explore sounds, rhythms, and language structures with guidance and on their own (e.g., generate rhymes, including nonsense words; identify syllables through actions, such as clapping; manipulate sounds and words in shared, guided, and independent activities, such as singing songs or chants or participating in finger plays) [A]*	<p><u>Writing Guide</u> pages 6, 7, 30, 40</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> <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>

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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
<p>2. listen and respond to others for a variety of purposes (e.g., to exchange ideas, express feelings, offer opinions) and in a variety of contexts (e.g., after read-alouds and shared reading or writing activities; while solving a class math problem; in imaginary or exploratory play; at the learning centres; while engaged in games and outdoor play; while making scientific observations of creatures outdoors) [A] Student Talk: Initially (when taking on the role of parent at the house centre) “The baby is crying.” Eventually “Don’t cry, I’ll change your diaper for you.” “I’m making a house. What are you making? I think you should paint yours blue.”</p>	<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>

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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
<p>3. follow one- and two-step directions in different contexts (e.g., in classroom routines; music, drama, and dance activities; outdoor play; learning centres; large-group activities) [A]</p>	<p><u>Working With Words Guide</u> pages 28 – 58, 77 - 88</p> <p><u>Guided Reading:</u>            I Feed the Animals pages 2, 3            Wild Animals page 3            My Family page 3            Sisters page 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 3, 4            Travel Bingo page 3            A Hot Day page 3            I Play Soccer page 4            Long Neck, Short Neck page 3            Sammy page 3            What I Wear page 3            A Birthday for the Twins pages 2, 3            Hide and Seek pages 2, 3            The Hockey Game pages 2, 3            Library Day pages 2, 3            Make a Pet Rock pages 2, 3</p> <p><u>Shared Reading:</u>            9-1-1 Quack page 6            “But, Mom...” pages 2 - 6            Do You See Colours? page 7            Going to the Park with Grandpa page 6            The Grasshopper and Ant page 7            Helping Grandma pages 2 - 5            It’s My World page 7            Just Imagine ABC pages 2 - 6            The Little Turtle page 2            Hair Heads pages 2 - 4            My Puppy pages 2 - 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>

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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
Oral Communication	<p><u>Small-Group Shared Reading:</u>            I Feed the Animals pages 2- 4            Wild Animals page 4            My Family pages 2, 3            Sisters page 4            Making Things pages 2, 3            All By Myself pages 2, 3            Getting Ready pages 2, 3            The Snowman pages 2, 4            A Sticky Mess page 4            Travel Bingo pages 2, 4            A Hot Day page 4            I Play Soccer page 3            Long Neck, Short Neck page 4            Sammy page 4            What I Wear page 4</p> <p><u>Magazine Shared Reading:</u>            It's My World pages 3, 4            All Mine pages 6 - 8            What's My Shadow? pages 10 – 12            Let's Play pages 14, 16            Kim and Jack Go Camping pages 20, 22            Just for Fun and Are They the Same? page 27</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log pages 4 - 6            I Speak, I Say, I Talk pages 8, 9            Fuzzy Wuzzy, Creepy Crawly page 14            Polly page 18            Mabel Murple page 22            Zelba Zinnamon page 27            After a Bath page 31            Sailing to Sea page 35            Popping Popcorn page 39            Hickory, Dickory, Dock pages 42, 43            Mice page 47            The Squirrel page 51            The Apple and the Worm page 54            Go Wind page 60            Itsy Bitsy Spider page 64</p>

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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
	<p><u>Read Aloud:</u> Wonderful Worms pages 38, 39</p>
<p>4. use language in various contexts to connect new experiences with what they already know (e.g., contribute ideas orally during shared or interactive writing; contribute to conversations at learning centres; respond to teacher prompts) [A] Student Talk: “I made a sandcastle like this at the beach.” “I built a snowman with my brother like the one in the story.”</p>	<p><u>Writing Guide</u> pages 18, 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</p>

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<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
	<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</p> <p>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 My 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>

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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
<p>5. use language to talk about their thinking, to reflect, and to solve problems [A] Teacher Prompts: “I wonder how you knew that.” “How did you figure that out?” “What were you thinking about?”</p>	<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 Bibi and the Bull page 9 Castles, Caves, and Honeycombs page 13 The Rescue of Nanoose page 27</p>

