Kindergarten ELAL Alberta Curriculum - Correlation to *Language Foundations Phonics* by Wiley Blevins

Note: Outcomes in grey are not directly taught in *Language Foundations Phonics*
Key for the Alberta Curriculum: GI - Guiding Idea and LO - Learning Outcome

GI: Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.					
LO: Children experiment with sounds in words.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	***Phonics From A to Z*** **- Reference Book**	**Additional Resources**
Sounds can be identified at the beginning, middle, or ending of words.	Words are made up of sounds (phonemes).	Identify sounds at the beginning of spoken words.	**Program Guide** pp. 22 - 27: Weekly instructional routines for teaching the alphabet pp. 69 - 73: Alphabet assessment	***Phonics From A to Z*** **Resource** pp.64 - 71: Instruction for teaching segmenting and using Elkonin Boxes	
		Identify sounds in the middle of spoken words.			
		Identify sounds at the ending of spoken words.			
Sounds can be identified at the beginning of words.	Words have initial and final sounds (phonemes).	Identify sounds at the beginning and ending of spoken words.	**Alphabet Lesson Instruction Cards** Step 1: Explicit instruction of the grapheme-phoneme correspondence (GPC)	pp. 76 - 79: 35 Quick and Easy Activities for Developing Phonemic Awareness	**Printable Online Resource** Learning Centre Activities Independent Acitivties
Sounds can be identified at the ending of words.		Sort words based on their initial sounds.		pp. 83 - 96: Activities for oral segmenting	
		Sort words based on their final sounds.	**Alphabet Cards** 53 Letter Cards to reinforce GPC 44 Letter Sound Cards to reinforce GPC	pp. 258 - 261: Lists of compound words	
Sentences can be separated into words.		Count the number of words in a spoken sentence of three to four words.			
Words can be separated into parts, (*e.g.*, syllables, onsets, rimes, phonemes, or the two individual words that compose a compound word).	Spoken language is made up of words and sentences that can be separated into parts (segmentation).	Separate compound words into two individual words.	**Program Guide** pp. 22 - 23 Teaching Phonemic Awareness (Teaching the Alphabet) pp. 56 - 68 Phonemic Awareness Assessment **Alphabet Instruction Cards** **Step 1:** Explicit instruction for oral blending and segmenting **Step 2:** Sort by letter-sound activity	***Phonics From A to Z*** **Resource** pp.64 - 71: Instruction for teaching segmenting and using Elkonin Boxes pp. 83 - 96: Activities for oral segmenting pp. 258 - 261: Lists of compound words	**Printable Online Resources** Learning Centre Activity Independent Acitivty Blend Compound Words Quick Check Compound Words
		Identify the number of syllables in one- to three-syllable words.			
		Separate words into onsets and rimes.			

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	Phonics From A to Z - Reference Book	Additional Resources
Two separate words can be blended to form a new word (compound word).	Sounds can be blended to form spoken words.	Blend two words to form compound words.	**Program Guide** pp. 22 - 23 Teaching Phonemic Awareness (Teaching the Alphabet) pp. 28 - 29 Teaching Phonemic Awareness (Teaching Phonics) pp. 34 - 36 Developing Phonological Awareness (Teaching Word Study) pp. 56 - 68 Phonemic Awareness Assessment **Alphabet & Phonics Lesson Instruction Cards** Step 1: Instruction for oral blending and segmenting **Word Study Cards** Compound Words	*Phonics From A to Z* **Resource** pp. 171 - 174: Instruction for blending pp. 80 - 82: Activities for blending	**Printable Online Resource** Learning Centre Activities Independent Acitivties
Two or more syllables can be blended to form a new word.		Blend syllables to form words.			
Sounds (phonemes) can be blended to form words.		Blend onsets and rimes to form words.			
		Blend sounds to form words.			
One of the words in a compound word can be removed.	Parts of words can be removed (deletion).	Delete one word in compound words.			
Syllables in words can be removed.		Delete one syllable from multisyllabic words.			
Sounds in words (phonemes) can be removed.		Delete onsets or rimes in words.			

OI: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.

LO: Children make connections between letters and sounds in words.

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	Phonics From A to Z - Reference Book	Additional Resources
The English alphabet consists of a set of 26 letters.	Letters come in many shapes and sizes.	Identify letters by characteristics.	**Program Guide** pp. 22 - 27: Instructional routines for teaching the alphabet pp. 69 - 73: Alphabet assessment **Alphabet Lesson Instruction Cards** Step 1: Instructions for teaching the GPC **Alphabet Cards** 53 Letter Cards to reinforce GPC 44 Letter Sound Cards to reinforce GPC	*Phonics From A to Z* **Resource** pp. 35 - 54: background knowledge, includes instructional activities, suggested sequence, letter writing practice, and a list of recommended alphabet books	**Printable Online Resources:** Handwriting Practice Reproducibles Printable Learning Centre Activity - I Know My ABCs Independent Activity 1- Connect the Dots Independent Activity 2- ABC Puzzle (Upper-case Letters) Independent Activity 3- ABC Puzzle (Lower-case Letters)
Letters have distinguishable characteristics, including height, shape, straight lines, curved lines.		Recognize most upper case and lower case letters by name.			
Letters can be upper case or lower case.					
Letters represent sounds in words.	Knowing the relationship between letters and sounds (phonics) supports reading print messages.	Make connections between letters and sounds in words.			
There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).		Recognize the first, middle, or ending letter or sound in words.			

OI: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.					
LO: Children recognize some letters and words with speed and accuracy.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	*Phonics From A to Z* - **Reference Book**	**Additional Resources**
Some letters can be recognized quickly and accurately.	Some words, signs, and symbols are very common and can be recognized automatically.	Recognize some letters of the alphabet with speed and accuracy.	**Program Guide** pp. 22 - 27: Instructional routines for teaching the alphabet pp. 69 - 73: Alphabet assessment **Alphabet Lesson Instruction Cards** Step 1: Instructions for teaching GPC **Alphabet Cards** 53 Letter Cards to reinforce GPC 44 Letter Sound Cards to reinforce GPC	*Phonics From A to Z* **Resource** pp. 35 - 54: background knowledge, includes instructional activities, suggested sequence, letter writing practice, and a list of recommended alphabet books	**Printable Online Resource** Learning Centre Activities Independent Acitivties
Some words can be recognized quickly and accurately.		Recognize 5–10 high frequency words.	**Alphabet Cards** Step 2: Instruction of high-frequency words	*Phonics From A to Z* **Resource** pp. 193 - 204: background knowledge, spelling routines and lists of high-frequency words	**Printable Online Resources** Learning Centre Activities Independent Acitivties
		Recognize one's own name.			
		Recognize some environmental print automatically.			
Phrased reading reflects end punctuation, including pausing at periods and raising one's voice at the end of questions.	Fluent and phrased reading sounds like spoken language.	Notice end punctuation and reflect it in voice.	**Alphabet Cards** Step 3: Connect to Reading (decodable texts to develop fluency and prosody)	*Phonics From A to Z* **Resource** pp. 174 to 185: background knowledge on decodable texts, research and instructional strategies	**Printable Online Resources** Learning Centre Activities Independent Acitivties

