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

## English Language Arts Grade 1 Year Plan Sample



Resources	<b>Division ELA</b>
	Assessments
esources	EL Screen
lverstein poetry	
ed Reading:	
Reading:	
l Reading:	
t	
Island Voices	

Mulit-genre Thematic	Theme: Families	address: <b>community</b> .	written texts that explore and present	listeners, readers, representers,	Modelled
	Big Ideas: What are	CR1.2 View and	thoughts on:	speakers, and writers	Shared F
	some cultural traditions	comprehend the	community.	do.	
	that our families	explicit messages,			Guided F
	celebrate and why? In	feelings, and features in	CC1.2 Represent key	AR1.2 Set and monitor,	
	what ways are families	a variety of visual and	ideas and events, in a	in consultation with the	
	similar and different?	multimedia texts.	logical sequence and	teacher, goals for more	
	What makes a family		with detail, in different	effective viewing,	
	special? What is a	CR1.3 Listen to and	ways.	listening, reading,	
	family?	comprehend a variety		representing, speaking,	
		of texts to retell the	CC1.3 Speak clearly	and writing	
		sequence and key points	and audibly about	experiences.	
		(who, what, when,	ideas, experiences,		
		where, why, and how).	preferences, questions,		
			and conclusions in a		
		CR1.4 Read and	logical sequence, using		
		comprehend grade-	expression and		
		appropriate texts by	dramatization when		
		relating the sequence,	appropriate.		
		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		
		Possible Assessment	sentences.	Possible Assessment	-
		Evidence:	Possible Assessment Evidence:	Evidence:	
		observations	observation	conference	
			c		
		conferences			
		<ul> <li>story retell</li> <li>digital reading</li> </ul>	digital speaking     iournal (SooSaw)		
		digital reading     iournal (SeeServe)	journal (SeeSaw)		
		journal (SeeSaw)	learning response		
		• big idea	journal		
		discussions	<ul> <li>shape-go map</li> </ul>		

Saskatchewan Rivers School Division Excellence for Every Learner					
led Reading:					
l Reading:					
l Reading:					

			written story retell		
January and February	Context: Imaginative	<b>CR1.1</b> Comprehend and	CC1.1 Compose and	AR1.1 Identify, with	TRC Jan
(approx. 8 weeks)	and Literary	respond to a variety of	create a range of visual,	teacher guidance,	Study
		grade-level texts and	multimedia, oral, and	what good viewers,	
Author Study	<u>Theme:</u> Storytelling	relate own feelings,	written texts and relate	listeners, readers,	Modelle
		ideas, and experiences.	own feelings, ideas,	representers,	
	Big Ideas: What type of		and experiences.	speakers, and writers	Shared F
	characters are in	CR1.2 View and		do.	
	stories? Who are the	comprehend the	CC1.2 Represent key		Guided H
	clever characters in	explicit messages,	ideas and events, in a	AR1.2 Set and	
	folktales? If you were a	feelings, and features	logical sequence and	monitor, in	
	character in these	in a variety of visual and	with detail, in different	consultation with the	
	folktales, what would	multimedia texts.	ways.	teacher, goals for	
	you have done? If you	CD4 0 Listers to and		more effective	
	could create a perfect	CR1.3 Listen to and	CC1.3 <b>Speak clearly</b>	viewing, listening,	
	world, what would it	comprehend a variety	and audibly about	reading, representing,	
	look like?	of texts to retell the	ideas, experiences,	speaking, and writing	
		sequence and key	preferences,	experiences.	
		points (who, what,	questions, and		
		when, where, why, and	conclusions in a <b>logical</b>		
		how).	sequence, using expression and		
		CR1.4 Read and	dramatization when		
		comprehend grade-	appropriate.		
		appropriate texts by	appropriate.		
		relating the sequence,	CC1.4 Write and share		
		the key points, and the	stories and short		
		problems and solutions.	informational texts		
		problems and solutions.	about familiar events		
			and experiences in a		
			minimum of five		
			sentences.		
		Possible Assessment	Possible Assessment	Possible Assessment	1
		Evidence:	Evidence:	Evidence:	
		observations	observation	conference	
		<ul> <li>conferences</li> </ul>	<ul> <li>conferences</li> </ul>		



n Brett Author	EL Screen Full DRA
ed Reading:	
Reading:	
Reading:	

		experiences • story retell • digital reading journal (SeeSaw) • big idea discussions	journal (SeeSaw) <ul> <li>learning response</li> <li>journal</li> <li>shape-go map</li> <li>written story</li> <li>retell</li> <li>representing</li> <li>experiences</li> </ul>		
March and April (approx. 8 weeks)	<u>Context:</u> Communicative	<b>CR1.1</b> Comprehend and respond to a variety of grade-level texts <b>that</b>	C1.1 Compose and create a range of visual, multimedia, oral, and	AR1.1 Identify, with teacher guidance, what good viewers,	Collectio Yellow 2
Mulit-genre Thematic	<u>Theme</u> : Where Do Words Go?	address: social responsibility.	written texts <b>that</b> address: social	listeners, readers, representers,	Modelle
	Big Ideas: Why do we	CR1.2 View and	responsibility.	speakers, and writers do.	Shared I
	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?	<ul> <li>comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts.</li> <li>CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points (who, what, when, where, why, and how).</li> <li>CR1.4 Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions.</li> </ul>	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	AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.	Guided F



ions 1, Early 2	
ed Reading:	
Reading:	
Reading:	

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



on Literacy Living ngs Kit	EL Screen Full DRA
elled Reading:	
red Reading:	
led Reading:	

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.	
<ul> <li>Possible Assessment</li> <li>Evidence: <ul> <li>observations</li> <li>conferences</li> <li>viewing</li> <li>experiences</li> <li>story retell</li> <li>digital reading</li> <li>journal (SeeSaw)</li> </ul> </li> <li>big idea</li> <li>discussions</li> </ul>	<ul> <li>Possible Assessment</li> <li>Evidence: <ul> <li>observation</li> <li>conferences</li> <li>digital speaking journal (SeeSaw)</li> </ul> </li> <li>learning response journal</li> <li>representing experiences</li> <li>written story and informational text</li> </ul>	Possible Assessment Evidence: • conference

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.