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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
<p>6. use specialized vocabulary for a variety of purposes (e.g., terms for things they are building or equipment they are using) [A] Student Talk: At the block centre: “We put a roof on our house.” At the water centre: “I poured the water in the funnel.” After listening to a book being read about farming and then creating a farm with blocks: “My silo doesn’t have any grain in it yet.”</p>	<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>
<p>7. ask questions for a variety of purposes (e.g., for direction, for assistance, for obtaining information, for clarification, for help in understanding something) and in different contexts (e.g., during discussions and conversations with peers and adults; before, during, and after read-aloud activities and shared reading; while making observations on a class walk; in small groups at learning centres) [A]</p>	<p><u>Writing Guide</u> pages 42, 68, 74, 77, 84, 89, 100</p> <p><u>Working With Words Guide</u> page 87</p> <p><u>Guided Reading:</u> I Feed the Animals page 3 Wild Animals page 3 My Family page 3 Sisters pages 2, 3 Making Things page 3 All By Myself pages 2, 3 Getting Ready pages 2, 3 A Sticky Mess pages 2, 3 Travel Bingo page 2 A Hot Day page 3 Long Neck, Short Neck page 4 Sammy page 4 What I Wear page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 6 “But, Mom...” page 3</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
	<p>Do You See Colours? page 5            Going to the Park with Grandpa pages 2, 7            The Grasshopper and Ant page 2            Helping Grandma page 2            It's My World pages 3 - 5            The Little Turtle pages 5, 6            Hair Heads page 5            My Puppy pages 4, 7            Where Are the Bears? page 5            Why Did the Chicken Cross the Road? page 4</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals pages 2, 3            My Family page 3            Sisters pages 2, 3            Making Things pages 2, 3            All By Myself page 2            Getting Ready pages 2, 3            A Sticky Mess page 3            Travel Bingo page 3            Long Neck, Short Neck page 4            Sammy page 4</p> <p><u>Magazine Shared Reading:</u>            It's My World pages 3, 4            All Mine page 8            What's My Shadow? pages 10, 12            Let's Play pages 14, 15            Kim and Jack Go Camping pages 21, 22            Just for Fun and Are They the Same? pages 25 - 27</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 12            Polly pages 17, 18            Zelba Zinnamon page 24            Sailing to Sea pages 32, 34            Popping Popcorn page 38</p>

## Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)

	Hickory Dickory Dock page 42
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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
Oral Communication As children progress through the Kindergarten years, they:	
	<p>Mice pages 45, 47 The Squirrel page 51 The Apple and the Worm page 54 Go Wind page 60</p> <p><u>Read Aloud:</u> We All Went on Safari page 34 Wonderful Worms pages 38, 39</p>
8. begin to use and interpret gestures, tone of voice, and other non-verbal means to communicate and respond (e.g., respond to non-verbal directions from the teacher; vary tone of voice when dramatizing; name feelings that are expressed in facial expressions in photos or illustrations; recognize when someone is upset) [A]	<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>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
Oral Communication As children progress through the Kindergarten years, they:	
9. describe personal experiences, using vocabulary and details appropriate to the situation [A] Student Talk: Initially “We went out for supper.” “My dad and I went out for supper.” Eventually “Last night I went out for supper with my dad because Oma	<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</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

was busy.”	<p>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            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</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Oral Communication</p> <p>As children progress through the Kindergarten years, they:</p>	<p>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>
<p>10. orally retell simple events and simple familiar stories in proper sequence            [A]</p>	<p><u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 - 120</p> <p><u>Working With Words Guide</u> page 56</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

<p>Student Talk: Initially “We cooked the apples.” Eventually “First we had to peel all of the apples. Then we cut them up and cooked them. Then we mashed them and ate the apple sauce.” Initially “Humpty Dumpty fell down and couldn’t get up.” Eventually “Humpty Dumpty was sitting on a wall and he fell down. The king and his men tried to help him but he was too broken and they couldn’t fix him. The end.”</p>	<p><u>Guided Reading:</u> All By Myself page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 3 The Little Turtle page 5 Where Are the Bears? page 6</p> <p><u>Magazine Shared Reading:</u> Let’s Play page 15 Kim and Jack Go Camping page 20</p> <p><u>Poetry Collection Shared Reading:</u> Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Zelba Zinnamon page 25 After a Bath page 30 Popping Popcorn page 38 The Apple and the Worm page 53 Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u> The Rescue of Nanoose page 26 Wonderful Worms page 39</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Oral Communication As children progress through the Kindergarten years, they:</p>	
<p>11. demonstrate awareness that words can rhyme, can begin or end with the same sound, and are composed of phonemes that can be manipulated to create new words (e.g., identify or predict rhyming words; clap syllables in words; replace or delete the initial sounds in a word in songs, poems, chants, name games) [A,C]</p>	<p><u>Working With Words Guide</u> pages 79 - 88</p> <p><u>Guided Reading:</u> I Play Soccer page 3 Sammy page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 4, 5 “But, Mom...” page 6 Do You See Colours? page 7 Going to the Park with Grandpa pages 5, 7 The Grasshopper and Ant page 6 It’s My World page 2 The Little Turtle page 5 My Puppy pages 5, 6 What Am I? page 7</p>