GI: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
OI: Children develop appropriate grammar in oral language and experiment with spelling and punctuation in written messages.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	*Phonics From A to Z* - **Reference Book**	**Additional Resources**
Names begin with a capital letter.	Written messages can be communicated in predictable ways.	Identify capital letters in names.	**Language Conventions Cards** Declarative and Exclamatory Sentences Imperative and Interrogative Sentences Step 1: Introduce the Interactive Story Step 2: Introduce the Language Convention Step 3: Guided Practice Step 4: Independent Practice Step 5: Apply to Reading and Writing		**Printable Online Resource** Learning Centre Activities Independent Acitivties
Sentences begin with a capital letter.		Identify capital letters at the beginning of sentences.			
Sentences often end with periods.		Identify periods at the end of sentences.			
A sentence is a group of words that shares a complete thought or idea.	Language is organized to support understanding and sharing of ideas (grammar).	Recognize sentences in oral language that include a complete thought or idea.			
Sentence types include telling (declarative) or asking (interrogative)		Differentiate between telling and asking sentences.			
The spelling of words can be remembered.	Some words are very common and can be spelled automatically.	Spell 5–10 high frequency words.	**Alphabet Cards** Step 2: Instruction of high-frequency words	*Phonics From A to Z* **Resource** pp. 193 - 204: background knowledge, spelling routines and lists of high-frequency words	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Some words occur often in spoken and written language (high-frequency words).					
Some words do not have a one-letter-to-one-sound relationship (*e.g.*, the).					
Saying words slowly can help to hear individual sounds in words.	Spelling includes writing the sounds heard in words.	Attempt to spell unknown words using letter-sound relationships.			
OI: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
LO: Children develop vocabulary through a variety of literacy experiences.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	*Phonics From A to Z* - **Reference Book**	**Additional Resources**
Vocabulary can be developed through literacy experiences, such as read, alouds, songs, poems, rhymes, pictures, conversations, land.	Literacy experiences can provide opportunities to learn new words.	Explore and play with new words.			
		Identify the meaning of new words.			
		Develop new vocabulary through a variety of literacy experiences.			
		Transfer new vocabulary to different situations.			

Grade 1 ELAL Alberta Curriculum - Correlation to Language Foundations Phonics
by Wiley Blevins

Note: Outcomes in grey are not directly taught in Language Foundations Phonics
Key for the Alberta Curriculum: GI - Guiding Idea and LO - Learning Outcome

OI: Phonological Awareness - Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.					
LO: Students manipulate sounds in words in oral language.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	***Phonics From A to Z*** - **Reference Book**	**Additional Resources**
A series of words or phrases that begin with the same sound can be combined for humorous effect (alliteration) (*e.g.*, tongue twisters).	Sounds in words (phonemes) can be repeated for effect.	Generate alliterative words.		***Phonics From A to Z* Resource** pp. 76 - 79: 35 Quick and Easy Activities for Developing Phonemic Awareness	
		Generate alliterative phrases.			
Words that rhyme can have more than one syllable.	Rhyming words can be present in a variety of oral language contexts.	Generate rhyming words that have up to three syllables.			
		Recall simple songs or poems that contain words that rhyme.			
Compound words can be separated into two individual words.	Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.	Identify individual words in compound words.	**Program Guide** pp. 22 - 23: Teaching Phonemic Awareness (Teaching the Alphabet) pp. 28 - 29: Teaching Phonemic Awareness (Teaching Phonics) pp. 34 - 36: Developing Phonological Awareness (Teaching Word Study) pp. 56 - 68: Phonemic Awareness Assessment **Alphabet & Phonics Lesson Instruction Cards** Step 1: Instruction for oral blending and segmenting	***Phonics From A to Z* Resource** pp.64 - 71: Instruction for teaching segmenting and using Elkonin Boxes pp. 83 - 96: Activities for oral segmenting pp. 258 - 261: Lists of compound words	**Printable Online Resources** Learning Centre Activity Independent Acitivty Blend Compound Words Quick Check Compound Words
Words can be separated into syllables.		Identify syllables in words that have three or more syllables.			
Words can be separated into sounds.		Segment the sounds of words containing up to five phonemes.			
Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.					

Two separate words can be blended to form a new word (compound word).	Words can be formed by blending words, parts of words, or sounds.	Blend two words to form compound words.	**Program Guide** pp. 22 - 23: Teaching Phonemic Awareness (Teaching the Alphabet) pp. 28 - 29: Teaching Phonemic Awareness (Teaching Phonics) pp. 34 - 36: Developing Phonological Awareness (Teaching Word Study) pp. 56 - 68: Phonemic Awareness Assessment	*Phonics From A to Z* **Resource** pp. 171 - 174: Instruction for blending pp. 80 - 82: Activities for blending	**Printable Online Resource** Learning Centre Activities Independent Acitivties
Syllables can be blended to form new words.		Blend syllables in words that have two to three syllables.			
Sounds (phonemes) can be blended to form words.		Blend sounds in words that have up to five phonemes.			
Sounds can be added to the beginning, middle, or ending of words.		Recognize the position of letters in words.	**Alphabet & Phonics Lesson Instruction Cards** Step 1: Instruction for oral blending and segmenting **Word Study Cards (Steps 1 to 5)** Compound Words		
Sounds can be deleted from the beginning, middle, or ending of words.	Sounds in words can be added, deleted, or substituted (manipulated).	Add sounds to the beginning, middle, or ending of words.	**Word Study Lesson Instruction Cards** Step 1: Practice for adding initial and final sounds in the following cards: **Inflectional Endings -ing & ed Plurals, Irregular Plurals Suffixes, Suffixes er & or, Suffixes ure, ist,ish,able, & ible**		
Sounds can be substituted for different sounds at the beginning, middle, or ending of words.		Delete sounds from the beginning, middle, or ending of words.	**Word Study Lesson Instruction Cards** Practice for substituting initial and final sounds in cards: **Prefixes Prefixes - de, a, co, uni, bi, & tri Inflectional Endings with Spelling Changes**	*Phonics From A to Z* **Resource** pp. 86 - 88: Phonemic Manipulation Activities	**Printable Online Resources** Learning Centre Activities Independent Activities
		Substitute one sound for another in one- syllable words.	**Word Study Lesson Instruction Cards** Step 1: Practice for deleting initial and final sounds in cards: **Contractions Compound Words**		

OI: Phonics - Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.

