**English Language Arts Grade 1 Year Plan Sample**

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| Time Frame and Unit Type | Context, Theme, and Big Ideas | Comprehend and Respond Focus | Compose and Create Focus | Assess and Reflect Focus | Resources | Division ELA Assessments |
| September and October(approx. 8 weeks)Mulit-genre Thematic | Context: Personal and PhilosophicalTheme: All About MeBig Ideas: Who am I? What does it mean to be me? Who am I as a person? What choices are right for me? How do I want others to see me? | **CR1.1** Comprehend and respond to a variety of grade-level texts (that address: **identity**.**CR1.2 View** and comprehend the explicit **messages, feelings**, and features in a variety of visual and multimedia texts.CR1.3 **Listen to and comprehend a variety of texts to retell** the sequence and key points (who, what, when, where, why, and how). | CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: **identity.**CC1.2 **Represent key ideas and events**, in a logical sequence and with detail, in different ways.CC1.3 **Speak clearly and audibly about ideas, experiences**, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate. | AR1.**1 Identify, with teacher guidance, what good viewers, listeners**, readers**, representers, speakers, and** writers **do.** | TRC ResourcesShel Silverstein poetry Modelled Reading: Shared Reading: Guided Reading: | EL Screen |
| Possible Assessment Evidence:* observations
* conferences
* story retell
* big idea discussions
 | Possible Assessment Evidence:* observation
* conferences
* digital speaking journal (SeeSaw)
 | Possible Assessment Evidence:* conference
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| November and December(approx. 10 weeks) | Context: Social, Cultural, and Historical | **CR1.1** Comprehend and respond to a variety of grade-level texts (that | CC1.1 Compose and create a range of visual, multimedia, oral, and | **AR1.1 Identify, with teacher guidance, what good viewers,** | TRC KitTurtle Island Voices |  |

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| Mulit-genre Thematic | Theme: FamiliesBig Ideas: What are some cultural traditions that our families celebrate and why? In what ways are families similar and different?What makes a family special? What is a family? | address: **community**.**CR1.2 View and comprehend the explicit messages, feelings**, and features in a variety of visual and multimedia texts.**CR1.3 Listen to and comprehend a variety of texts to retell the sequence** and key points (who, what, when, where, why, and how).**CR1.4 Read** and comprehend grade- appropriate texts by relating the sequence, the key points, and the problems and solutions. | written texts that explore and present thoughts on: **community.****CC1.2 Represent key ideas and events**, in a logical sequence and **with detail**, in different ways.CC1.3 **Speak clearly and audibly about ideas, experiences, preferences,** questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.CC1.4 **Write and share** stories and short informational texts about familiar events and experiences in a minimum of five sentences. | **listeners, readers, representers, speakers, and writers do.**AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences. | Modelled Reading: Shared Reading: Guided Reading: |  |
| Possible Assessment Evidence:* observations
* conferences
* story retell
* digital reading journal (SeeSaw)
* big idea discussions
 | Possible Assessment Evidence:* observation
* conferences
* digital speaking journal (SeeSaw)
* learning response journal
* shape-go map
 | Possible Assessment Evidence:* conference
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|  |  |  | written story retell |  |  |  |
| January and February(approx. 8 weeks)Author Study | Context: Imaginative and LiteraryTheme: StorytellingBig Ideas: What type of characters are in stories? Who are the clever characters in folktales? If you were a character in these folktales, what would you have done? If you could create a perfect world, what would it look like? | **CR1.1** Comprehend and respond to a variety of grade-level texts **and relate own feelings, ideas, and experiences**.**CR1.2 View and comprehend the explicit messages, feelings, and features** in a variety of visual and multimedia texts.**CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points** (**who, what, when, where**, why, and how).**CR1.4 Read and comprehend grade- appropriate texts by relating the sequence, the key points**, and the problems and solutions. | CC1.1 Compose and create a range of visual, multimedia, oral, and written texts **and relate own feelings, ideas, and experiences**.**CC1.2 Represent key ideas and events, in a logical sequence and with detail**, in different ways.CC1.3 **Speak clearly and audibly about ideas, experiences, preferences, questions**, and conclusions in a **logical sequence, using expression and dramatization** when appropriate.CC1.4 **Write and share stories** and short informational texts **about familiar events** and experiences in a minimum of five sentences. | **AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.****AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.** | TRC Jan Brett Author StudyModelled Reading: Shared Reading: Guided Reading: | EL Screen Full DRA |
| Possible Assessment Evidence:* observations
* conferences
* viewing
 | Possible Assessment Evidence:* observation
* conferences
* digital speaking
 | Possible Assessment Evidence:* conference
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|  |  | experiences* story retell
* digital reading journal (SeeSaw)
* big idea discussions
 | journal (SeeSaw)* learning response journal
* shape-go map written story retell
* representing experiences
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| March and April(approx. 8 weeks)Mulit-genre Thematic | Context: CommunicativeTheme: Where Do Words Go?Big Ideas: Why do we need to communicate? How do you communicate with your family, friends, teacher, people in your school? How are messages created, sent, and received? What special words describe how we feel? Where do words go when we talk? | **CR1.1** Comprehend and respond to a variety of grade-level texts **that address: social responsibility.****CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts.****CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points** (**who, what, when, where**, **why, and how).****CR1.4 Read and comprehend grade- appropriate texts by relating the sequence, the key points, and the problems and solutions.** | C1.1 Compose and create a range of visual, multimedia, oral, and written texts **that address: social responsibility.****CC1.2 Represent key ideas and events, in a logical sequence and with detail**, **in different ways.**CC1.3 **Speak clearly and audibly about ideas, experiences, preferences, questions**, and conclusions in a **logical sequence, using expression and dramatization** when appropriate.CC1.4 **Write and share stories and short informational texts about familiar events and experiences** in a minimum of five | **AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.****AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.** | *Collections 1, Early**Yellow 2*Modelled Reading: Shared Reading: Guided Reading: |  |

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|  |  |  | sentences. |  |  |  |
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* viewing experiences
* story retell
* digital reading journal (SeeSaw)
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* learning response journal
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* written story and informational text
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| May and June(approx. 8 weeks)Multi-genre Inquiry and/or Interdisciplinary. | Context: Environmental and TechnologicalTheme: Living ThingsBig Ideas: What plants and animals do we find in our house, in our classroom, on our playground, in our yard, in our gardens, on the farm, in the country?Why do we need plants and animals? What do plants need? Why is it important to care for and respect plants and animals? | **CR1.1** Comprehend and respond to a variety of grade-level texts **that address: social responsibility.****CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts.****CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points** (**who, what, when, where**, **why, and how).****CR1.4 Read and comprehend grade- appropriate texts by** | C1.1 Compose and create a range of visual, multimedia, oral, and written texts **that address: social responsibility.****CC1.2 Represent key ideas and events, in a logical sequence and with detail**, **in different ways.**CC1.3 **Speak clearly and audibly about ideas, experiences, preferences, questions**, **and conclusions in a logical sequence, using expression and dramatization** when appropriate. | **AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.****AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.** | Nelson Literacy Living Things KitModelled Reading: Shared Reading: Guided Reading: | EL Screen Full DRA |

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|  |  | **relating the sequence, the key points, and the problems and solutions.** | CC1.4 **Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.** |  |  |  |
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Resources:

\*Please refer to the Ministry Core and Additional Resource list for resources approved for your grade.

\*\*The TRC has many context kits and other resources.