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	<p><u>Small-Group Shared Reading:</u>          My Family page 2          All By Myself page 3          The Snowman page 2          A Hot Day page 4          Sammy page 4</p> <p><u>Poetry Collection Shared Reading:</u>          The Frog on the Log page 6          Fuzzy Wuzzy, Creepy Crawly page 13          Mabel Murple pages 21, 22          Zelba Zinnamon pages 24, 26          Sailing to Sea page 33          Popping Popcorn page 39          Mice page 46          The Squirrel pages 50, 51          Go Wind pages 58, 59          Itsy Bitsy Spider page 64</p> <p><u>Read Aloud:</u>          Babies on the Go page 4          Castles, Caves and Honeycombs page 13          Ordinary Amos and the Amazing Fish page 21          Time to Sleep page 30</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
Reading As children progress through the Kindergarten years, they:	
	<p>We All Went on Safari page 35          Wonderful Worms page 39</p>
12. demonstrate an interest in reading (e.g., expect to find meaning in pictures and text, choose to look at reading materials, respond to texts read by the teacher, reread familiar text, confidently make attempts at reading) [B, C]	<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 3          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</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	<p>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          Bibi and the Bull page 9</p>
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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
Reading As children progress through the Kindergarten years, they:	
	<p>Castles, Caves, and Honeycombs page 13          The Rescue of Nanoose page 27</p>
<p>13. identify personal preferences in reading materials (e.g., choose fiction and non-fiction books, magazines, posters, computerized interactive texts that they enjoy) in different contexts (e.g., teacher read-alouds, shared experiences in reading books, independent reading time) [B,C]          Student Talk: “I like the bug books because I really like</p>	<p><u>Writing Guide</u> pages 18, 74, 78, 105, 106, 115 - 120</p> <p><u>Working With Words Guide</u> page 56</p> <p><u>Guided Reading:</u>          All By Myself page 3</p> <p><u>Shared Reading:</u>          9-1-1 Quack page 3          The Little Turtle page 5          Where Are the Bears? page 6</p> <p><u>Magazine Shared Reading:</u>          Let’s Play page 15</p>

## Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)

<p>spiders.” “Read the book about Thomas again! It was funny.” “I’m making a maze. I read books with mazes all the time.”</p>	<p>Kim and Jack Go Camping page 20</p> <p><u>Poetry Collection Shared Reading:</u>            Fuzzy Wuzzy, Creepy Crawly pages 12, 13            Zelba Zinnamon page 25            After a Bath page 30            Popping Popcorn page 38            The Apple and the Worm page 53            Itsy Bitsy Spider page 62</p> <p><u>Read Aloud:</u>            The Rescue of Nanoose page 26            Wonderful Worms page 39</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Reading            As children progress through the Kindergarten years, they:</p>	
<p>14. respond to a variety of materials read aloud to them (e.g., participate in oral discussions after reading; ask questions to clarify understanding; dramatize familiar stories at the retelling or drama centre; paint, draw, or construct models of characters or settings) [B,C]            Teacher Prompts: After reading a book about a forest: “How do you think the author feels about forests? How do you think the author wants us to feel about forests? Why do you think there are photographs instead of illustrations in the book?” After reading a book about a social issue relevant to the class: “Who is this book written for? What would this story be about from another point of view?”</p>	<p><u>Writing Guide</u> pages 31 – 34, 63, 64, 74, 83, 87, 94, 105, 116 - 118</p> <p><u>Working With Words Guide</u> pages 34, 35, 43</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            What Am I? 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</p>