LO: Students recognize and analyze letters and sounds in words.

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
The English alphabet consists of a set of 26 letters that represent sounds.	Letters represent sounds in words.	Recognize both upper case and lower case letters of the alphabet fluently.	**Program Guide** pp. 22 - 27: Weekly instructional routines for teaching the alphabet pp. 69 - 73: Alphabet assessment		
Letters can be upper case or lower case.		Distinguish between letters that are consonants and letters that are vowels.		*Phonics From A to Z* **Resource** pp. 35 - 54: Background knowledge, includes instructional activities, suggested sequence, letter writing practice, and a list of recommended alphabet books	**Printable Online Resources** Handwriting Practice Reproducibles Learning Centre Activities Independent Acitivties
		Make connections between letters and sounds in words.	**Alphabet Lesson Instruction Cards** Step 1: Explicit instruction of the grapheme-phoneme correspondence (GPC) **Alphabet Cards** 53 Letter Cards to reinforce GPC 44 Letter Sound Cards to reinforce GPC		
There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).	Letter combinations represent units of sound within a word.	Associate sounds to letters and letter sequences.	**Program Guide** pp. 28 - 33: Instructional routines for teaching phonics pp. 94 - 101: Comprehensive Phonics Survey	*Phonics From A to Z* **Resource** pp. 89 - 103: Background info. & 44 phonemes pp. 105 - 143: Info. on each of the 44 phonemes pp. 218- 221: Short vowels info. & word lists pp. 222 - 228: Long vowels info. & word lists pp. 228 - 252: Other vowels info. & word lists	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Two or more letters can represent a single sound.		Experiment with letters, sounds, and words to create new words.			
Letters in words can be silent.		Read one- to two- syllable words that include the 60 most frequent letter-sound correspondences.	**Phonics Lesson Instruction Cards (Steps 1 to 5)** Phonics cards: Teaching and learning activities to transfer understanding of GPC to reading and writing words		
Some letters have variable pronunciations.		Recognize and use long and short vowel sounds in words.		*Phonics From A to Z* **Resource** pp. 218- 221: Short vowels info. & word lists pp. 222 - 228: Long vowels info. & word lists pp. 228 - 252: **Other** vowels info. & word lists	**Printable Online Resources** Learning Centre Activities Independent Acitivties
		Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.	**Letter Sound Flash Cards** 53 Letter Cards to reinforce GPC		
		Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.	**Articulation Cards** 44 sound cards, teacher guide & Printable Online Resources with explicit instructions to teach articulation of the 44 phonemes	*Phonics From A to Z* **Resource** pp.206 - 209: Consonant digraphs info. pp. 210 - 214: Consonant clusters info. & word lists	
		Identify short vowel sounds in words and identify the letters that represent them.		*Phonics From A to Z* **Resource** pp. 218- 221: Short vowels info. & word lists	**Printable Online Resources** Learning Centre Activities Independent Acitivties

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* Resource	Additional Resources
A vowel that is followed by <r> can make a new sound (*e.g.*, ti-ger, turn, and bird).	Letter combinations represent units of sound within a word.	Identify long vowel sounds in words and identify the letters that represent them.		*Phonics From A to Z* **Resource** pp. 222 - 228: Long vowels info. & word lists	**Printable Online Resources** Learning Centre Activities Independent Acitivties
		Recognize how the letter <r> can influence the vowel sound.	**Phonics Lesson Instruction Cards (Steps 1 to 5)** R-Controlled Vowel ar, or, ore (as in car) R-Controlled Vowels er, ir, ur (as in bird)	*Phonics From A to Z* **Resource** pp. 138, 139, 160: Word lists pp. 230: List of books featuring r-controlled vowels	

OI: Fluency - Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.

LO: Students apply accuracy, appropriate rate, and expression in the development of fluency.

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
Letters can be recognized quickly and accurately.	Fluency involves the ability to decode new words with accuracy and at an appropriate rate.	Identify all 26 letters of the alphabet quickly and accurately.	**Program Guide** pp. 22 - 27: weekly instructional routines for teaching the alphabet pp. 69 - 73: alphabet assessment **Alphabet Lesson Instruction Cards (Steps 1 to 3)** Step 1: directions for explicitly teaching the letter name sound **Alphabet Cards** 53 individual Letter Cards for reinforcing GPC 44 Letter Sound Cards for reinforcing GPC.	*Phonics From A to Z* **Resource** pp. 35 - 54: Background knowledge, includes instructional activities, suggested sequence, letter writing practice, and a list of recommended alphabet books	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Sounds in words can be blended quickly and accurately.		Blend sounds in words with speed and accuracy to decode unfamiliar words.	**Phonics Cards & Word Study Cards** Step 2: Model Blending, Blend Words, Corrective Feedback & Build Word Fluency		
Words consisting of three phonemes (three sounds) can be blended quickly and accurately.					
High frequency words are common words that occur often in written language.	Fluency involves the ability to recognize high frequency words with accuracy and at an appropriate rate.	Read 125 high frequency words automatically.	**Phonics Cards & Word Study Cards** Step 3: Teach High-Frequency Words & Build Words Step 4: Spell Words Step 5: Connect to Reading & Build Fluency	*Phonics From A to Z* **Resource** pp. 193 - 204: Background knowledge, spelling routines and lists of high-frequency words	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Some words that appear often in print cannot be decoded and must be read by sight (*e.g.*, the).		Read 125 high frequency words in sentences and texts.			

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	Phonics From A to Z Reference Book	Additional Resources
Phrased reading sounds like spoken language.	Fluent and phrased reading can increase the ability to comprehend written messages.	Read phrases smoothly, taking punctuation into consideration.	**Alphabet Cards** Step 3: Connect to Reading	*Phonics From A to Z* **Resource** pp. 174 to 185: Background knowledge on decodable texts, research and instructional strategies for decodable texts	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Fluent reading includes stopping at periods and pausing at commas.		Read texts aloud with appropriate expression.			
Expression includes purposeful movement of the voice (pitch), including loud and soft stresses of words, raising the voice as a response to question marks, alternating the voice to show excitement as a response to exclamation marks.			**Phonics Cards & Word Study Cards** Step 5: Connect to Reading & Build Fluency		

OI: Conventions - Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

LO: Students examine and apply use of grammar, spelling, and punctuation in oral and written language.

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
Capitalization is used for • first and last name first word of a sentence, names of places, days of the week, months.	Capitalization and punctuation can support the meaning of a message.	Apply capital letters when writing first and last names.	**Language Conventions Cards** Declarative and Exclamatory Sentences Imperative and Interrogative Sentences Step 1: Introduce the Interactive Story Step 2: Introduce the Language Convention Step 3: Guided Practice Step 4: Independent Practice Step 5: Apply to Reading and Writing		**Printable Online Resources** Learning Centre Activities Independent Acitivties
Punctuation marks can signal the end of a sentence and make ideas clear.		Apply capital letters when writing the first word of a sentence.			
Punctuation can include a period, a question mark, an exclamation mark.		Apply capital letters when writing names of places.			
		Apply capital letters when writing days of the week and months.			
		Identify and use end punctuation in sentences.			
Sentence types include telling (declarative) or asking (interrogative).	Language has structures (grammar) that can help express messages.	Recognize sentences in oral or written language that include a complete thought or idea.			
Sentences include a noun and a verb.		Differentiate between telling and asking sentences.			
A noun is a person, place, thing, or animal.		Differentiate between nouns and verbs in sentences.	**Language Conventions Cards Nouns** Collective and Abstract Nouns Verbs		**Printable Online Resources** Learning Centre Activities Independent Acitivties
A verb is an action word.					

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	Phonics From A to Z - Reference Book	Additional Resources
Spelling patterns can look the same or sound the same (word families).	Spelling patterns can support the spelling of unfamiliar words.	Recognize letter patterns in words.	**Phonics Cards** Step 4: Explicit instruction for practicing spelling Short Vowel Cards - a, e, i, o, u Digraph Cards - ck, sh, th, ch, wh, ph, ng, nk Final E R-Controlled Vowels - er, ir, ur. ar, or **Phonics Study Cards** Step 3: Instruction for practicing spelling of high-frequency words **Phonics Study Cards** Step 4 Instruction for practicing spelling. Plurals Irregular Plurals	*Phonics From A to Z* **Resource** pp. 89 - 103: Background info. & 44 phonemes pp. 105 - 143: Info. on each of the 44 phonemes pp. 218- 221: Short vowels info. & word lists pp. 222 - 228: Long vowels info. & word lists pp. 228 - 252: Other vowels info. & word lists	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Spelling patterns can include vowel-consonant (VC) (*e.g.*, at), consonant-vowel- consonant (CVC) (*e.g.*, top), vowel-consonant-silent "e" (VCe) (*e.g.*, ice)		Apply spelling patterns to spell unfamiliar words.			
Some words can be made plural by adding an <s> or <es>.		Spell 125 high frequency words.			
Spelling patterns in one-syllable words include short vowel sounds (*e.g.*, mat), long vowel sounds (*e.g.*, green)		Examine words that are not spelled in predictable ways.			
Some words are not spelled in predictable ways (*e.g.*, walk).					
Words have correct spellings.	Spelling words correctly helps written messages to be understood.	Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.			
Every word and every syllable contains a vowel.		Include a vowel in every word.			

OI: Vocabulary - Communication and comprehension are improved by understanding word meaning and structures.

LO: Students analyze word formation and meaning.

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
Vocabulary development includes learning (tier 2) words that are unknown to most learners, critical for comprehending new texts, useful and may be encountered in the future	Learning new words improves comprehension and communication.	Confirm word meanings in a variety of ways.	**Program Guide** pp ?: Teaching Vocabulary Part 1 & 2 pp?: Independent Word Learning Strategies	*Phonics From A to Z* **Resource** pp: 276 - 277: Vocabulary Activites 328-329: Vocabulary Routines for Multilingual Learners	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Vocabulary development includes some academic words (tier 3 words) from read alouds and texts.		Identify the meaning of tier 2 words and use them in sentences.	**Program Guide** pp ?: Teaching Vocabulary Part 1 & 2 **Vocabulary Cards (Steps 1 to 3)** Understanding Synonyms		

A synonym is a word that has a similar meaning to another word.	Learning new words improves comprehension and communication.	Use tier 3 words in discussions.	**Program Guide** pp ?: Teaching Vocabulary Part 1 & 2 **Vocabulary Cards (Steps 1 to 3)** Understanding Synonyms	*Phonics From A to Z* **Resource** pp: 276 - 277: Vocabulary Activites 328-329: Vocabulary Routines for Multilingual Learners	**Printable Online Resources** Learning Centre Activities Independent Acitivties
An antonym is a word that has the opposite meaning of another word.		Recognize that words can be replaced with synonyms.			
		Investigate antonyms when comparing words.	**Program Guide** pp ?: Teaching Vocabulary Part 1 & 2 **Vocabulary Cards** Understanding Antonyms		
		Transfer understandings of words to different situations.	**Vocabulary Cards** Words with Multiple Meanings Semantic Features of Words		
A base is the main morpheme (the smallest unit of a word that holds meaning) in a word.	Word meanings can change by adding or removing morphemes.	Identify words according to their base.	**Word Study Lesson Instruction Cards (Steps 1 to 5)** Inflectional Endings -ing & ed Plurals, Irregular Plurals Suffixes, Suffixes er & or	*Phonics From A to Z* **Resource** pp. 262 - 265: Background knowledge on affixes and list of most common affixes	**Printable Online Resources** Learning Centre Activities Independent Acitivties
		Recognize suffixes in oral or written language.			
Suffixes are morphemes located at the ending of words.		Add or remove suffixes to make words plural or singular.			
		Add or remove suffixes to change the tense of words.			
Adding the suffix <ed> to the ending of a word indicates it already happened (changes the tense).		Recognize compound words.	**Word Study Cards (Steps 1 to 5)** Compound Words	*Phonics From A to Z* **Resource** pp. 258 - 261: Compound Word Lists	**Printable Online Resources** Learning Centre Activities Independent Acitivties
A compound word is formed when two individual words are put together to make a new word.		Describe changes in meaning that occur when two words are combined to form a compound word.			
The meaning of a compound word can be similar to or different from the two individual words that were combined to form the word.					

			Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
OI: Writing - Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.					
LO: Students create messages through the application of writing processes.					
Knowledge	**Understanding**	**Skills & Procedures**			
Digital or non-digital methods or tools used to create written messages can include printing and keyboarding.	Written messages can be created using a variety of digital or non- digital methods or tools.	Print letters and words with appropriate size and spacing.	**Program Guide** pp. 24: Weekly instructional routines for teaching the alphabet	*Phonics From A to Z* pp. 42-43: Instructional activities, suggested sequence for teaching letters, letter writing practice, list of alphabet books	**Printable Online Resources** Letter-Formation Practice Reproducibles Learning Centre Activities Independent Activities

Grade 2 ELAL Alberta Curriculum - Correlation to Language Foundations Phonics by Wiley Blevins

Note: Outcomes in grey are not directly taught in Language Foundations Phonics
Key for the Alberta Curriculum: GI - Guiding Idea and LO - Learning Outcome

GI:Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.					
LO: Students apply understandings of how sounds create meaning in oral language.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	**Phonics From A to Z - Reference Book**	**Additional Resources**
Consonant blends can be separated into their individual sounds.	Words can be separated (segmented) into syllables or sounds (phonemes).	Segment and identify the sounds in words that have five or more phonemes.	**Program Guide** pp. 22 - 23:Teaching Phonemic Awareness (Teaching the Alphabet) pp. 28 - 29: Teaching Phonemic Awareness (Teaching Phonics) pp. 34 - 36: Developing Phonological Awareness (Teaching Word Study) pp. 56 - 68: Phonemic Awareness Assessment **Alphabet & Phonics Lesson Instruction Cards** Step 1: Instruction for oral blending and segmenting	***Phonics From A to Z Resource*** pp.64 - 71: Instruction for teaching segmenting and using Elkonin Boxes pp. 83 - 96: Activities for oral segmenting	**Printable Online Resources** Learning Centre Activities Independent Activities
Consonant blends can be located anywhere in words.		Identify phonemes in words that have three or more syllables.			
		Segment sounds in words that have consonant blends.			
Blending is combining sounds or word parts located anywhere in words.	Syllables and individual sounds can be blended into a sequence to form words.	Blend sounds in words that have up to six phonemes.	**Program Guide** pp. 22 - 23:Teaching Phonemic Awareness (Teaching the Alphabet) pp. 28 - 29: Teaching Phonemic Awareness (Teaching Phonics) pp. 34 - 36: Developing Phonological Awareness (Teaching Word Study) pp. 56 - 68: Phonemic Awareness Assessment **Alphabet & Phonics Lesson Instruction Cards** Step 1: Instruction for oral blending and segmenting	***Phonics From A to Z Resource*** pp. 171 - 174: Instruction for blending pp. 80 - 82: Activities for blending	**Printable Online Resources** Learning Centre Activities Independent Activities
Consonant blends are two or more consonants that appear together in a word and represent sounds that are combined smoothly.		Blend sounds in words that have consonant blends.			
Individual sounds and consonant blends can be blended into a sequence to form words.					
Sounds can be manipulated by adding, deleting, or substituting different sounds.	Words can be changed by manipulating sounds (phonemes).	Manipulate phonemes in a variety of one- syllable or multisyllabic words.	**Word Study Lesson Instruction Cards** Step 1: All Word Study Cards	***Phonics From A to Z Resource*** pp. 86 - 88: Phonemic Manipulation Activities	**Printable Online Resources** Learning Centre Activities Independent Activities
Sounds can be manipulated at the beginning, middle, or ending of words.		Delete phonemes in a consonant blend to form a new word.	Word Study Lesson Instruction Cards Step 1: Compound Words & Contractions		
		Substitute phonemes in a consonant blend to form a new word.			
		Substitute a sound anywhere in a word to form a new word.	**Word Study Lesson Instruction Cards** Step 1: Prefixes Prefixes - de, a (schwa a), co, uni, bi, tri Inflectional Ending with Spelling Changes		

GI: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.					
LO: Students apply understandings of letter combinations and sounds in words.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	*Phonics From A to Z* - **Reference Book**	**Additional Resources**
Letter combinations and sounds for reading include vowels, blends, digraphs, diphthongs.	Relationships between letter combinations and sounds support understanding of words.	Make connections between a full range of letter combinations and sounds.	**Program Guide** pp. 28 - 33: Instructional routines for teaching phonics pp. 94 - 101: Comprehensive Phonics Survey **Phonics Lesson Instruction Cards** (Steps 1 to 5 in all cards) Phonics cards: Teaching and learning activities to transfer understanding of GPC to reading and writing words **Letter Sound Flash Cards** 53 Letter Cards to reinforce GPC **Articulation Cards** 44 sound cards, teacher guide & Printable Online Resources with explicit instructions to teach articulation of the 44 phonemes	*Phonics From A to Z* **Resource** pp. 89 - 103: Background info. & 44 phonemes pp. 105 - 143: Info. on each of the 44 phonemes pp. 218- 221: Short vowels info. & word lists pp. 222 - 228: Long vowels info. & word lists pp. 228 - 252: Other vowels info. & word lists	**Printable Online Resources** Learning Centre Activities Independent Activities
Blends combine sounds or word parts.		Apply knowledge of silent letters when learning new words.			
A combination of two letters can make a single sound (digraph).		Recognize and use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words.			
Long vowel sounds can be made by gliding from one position of the mouth to another within the same syllable (diphthong).		Recognize and use letter combinations that represent long vowel sounds.			
Letters in words can be silent.		Recognize how the letter <r> can influence the vowel sound.			
Some letters have variable pronunciations.		Read words that include the 120 most frequent letter-sound correspondences.			
A vowel that is followed by <r> can make a new sound (*e.g.*, ti-ger).			**Phonics Lesson Instruction Cards** (Steps 1 to 5) r-Controlled Vowel ar, or, ore (as in car) card r-Controlled Vowels er, ir, ur (as in bird) card Word Study Instruction Card R-Controlled Vowel Syllables	*Phonics From A to Z* **Resource** pp. 138, 139, 160 : word lists pp. 230: list of books featuring r-controlled vowels	**Printable Online Resources** Learning Centre Activities Independent Activities
GI: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.					
LO: Students apply fluency strategies while reading.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	*Phonics From A to Z* - **Reference Book**	**Additional Resources**
Letter combinations, sounds, and morphemes that can be blended quickly and accurately for reading include vowels, blends, digraphs, diphthongs, syllables.	Fluency development contributes to one's ability to understand messages.	Blend sounds quickly and accurately to decode unfamiliar messages.	**Phonics & Word Study Instruction Cards** Step 3: Teach High-Frequency Words & Build Words Step 4: Spell Words Step 5: Connect to Reading & Build Fluency	*Phonics From A to Z* **Resource** pp. 164 - 165: Fluency Standards pp: 332: Background Information on fluency pp: 333 - 337: Six Ways to develop fluency	**Printable Online Resources** Learning Centre Activities Independent Activities
		Apply language structure, meaning, and rapid word recognition to support fluency.			
		Read at a steady, comfortable pace.			