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	<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 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</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Reading:            As children progress through the Kindergarten years, they:</p>	<p>Just for Fun and Are They the Same? page 28</p> <p><u>Poetry Collection Shared Reading:</u>            The Frog on the Log pages 4 - 6            I Speak, I Say, I Talk pages 8, 10            Fuzzy Wuzzy, Creepy Crawly pages 12, 14            Polly pages 16, 18            Mabel Murple pages 20, 22            Zelba Zinnamon pages 24, 27            After a Bath pages 29, 31            Sailing to Sea pages 33, 35            Popping Popcorn pages 37, 39            Hickory, Dickory, Dock pages 41, 43            Mice pages 45, 47            The Squirrel pages 49, 51            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</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	<p>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>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Reading            As children progress through the Kindergarten years, they:</p>	
<p>15. use illustrations to support comprehension of texts that are read by and with the teacher (e.g., initially: use the information in the pictures in a storybook as they tell the story; eventually: use pictures to support predictions and to confirm the meaning of a word) [B, C]</p>	<p><u>Guided Reading:</u>            A Sticky Mess pages 2, 3</p> <p><u>Shared Reading:</u>            Going to the Park with Grandpa page 3            Helping Grandma page 2</p> <p><u>Magazine Shared Reading:</u>            It's My World pages 2, 3            Just for Fun and Are They the Same? page 25</p>
<p>16. use prior knowledge to make connections (e.g., to new experiences, to other books, to events in the world) to help them understand a diverse range of materials read by and with the teacher [B,C]            Student Talk: "I live in an apartment, too." "That's just like the other bookie read."            "My grandpa and I collected rocks and we made an Inukshuk like the one on the postcard." "That book is just like a movie I saw."</p>	<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            Just Imagine ABC page 6            The Little Turtle page 6            Hair Heads page 4            My Puppy page 4</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	<p>What Am I? page 6          Where Are the Bears? pages 4, 5          Why Did the Chicken Cross the Road? page 5</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
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**Reading**

As children progress through the Kindergarten years, they:

	<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          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></p>
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**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	<p>The Rescue of Nanoose page 27          Time to Sleep page 31          Wonderful Worms page 39</p>
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Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Reading            As children progress through the Kindergarten years, they:</p>	
<p>17. make predictions regarding an unfamiliar text that is read by and with the teacher, using prior experience, knowledge of familiar texts, and general knowledge of the world around them (e.g., use the cover pictures and/or title to determine the topic and/or text form) [B,C]            Teacher Prompts: “What do you think this book might be about? How did you figure that out?” “What kind of book do you think this is? What does the picture tell us about what might happen in the book? What clues did you use to help you figure that out?” “What words do you think might be in this book?” “What do you know about birds that will help us read this book?”</p>	<p><u>Writing Guide</u> page 40</p> <p><u>Working With Words Guide</u> pages 34, 35, 41, 61, 80, 81, 83, 85</p> <p><u>Guided Reading:</u>            Sisters page 2            Making Things pages 2, 3            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 pages 2, 3            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            It’s My World page 2            The Little Turtle pages 2, 3            Hair Heads pages 2, 3            My Puppy pages 2, 3            Where Are the Bears? page 2</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals pages 1, 2            My Family page 2            Sisters page 2            Making Things page 2</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	All By Myself page 2 Getting Ready page 2 A Sticky Mess page 2
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
Reading As children progress through the Kindergarten years, they:	<p>Travel Bingo page 2 I Play Soccer pages 2, 3 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 pages 3, 4 Let's Play pages 14, 15 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> Zelba Zinnamon page 24 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> Bernard's Bath page 6 Bibi and the Bull page 9 Castles, Caves and Honeycombs page 13 David's Drawings pages 16, 17 Ordinary Amos and the Amazing Fish pages 21, 22 The Rescue of Nanoose page 26 Time to Sleep page 30 We All Went on Safari pages 34, 35 Wonderful Worms page 38</p>
18. retell stories in proper sequence that have been read by and with the teacher, using pictures in the book and/or props (e.g., use props such as finger puppets or flannel-board characters;	<p><u>Reading Guide:</u> pages 8, 16, 41</p> <p><u>Guided Reading:</u> Getting Ready page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 3</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

use plastic models at the sand table to tell the story of the Gingerbread Man) [B,C]	The Little Turtle pages 4, 6 Where Are the Bears? Pages 3, 4, 6
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
Reading As children progress through the Kindergarten years, they:	
	<p><u>Magazine Shared Reading:</u> Kim and Jack Go Camping pages 20, 22</p> <p><u>Poetry Collection Shared Reading:</u> Fuzzy Wuzzy, Creepy Crawly pages 12, 13 Zelba Zinnamon page 25 After a Bath page 30 Hickory, Dickory, Dock page 41 The Apple and the Worm page 53</p> <p><u>Read Aloud:</u> Bibi and the Bull page 10 David’s Drawings page 18 Ordinary Amos and the Amazing Fish page 23 Time to Sleep page 31</p>
19. retell information from non-fiction materials that have been read by and with the teacher in a variety of contexts (e.g., read-alouds, shared reading experiences), using pictures and/or props [B, C] Student Talk: Initially “First he was a caterpillar, then he was a butterfly.” Eventually “First the butterfly is an egg, then it turns into a caterpillar, the caterpillar spins a chrysalis, and then it’s a beautiful butterfly.”	<p><u>Reading Guide:</u> pages 15, 16, 41</p> <p><u>Guided Reading:</u> Getting Ready page 3 The Snowman page 3 Make a Pet Rock page 3</p> <p><u>Shared Reading:</u> Hair Heads pages 3, 7</p> <p><u>Small- Group Shared Reading:</u> Getting Ready page 3</p> <p><u>Magazine Shared Reading:</u> Let’s Play page 15</p> <p><u>Read Aloud:</u> The Rescue of Nanoose page 27 Wonderful Worms page 40</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Reading As children progress through the Kindergarten years, they:</p>	
<p>20. demonstrate an awareness of basic book conventions and concepts of print when a text is read aloud or when they are beginning to read print (e.g., hold the book the right way up; start at the beginning of the book; turn the pages in the correct order; recognize that print uses letters, words, spaces between words, and sentences; understand that printed materials contain messages; follow the print with a pointer for the class as a story is read aloud during shared reading) [B,C]</p>	<p><u>Writing Guide</u> pages 5, 6, 19, 29, 30, 32, 33, 37, 41, 76, 87, 108</p> <p><u>Working With Words Guide</u> page 38</p> <p><u>Guided Reading:</u> Wild Animals pages 2, 3 My Family page 2 Getting Ready 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 Going to the Park with Grandpa pages, 2, 4 The Grasshopper and Ant pages 3, 6 Helping Grandma pages 2, 4, 5 It’s My World pages 2, 3, 5 The Little Turtle pages 2, 3, 5 Hair Heads pages 2, 4, 5 My Puppy pages 2, 6 What Am I? pages 2, 4 Where Are the Bears? pages 2, 3, 5 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 page 2 Sisters pages 2, 3 Making Things pages 2, 3 All By Myself page 2 Getting Ready page 2 The Snowman pages 2, 3 A Sticky Mess page 2 Travel Bingo page 2 A Hot Day page 2 I Play Soccer page 3 Long Neck, Short Neck pages 2, 3 Sammy page 2</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Reading As children progress through the Kindergarten years, they:</p>	<p>What I Wear pages 2, 3</p> <p><u>Magazine Shared Reading:</u> It's My World pages 2, 3 All Mine pages 3, 7 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 Mabel Murple page 21 Zelba Zinnamon page 25 After a Bath page 30 Sailing to Sea page 34 Hickory, Dickory, Dock pages 41, 42 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's 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>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Reading As children progress through the Kindergarten years, they:</p>	
<p>21. demonstrate knowledge of most letters of the alphabet in different contexts (e.g., use a variety of capital and lower-case manipulative letters in letter play; identify letters by name on signs and labels at learning centres, in chart stories, in poems, in big books, on traffic signs; identify the sound that is represented by a letter; identify a word that begins with the letter) [B,C] Student Talk: “It’s a capital T.” “That’s m.” “That word starts like my name – Jasdeep.”</p>	<p><u>Writing Guide</u> pages 6, 7, 30</p> <p><u>Working With Words Guide</u> pages 22, 38 - 47</p> <p><u>Guided Reading:</u> I Feed the Animals pages 2, 3 Wild Animals pages 2, 3 My Family page 2 Making Things page 2 Getting Ready page 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack page 4 “But, Mom...” page 6 Do You See Colours? pages 5, 6 Going to the Park with Grandpa page 5 The Grasshopper and Ant page 8 Helping Grandma page 7 It’s My World pages 3 - 6 The Little Turtle pages 4, 7 Hair Heads page 7 My Puppy page 7 What Am I? page 7 Why Did the Chicken Cross the Road? page 7</p> <p><u>Small-Group Shared Reading:</u> Wild Animals page 3 My Family page 4 Making Things page 3 All By Myself page 3 Getting Ready page 4 The Snowman page 4 A Hot Day page 4 I Play Soccer page 3 Sammy page 3</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 10 Fuzzy Wuzzy, Creepy Crawly page 13 Sailing to Sea page 35</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Reading As children progress through the Kindergarten years, they:</p>	
	<p>Popping Popcorn page 38 Go Wind page 59 Itsy Bitsy Spider page 64</p> <p><u>Read Aloud:</u> We All Went on Safari page 35 Wonderful Worms page 39</p>
<p>22. begin to use reading strategies to make sense of unfamiliar texts in print (e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships; initially: tell a story using the pictures, recognize some familiar names or words; eventually: read patterned and simple texts2) [C] Teacher Prompts: “Let’s do a picture walk of the book.” “I noticed that you looked at the picture before you tried that word.” “If you think the word is jump, then what letter will we see when we lift the sticky note?”</p>	<p><u>Reading Guide</u> pages 23, 24, 44, 45, 79, 80, 81</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> I Feed the Animals page 3 Wild Animals, pages 2, 3 My Family ages 2, 3 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 pages 2, 3 What I Wear pages 2, 3 A Birthday for the Twins pages 2, 3 Hide and Seek pages 2, 3 The Hockey Game pages 2, 3 Library Day pages 2, 3 Make a Pet Rock pages 2, 3</p> <p><u>Shared Reading:</u> 9-1-1 Quack pages 2 - 4, 6 “But, Mom...” pages 2 - 5 Do You See Colours? pages 2 - 6 Going to the Park with Grandpa pages 2, 4, 5</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Reading As children progress through the Kindergarten years, they:</p>	<p>The Grasshopper and Ant pages 2 – 5            Helping Grandma pages 2 – 6            Just Imagine ABC pages 2 - 5            The Little Turtle pages 2 - 5            Hair Heads pages 2 - 6            My Puppy pages 2 - 6            What Am I? pages 2 - 6            Where Are the Bears? pages 2 – 6            Why Did the Chicken Cross the Road? pages 2 – 6</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals page 2            My Family pages 2, 3            Sisters page 2            Making Things pages 2, 3            All By Myself page 2            Getting Ready pages 2, 3            The Snowman pages 2, 3            A Sticky Mess page 2            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</p> <p><u>Magazine Shared Reading:</u>            It's My World pages 3, 4            All Mine page 6            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? 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, 13</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Reading As children progress through the Kindergarten years, they:</p>	
	<p>Polly pages 16, 17 Mabel Murple pages 20, 21 Zelba Zinnamon page 24 After a Bath page 29 Sailing to Sea pages 33, 34 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 pages 57, 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 pages 16 - 18 Ordinary Amos and the Amazing Fish pages 21, 22 The Rescue of Nanoose pages 26, 27 Time to Sleep page 31 We All Went on Safari pages 34, 35 Wonderful Worms pages 38, 39</p>