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	Phonics From A to Z - Reference Book	Additional Resources
High frequency words include words that occur often in written language.	Recognizing high frequency words supports reading comprehension.	Read 175 new high frequency words automatically.	**Phonics Cards & Word Study Cards** Step 3: Teach High-Frequency Words & Build Words Step 4: Spell Words Step 5: Connect to Reading & Build Fluency	*Phonics From A to Z Resource* pp. 193 - 204: Background knowledge, spelling routines and lists of high-frequency words	**Printable Online Resources** Learning Centre Activities Independent Acitivties
The ability to recognize high frequency words with accuracy and at an appropriate rate supports reading comprehension.		Read high frequency words in sentences and texts.			
Reading fluency is supported by pace, phrasing, expression, punctuation	Fluent reading can engage audiences or improve comprehension.	Read with appropriate stress on words, pausing, and phrasing.	**Phonics Cards & Word Study Cards** Step 5: Connect to Reading & Build Fluency	*Phonics From A to Z Resource* pp. 174 to 185: Background knowledge on decodable texts, research and instructional strategies for decodable texts	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Pace is the rate at which written messages are read.		Read with appropriate intonation and expression.			
Phrasing is reading smoothly by grouping words together into meaningful phrases with punctuation.		Examine punctuation in written messages to enhance fluency.			
Expression is reading with feeling in the voice and includes various movements of the voice (pitch).		Read dialogue with phrasing and expression to engage an audience and reflect understanding.			
Punctuation supports reading with fluency through pausing and intonation.					
Quotation marks signal to the reader to align voice with characters in a written message.					

GI: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

LO: Students examine and use grammar, spelling, and punctuation in a variety of contexts to develop effective communication.

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	Phonics From A to Z - Reference Book	Additional Resources
Capitalization is used for titles.	Capitalization and punctuation can make messages more clear.	Capitalize the first word of a sentence.			
A proper noun names a specific person or place and begins with a capital letter.		Capitalize names of people and places.	**Language Conventions Cards** Capitalization of Proper Nouns		**Printable Online Resources** Learning Centre Activities Independent Acitivties
Punctuation includes an apostrophe in contractions.		Capitalize days of the week and months.			
		Capitalize titles.			
A contraction is a combination of two words, where an apostrophe takes the place of certain letters.		Include punctuation at the end of sentences.	**Word Study Cards** Contractions	*Phonics From A to Z Resource* pp. 352: Contractions	**Printable Online Resources** Learning Centre Activities Independent Acitivties
		Insert apostrophes in place of letters in contractions.	**Word Study Cards** Contractions		

		Write a variety of sentences that include a complete thought or idea.	**Language Conventions Cards** Declarative and Exclamatory Sentences Imperative and Interrogative Sentences		
A sentence that expresses strong emotion can end with an exclamation mark (exclamatory).					
		Recognize and use pronouns to replace nouns in sentences.	**Language Conventions Cards** Pronouns Personal Pronouns - Subject and Object Pronouns		
		Use a variety of adjectives to describe nouns.			
A pronoun can be used in place of a noun.	Language has structures (grammar) that can help express ideas, thoughts, and emotions.		**Language Conventions Cards** Pronouns Adjectives Adverbs		
An adjective is a word that describes a noun.		Use adverbs to describe verbs.			
		Identify the subject in a sentence.			
An adverb is a word that describes a verb.		Identify when subjects and verbs agree in sentences.	**Language Conventions Cards** Verbs "To Be" Verbs		
The subject of a sentence tells whom or what the sentence is about.		Recognize and use prepositions in sentences to show time and place.			
The subject and the verb in a sentence must agree, with both being either singular or plural (subject-verb agreement).			**Language Conventions Cards** Past Tense and Present Tense Future Tense		
Some words can be used with other words to show time or place (prepositions), such as under, with, before, and after.					

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
Spelling patterns include consonant-vowel-consonant-silent "e" (CVCe) (*e.g.*, nose), vowel-consonant-consonant (VCC) (*e.g.*, ill), vowel-vowel-consonant (VVC) (*e.g.*, eel), dropping the <e> and adding <ing>, doubling the letter before adding <ing> or <ed>	Spelling can be supported by recognizing patterns that occur within and across words.	Identify spelling patterns within and across words.	**Word Study Cards** Long Vowels Cards - A, E, I, O, U Final E Card Inflectional Endings With Spelling Changes		
Spelling patterns in one-syllable words include short and long vowel sounds.		Identify silent consonants in words.			
Some consonants are silent in some words (*e.g.*, talk).		Spell 300 high frequency words.	**Phonics Cards & Word Study Cards** Step 3: Teach High-Frequency Words & Build Words Step 4: Spell Words Step 5: Connect to Reading & Build Fluency	*Phonics From A to Z* **Resource** pp. 193 - 204: Background knowledge, spelling routines and lists of high-frequency words	**Printable Online Resources** Learning Centre Activities Independent Acitivties

GI: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
LO: Students expand vocabulary by connecting morphemes and words to their meanings.					