Specific Expectations	Scholastic Literacy Place for the Early Years Kindergarten
<p>Writing As children progress through the Kindergarten years, they:</p>	
<p>23. demonstrate interest in writing (e.g., choose a variety of writing materials, such as adhesive notes, labels, envelopes, coloured paper, markers, crayons, pencils) and choose to write in a variety of contexts (e.g., draw or record ideas at learning centres) [D]</p>	<p><u>Writing Guide</u> pages 17 – 24, 31- 42, 76, 83, 86, 97</p> <p><u>Working With Words Guide</u> pages 32, 33, 48 – 55, 79, 81 - 85</p>
<p>24. demonstrate an</p>	<p><u>Reading Guide</u> pages 46, 97</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

<p>awareness that writing can convey ideas or messages (e.g., contribute ideas to modelled, shared, or interactive writing experiences; ask the teacher to write out new words for them; ask questions about the meaning of something in print) [D]          Student Talk: “What does that say?” “What does it mean?”</p>	<p><u>Writing Guide</u> pages 17 – 24, 29- 42, 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</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Writing            As children progress through the Kindergarten years, they:</p>	<p>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</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	<p>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>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Writing            As children progress through the Kindergarten years, they:</p>	
<p>25. write simple messages (e.g., a grocery list on unlined paper; a greeting card made on a computer; labels for a block or sand construction), using a combination of pictures, symbols, knowledge of the correspondence between letters and sounds (phonics), and familiar words (e.g., initially: use pictures and strings of random letters; eventually: use such familiar words as I, to, and my, and such spelling approximations as “I lv u mum” or “dnt tuch”) [D]            Teacher Prompts: “Stretch the word and listen to the</p>	<p><u>Writing Guide</u> pages 45, 63, 77, 78, 83, 95, 99, 106, 109</p> <p><u>Working With Words Guide</u> pages 52, 81</p> <p><u>Guided Reading:</u>            I Feed the Animals page 3            My Family page 3            Sisters page 3            Making Things page 3            All By Myself page 3            Getting Ready page 3            The Snowman page 3            A Sticky Mess page 3            A Hot Day page 4            I Play Soccer page 3            Long Neck, Short Neck page 3            Sammy page 4            What I Wear page 3            A Birthday for the Twins page 2            Library Day page 2</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

<p>sounds.” “What sound do you hear at the beginning (middle, end) of that word?” “Whose name starts with that sound?”</p>	<p><u>Shared Reading:</u> 9-1-1 Quack page 8 “But, Mom...” page 7 Do You See Colours? page 7 Going to the Park with Grandpa page 7 The Grasshopper and Ant page 7 Helping Grandma page 2 Just Imagine ABC page 7 The Little Turtle page 7 Hair Heads page 7 My Puppy pages 6, 7</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Writing As children progress through the Kindergarten years, they:</p>	<p><u>Small-Group Shared Reading:</u> I Feed the Animals page 4 My Family page 4 Sisters page 4 Making Things page 4 All By Myself page 4 Getting Ready page 4 The Snowman page 4 A Sticky Mess page 4 Travel Bingo page 4 A Hot Day page 4 I Play Soccer page 4 Long Neck, Short Neck page 4 Sammy page 4</p> <p><u>Magazine Shared Reading:</u> All Mine page 8 What’s a Shadow? page 12 Let’s Play page 16 Kim and Jack Go Camping page 22 Just for Fun and Are They the Same? page 27</p> <p><u>Poetry Collection Shared Reading:</u> I Speak, I Say, I Talk page 10 Fuzzy Wuzzy, Creepy Crawly page 14 Polly page 18 Zelba Zinnamon page 27 After a Bath page 31</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	<p>Sailing to Sea page 35          Popping Popcorn page 39          Hickory, Dickory, Dock pages 42, 43          Go Wind page 60</p> <p><u>Read Aloud:</u>          Babies on the Go page 4          Bernard’s Bath page 7          Castles, Caves and Honeycombs page 14          Ordinary Amos and the Amazing Fish pages 22, 23          The Rescue of Nanoose page 27          Time to Sleep page 31</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Writing            As children progress through the Kindergarten years, they:</p>	
<p>26. begin to use classroom resources to support their writing (e.g., a classroom word wall that is made up of children’s names, words from simple patterned texts, and words used repeatedly in shared or interactive writing experiences; signs or charts in the classroom; picture dictionaries; alphabet cards; books) [B,D]</p>	<p><u>Writing Guide</u> pages 24, 25, 28, 29, 32, 34 – 37, 39, 41 – 44, 63 – 65, 68, 75 – 77, 83 – 87, 95, 97, 99, 107 – 109, 117, 118, 120, 127 - 130</p> <p><u>Working With Words Guide</u> pages 45, 46</p> <p><u>Guided Reading:</u>            Getting Ready page 3            What I Wear page 3</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>
<p>27. experiment with a variety of simple writing forms for different purposes and in a variety of contexts (e.g., write letters at the post office centre; make signs at the block centre; record their findings at the water centre or dramatic play centre;</p>	<p><u>Writing Guide</u> pages 12, 14 – 17, 19 – 42, 47 – 52, 56 – 69, 73 – 78, 82 – 89, 93 – 100, 104 – 110, 115 – 121</p> <p><u>Guided Reading:</u>            I Feed the Animals page 3            Wild Animals page 3            My Family page 2            Sisters page 3            Making Things page 3</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

<p>make a list of classmates' names; make greeting cards at the visual arts centre; tell stories at the writing centre or painting centre) [D]</p>	<p>All By Myself 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 3          Sammy page 3          What I Wear page 3</p> <p><u>Shared Reading:</u>          9-1-1 Quack page 8</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Writing            As children progress through the Kindergarten years, they:</p>	<p>“But, Mom...” page 7            Do You See Colours? page 7            Going to the Park with Grandpa page 7            The Grasshopper and Ant page 7            Helping Grandma page 7            It’s My World page 7            Just Imagine ABC page 7            The Little Turtle page 7            Hair Heads page 7            My Puppy pages 3, 4            What Am I? page 7            Where Are the Bears? page 7            Why Did the Chicken Cross the Road? page 7</p> <p><u>Small-Group Shared Reading:</u>            I Feed the Animals page 2            Wild Animals page 4            My Family pages 3, 4            Sisters page 4            Making Things page 4            All By Myself page 4            A Sticky Mess page 4            A Hot Day page 4            I Play Soccer page 4            Long Neck, Short Neck page 4            Sammy page 4</p> <p><u>Read Aloud:</u></p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	<p>David’s Drawings page 18          Ordinary Amos and the Amazing Fish pages 22, 23          The Rescue of Nanoose page 27          Time to Sleep page 31          We All Went on Safari page 35</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
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**Writing**