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
Adding the suffix <ing> or <ed> to the ending of a base changes the tense.	Morphemes can change the meaning of a word.	Manipulate suffixes to change the tense of words.	**Program Guide** pp. 34 - 39: weekly instructional routines for teaching phonics pp.102 - 105: Comprehensive Phonics Survey **Word Study Cards (Steps 1 to 5)** Suffixes Inflectional Ending - ed Inflectional Ending - ing Inflectional Endings With Spelling Changes	*Phonics From A to Z* **Resource** pp. 263 - 265: Includes background information and identifies the most common prefixes and suffixes ranked by frequency.	**Printable Online Resources** Learning Centre Activities Independent Acitivties
Adding <er> or <est> to the ending of a base indicates a comparison.		Manipulate suffixes to make words singular or plural.	**Word Study Cards (Steps 1 to 5)** Suffixes Plurals Irregular Plurals		
A base is the main morpheme in a word.		Manipulate suffixes when making comparisons between ideas.			
Words that share a base share connections in meaning and spelling.		Examine changes in meaning when suffixes are added to or removed from bases.			
		Use compound words to extend vocabulary.	**Word Study Cards (Steps 1 to 5)** Compound Words	*Phonics From A to Z* **Resource** pp. 258 - 261: Compound Words	

Grade 3 ELAL Alberta Curriculum - Correlation to Language Foundations Phonics
by Wiley Blevins

Note: Outcomes in grey are not directly taught in Language Foundations Phonics
Key for the Alberta Curriculum: GI - Guiding Idea and LO - Learning Outcome

GI: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.					
LO: Students investigate how phonics connects to word formation and supports the process of reading and writing.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	***Phonics From A to Z* - Reference Book**	**Additional Resources**
Consonant clusters blend two or three consonant sounds.	Phonics supports the reading and writing of texts.	Recognize consonant clusters at the beginning and ending of a word.	**Program Guide** pp. 28 - 33: weekly instructional routines for teaching phonics pp. 94 - 101: Comprehensive Phonics Survey **Word Study Instruction Cards** Steps 1 to 5 teaching and learning activities specific to multisyllabic words: Open Syllable Closed Syllable Consonant + le Syllables Vowel-Team Syllables Final-e Syllables	***Phonics From A to Z* Resource** pp. 207-208: Consonant Cluster Information pp. 210 - 214: Consonant Cluster Lists	**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
Consonant clusters appear at the beginning and ending of words.		Recognize and apply less frequent consonant digraphs.			
Consonant digraphs are two consonant letters that appear together and represent a single sound that is different from the sound of either letter (*e.g.*, sh).		Recognize and apply consonant letters that represent no sounds.			
Some consonant letters represent no sound (*e.g.*, know, write).		Recognize and apply a wide variety of long and short vowel sounds when decoding unknown multisyllabic words.		***Phonics From A to Z* Resource** pp. 266 - 277: Syllabication Information	
Chunking is a phonetic strategy used to decode that breaks large words into small parts.		Use phonetic strategies to decode complex words in continuous text.			
Connections can be made between phonemes and graphemes, including consonant clusters and digraphs.					
GI: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.					
LO: Students apply fluency strategies and develop reading comprehension.					
Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	***Phonics From A to Z* - Reference Book**	**Additional Resources**
Fluency develops over time with practice.	Reading fluency involves accuracy, automaticity, and prosody to engage an audience or improve comprehension.	Demonstrate automaticity in reading complex words, phrases, and continuous text.	**Word Study Instruction Cards** Step 5: Connect to text	***Phonics From A to Z* Resource** pp. 164 - 165: Fluency Standards pp: 332: Background Information on fluency pp: 333 - 337: Six Ways to develop fluency	**Printable Online Resources** Learning Centre Activities Independent Activities
Fluent reading includes accuracy, automaticity in word recognition, prosody (stress, expression, intonation, and pausing) in oral text reading.		Read increasingly complex text with appropriate pace, word stress, phrasing, and pausing.			
		Read a variety of text forms with fluency and expression.			

Comprehension is enhanced when high-frequency words are read in continuous text at an appropriate pace.	Fluent recognition of high-frequency words (the 300 learned in grades 1 and 2) supports effective and efficient reading comprehension.	Read the 300 high-frequency words learned in grades 1 and 2 fluently in continuous text.	**Phonics Cards & Word Study Cards** Step 3: Teach High-Frequency Words & Build Words Step 4: Spell Words Step 5: Connect to Reading & Build Fluency	*Phonics From A to Z* Resource pp. 193 - 204: Background knowledge, spelling routines and lists of high-frequency words	**Printable Online Resources** Learning Centre Activities Independent Acitivties

GI: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.

LO: Students analyze new words and morphemes to enhance vocabulary.

Knowledge	**Understanding**	**Skills & Procedures**	**Scholastic Language Foundations Guide & Resources**	*Phonics From A to Z* - **Reference Book**	**Additional Resources**
Morphemes include bases, affixes	The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.	Analyze bases and affixes for meaning.	**Program Guide** pp. 34 - 39: weekly instructional routines for teaching phonics pp.102 - 105: Comprehensive Phonics Survey	*Phonics From A to Z* Resource pp. 263 to 265: Background information and identifies the most common prefixes and suffixes ranked by frequency	**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
A base is a word or word part that has meaning and to which an affix can be added.		Recognize and use suffixes to form adverbs that describe a specific manner, period of time, or order.			
An affix is a letter or group of letters that comes at the beginning (prefix) or ending (suffix) of a word and has a meaning of its own.		Recognize and use suffixes to name a person that does something.	**Program Guide** pp. 34 - 39: weekly instructional routines for teaching phonics pp.102 - 105: Comprehensive Phonics Survey **Word Study Cards** Steps 1 to 5: Suffixes Card: or and er Suffixes Card: ure, ist, ish, able, ible	*Phonics From A to Z* Resource pp. 263 - 265: Background information and identifies the most common prefixes and suffixes ranked by frequency	**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
Prefixes, including <re>, <un>, <in>, <dis>, <non>, <mis>, <mal>, <sub>, and <super>, are morphemes that change the meaning of words when added to the beginning of a base.		Analyze frequently used compound words and their meanings.	**Program Guide** pp. 34 - 39: weekly instructional routines for teaching phonics pp.102 - 105: Comprehensive Phonics Survey **Word Study Cards** Steps 1 to 5: Prefixes: un, re, dis, mis	*Phonics From A to Z* Resource pp. 262–263: Instructional suggestions and identifies the most common prefixes ranked by frequency	**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities

Suffixes, including <ly>, are morphemes that form adverbs and change the meaning of words when added to the ending of a base.	The study of words and how they are formed (morphology) can support development of vocabulary and enhance comprehension.		**Program Guide** pp. 34 - 39: weekly instructional routines for teaching phonics pp.102 - 105: Comprehensive Phonics Survey **Word Study Cards** Steps 1 to 5: Suffixes: -s, -ed, -ing, -ly, -tion	*Phonics From A to Z* **Resource** pp. 263–265: Instructional suggestions and identifies the most common suffixes ranked by frequency	**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
Suffixes, including <er>, <or>, <ar>, and <ist>, are morphemes that change the meaning of words when added to the ending of a base.		Distinguish syllables in words.	**Program Guide** pp. 34 - 39: weekly instructional routines for teaching phonics pp.102 - 105: Comprehensive Phonics Survey **Word Study Cards** Steps 1 to 5: Suffixes Card: or and er Suffixes Card: ure, ist, ish, able, ible	*Phonics From A to Z* **Resource** pp. 257–277: Structural Analysis Includes compound words, prefixes, suffixes, homophones, and syllabication. Also includes the 322 most common syllables in the most frequent words in English	**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities

GI: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.

LO: Students investigate and demonstrate how conventions support written communication.

Knowledge	Understanding	Skills & Procedures	Scholastic Language Foundations Guide & Resources	*Phonics From A to Z* - Reference Book	Additional Resources
Capitalization is used for headings.	Capitalization and punctuation can enhance written expression.	Capitalize words appropriately in different contexts.			
Punctuation includes a comma, quotation marks, an apostrophe in contractions and possessives.		Include a variety of punctuation at the end of sentences.			
A comma indicates a pause between parts of a sentence or separates items in a list.		Insert commas to indicate a pause between parts of sentences or to separate items in a list.	**Language Conventions Cards** Commas in Lists		**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
Quotation marks identify the words of a speaker or bring attention to a word that is used in a special way.		Insert quotation marks to identify the words of a speaker.	**Language Conventions Cards** Quotation Marks		**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
Adding an apostrophe and <s> can be used to show ownership or possession.		Insert quotation marks to bring attention to a word that is used in a special way.			
		Insert apostrophes in place of letters in contractions.	**Word Study Cards** Contractions		**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
		Insert apostrophes to show possession.	**Word Study Cards** Apostrophes for Possessives		

A sentence can command someone to do or not to do something (imperative).	Grammar can provide a consistent structure for the building of sentences.	Distinguish between a variety of sentence types.	**Syntax & Sentence Structure:** Statement & Exclamatory Declarative & Interrogative		
A sentence has a two main parts, a subject and a predicate.		Identify the subject of a variety of sentences.			
The subject of a sentence is who or what the sentence is about.		Identify the predicate of a variety of sentences.			
The predicate of a sentence is what the subject does.		Identify conjunctions in a variety of sentences.	**Language Conventions Cards** Compound Sentences Conjunctions Co-ordinating Conjunctions		
Words can be used to connect phrases and sentences (conjunctions) (*e.g.*, and, but, or, so, then).		Use adjectives to describe nouns.	**Language Conventions Cards** Adjectives Adverbs		
An adjective is a word that describes a noun.		Use adverbs to describe verbs.	**Language Conventions Cards** Adjectives Adverbs		
An adverb is a word that describes a verb.		Identify subject-verb agreement in a variety of sentences.			
Subject-verb agreement means that the subject and the verb must agree, with both being either singular or plural.		Differentiate between possessive nouns, possessive adjectives, and possessive pronouns.	**Language Conventions Cards** Personal Pronouns - Possessive		
Words can tell who or what owns a noun (possessive), and include possessive nouns ('s), possessive adjectives (*e.g.*, my, your, his, her, its, our, their), possessive pronouns (*e.g.*, mine, yours, his, hers, ours, theirs)		Recognize and use prepositions in sentences to show time and place.	**Language Conventions Cards** Personal Pronouns - Possessive Apostrophes for Possessive		
Some words can be used with other words to show time or place (prepositions) (*e.g.*, under, with, before, after).					
Spelling patterns include • nouns ending in <y>: change <y> to <i> and add <es> (*e.g.*, pony– ponies) • nouns ending in <f> or <fe>: change <f> or <fe> to <v> and add <es> (*e.g.*, leaf–leaves)	Correct spelling can be supported by applying knowledge of word patterns and parts.	Identify spelling patterns within and across words.			
Some plural nouns may be spelled the same as or differently from their singular form (*e.g.*, moose–moose, person–people).		Apply knowledge of known words, word parts, and word patterns to spell unfamiliar words.			
Adding an apostrophe and <s> can be used to show ownership or possession.		Identify plural nouns that are spelled the same as or differently from their singular form.			
If a noun is plural and already ends in an <s>, only an apostrophe and not an <s> is added to show ownership.		Add an apostrophe and an <s> to nouns to show ownership.			

Prefixes and suffixes are spelled consistently in words. Some words are not spelled in predictable ways.	Correct spelling can be supported by applying knowledge of word patterns and parts.	Add only an apostrophe to show ownership if a noun is plural and already ends in an <s>.	**Word Study Cards** Prefixes Suffixes		
		Spell a variety of prefixes and suffixes accurately in words.			
		Identify words that are not spelled in predictable ways.			
Spelling strategies can be used to spell words accurately, including articulating, visualizing, transferring prior knowledge, trial and error.	A variety of spelling strategies and tools can be used to enhance written expression.	Apply a variety of spelling strategies to enhance written expression.			
Digital or non-digital tools can be used to help spell words correctly.		Use a variety of tools to spell or confirm the spelling of words.	**Vocabulary Cards** (Steps 1 to 3) Using a Dictionary		
Abbreviations include titles, days of the week, time, measurements, addresses.	Basic guidelines for spelling transferred to writing new text can increase accuracy.	Spell common abbreviations in writing.			
An abbreviation is the shortened form of a word or words (*e.g.*, Rd., St., AB).		Recognize and spell contractions in writing.	**Word Study Cards** Contractions		
An inflectional ending is a suffix added to a base that indicates tense, plurality, possession, comparison.		Apply inflectional endings in writing.	**Language Conventions Cards** Past and Present Tense		
The basic guidelines of adding inflectional endings consist of dropping the <e> and adding <ing>, doubling the letter before adding <ing> or <ed>.		Spell compound words accurately.	**Word Study Cards** (Steps 1 to 5) Compound Words	*Phonics From A to Z* **Resource** pp. 258 - 261	**Printable Online Resources** Quick Check Learning Centre Activities Independent Activities
		Spell singular and plural possessives.			
		Spell some complex plural words.			
		Apply endings that show comparisons.			
		Recognize basic guidelines for adding inflectional endings.			