As children progress through the Kindergarten years, they:

28. communicate ideas about personal experiences and/or familiar stories, and experiment with personal voice in their writing (e.g., make a drawing of a day at the park and retell their experiences orally to their classmates; make a story map of “The Three Little Pigs” and retell the story individually to the teacher during a writing conference)  
 [D]

Writing Guide pages 5, 17 – 42, 47 – 51, 56 – 69, 73 – 78, 82 – 89, 93 – 100, 104 – 110, 115 - 121

Working With Words Guide pages 18, 21 – 27

Guided Reading:

- I Feed the Animals page 3
- Wild Animals page 3
- My Family page 2
- Sisters page 3
- Making Things page 3
- All By Myself 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 3
- Sammy page 3
- What I Wear page 3

Shared Reading:

- 9-1-1 Quack page 8
- “But, Mom...” page 7
- Do You See Colours? page 7
- Going to the Park with Grandpa page 7
- The Grasshopper and Ant page 7
- Helping Grandma page 7
- It’s My World page 7
- Just Imagine ABC page 7
- The Little Turtle page 7
- Hair Heads page 7
- My Puppy pages 3, 4
- What Am I? page 7
- Where Are the Bears? page 7

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

	Why Did the Chicken Cross the Road? page 7
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Writing</p> <p>As children progress through the Kindergarten years, they:</p>	<p><u>Small-Group Shared Reading:</u></p> <p>I Feed the Animals page 2            Wild Animals page 4            My Family pages 3, 4            Sisters page 4            Making Things page 4            All By Myself page 4            A Sticky Mess page 4            A Hot Day page 4            I Play Soccer page 4            Long Neck, Short Neck page 4            Sammy page 4</p> <p><u>Read Aloud:</u></p> <p>David’s Drawings page 18            Ordinary Amos and the Amazing Fish pages 22, 23            The Rescue of Nanoose page 27            Time to Sleep page 31            We All Went on Safari page 35</p>

<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Understanding of Media Materials</p> <p>As children progress through the Kindergarten years, they:</p>	
<p>29. begin to respond critically to animated works (e.g., cartoons in which animals talk, movies in which animals go to school) [E]</p> <p>Teacher Prompts: “Whom do you think the people who created this cartoon made it for?” “Who do you think likes to watch cartoons or animated works?” “What is it about this cartoon that makes you want to watch it?”</p>	<p><u>Working With Words Guide</u> pages 35, 36</p> <p><u>Guided Reading:</u></p> <p>Hide and Seek page 3</p> <p><u>Shared Reading:</u></p> <p>9-1-1 Quack page 8</p>

**Correlation --- The Ontario Language Curriculum to Scholastic Literacy Place for the Early Years (Kindergarten)**

<p>30. communicate their ideas verbally and non-verbally about a variety of media materials (e.g., describe their feelings in response to seeing a DVD or a video; dramatize messages from a safety video or poster; paint pictures in response to an advertisement or CD) [E] Teacher Prompt: "How was Yen's thinking about the DVD/video different from yours?"</p>	<p><u>Shared Reading:</u> The Grasshopper and the Ant page 3</p> <p><u>Magazine Shared Reading:</u> It's My World Introduction page 4 What's a Shadow? page 10 Just for Fun and Are They the Same? page 26</p>
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<b>Specific Expectations</b>	<b>Scholastic Literacy Place for the Early Years Kindergarten</b>
<p>Understanding of Media Materials As children progress through the Kindergarten years, they:</p>	
<p>31. view and listen to a variety of media materials (e.g., videos, photographs, posters, menus, advertisements), and respond critically to them [E] Teacher Prompts: "Someone made this poster. Whom do you think he or she wanted to look at it? Why?" "Sometimes when you buy cereal, there are toys in the box. Why do you think the people who made the cereal put toys in there?"</p>	<p><u>Writing Guide</u> page 116</p> <p><u>Shared Reading:</u> Just Imagine ABC page 4</p> <p><u>Poetry Collection Shared Reading:</u> Popping Popcorn page 38</p> <p><u>Read Aloud:</u> Castles, Caves and Honeycombs page 10 Ordinary Amos and the Amazing Fish page 22</p>