

English Language Arts Grade 1 Year Plan Sample

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) Multit-genre Thematic	<p>Context: Personal and Philosophical</p> <p>Theme: All About Me</p> <p>Big 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?</p>	<p>CR1.1 Comprehend and respond to a variety of grade-level texts (that address: identity).</p> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts.</p> <p>CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points (who, what, when, where, why, and how).</p>	<p>CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: identity.</p> <p>CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways.</p> <p>CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p>	<p>AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.</p>	<p>TRC Resources Shel Silverstein poetry</p> <p>Modelled Reading: Shared Reading: Guided Reading:</p>	EL Screen
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observations • conferences • story retell • big idea discussions 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		
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 Kit Turtle Island Voices	

Multit-genre Thematic	<p><u>Theme:</u> Families</p> <p><u>Big Ideas:</u> 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?</p>	<p>address: community.</p> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts.</p> <p>CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points (who, what, when, where, why, and how).</p> <p>CR1.4 Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions.</p>	<p>written texts that explore and present thoughts on: community.</p> <p>CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways.</p> <p>CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <p>CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</p>	<p>listeners, readers, representers, speakers, and writers do.</p> <p>AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.</p>	<p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	
		<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observations • conferences • story retell • digital reading journal (SeeSaw) • big idea discussions 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • learning response journal • shape-go map 	<p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 		

			written story retell			
<p>January and February (approx. 8 weeks)</p> <p>Author Study</p>	<p><u>Context:</u> Imaginative and Literary</p> <p><u>Theme:</u> Storytelling</p> <p><u>Big Ideas:</u> 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?</p>	<p>CR1.1 Comprehend and respond to a variety of grade-level texts and relate own feelings, ideas, and experiences.</p> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts.</p> <p>CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points (who, what, when, where, why, and how).</p> <p>CR1.4 Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observations • conferences • viewing 	<p>CC1.1 Compose and create a range of visual, multimedia, oral, and written texts and relate own feelings, ideas, and experiences.</p> <p>CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways.</p> <p>CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <p>CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • observation • conferences • digital speaking 	<p>AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.</p> <p>AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.</p> <p>Possible Assessment Evidence:</p> <ul style="list-style-type: none"> • conference 	<p>TRC Jan Brett Author Study</p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	<p>EL Screen Full DRA</p>

		<ul style="list-style-type: none"> experiences • story retell • digital reading journal (SeeSaw) • big idea discussions 	<ul style="list-style-type: none"> journal (SeeSaw) • learning response journal • shape-go map written story retell • representing experiences 			
<p>March and April (approx. 8 weeks)</p> <p>Multigenre Thematic</p>	<p><u>Context:</u> Communicative</p> <p><u>Theme:</u> Where Do Words Go?</p> <p><u>Big Ideas:</u> 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?</p>	<p>CR1.1 Comprehend and respond to a variety of grade-level texts that address: social responsibility.</p> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts.</p> <p>CR1.3 Listen to and comprehend a variety of texts to retell the sequence and key points (who, what, when, where, why, and how).</p> <p>CR1.4 Read and comprehend grade-appropriate texts by relating the sequence, the key points, and the problems and solutions.</p>	<p>C1.1 Compose and create a range of visual, multimedia, oral, and written texts that address: social responsibility.</p> <p>CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways.</p> <p>CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.</p> <p>CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five</p>	<p>AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.</p> <p>AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.</p>	<p><i>Collections 1, Early Yellow 2</i></p> <p>Modelled Reading:</p> <p>Shared Reading:</p> <p>Guided Reading:</p>	

			sentences.			
		Possible Assessment Evidence: <ul style="list-style-type: none"> • observations • conferences • viewing experiences • story retell • digital reading journal (SeeSaw) • big idea discussions 	Possible Assessment Evidence: <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • learning response journal • representing experiences • written story and informational text 	Possible Assessment Evidence: <ul style="list-style-type: none"> • conference 		
May and June (approx. 8 weeks) Multi-genre Inquiry and/or Interdisciplinary.	<u>Context:</u> Environmental and Technological <u>Theme:</u> Living Things <u>Big Ideas:</u> 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 Kit Modelled Reading: Shared Reading: Guided Reading:	EL Screen Full DRA

		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.			
		Possible Assessment Evidence: <ul style="list-style-type: none"> • observations • conferences • viewing experiences • story retell • digital reading journal (SeeSaw) • big idea discussions 	Possible Assessment Evidence: <ul style="list-style-type: none"> • observation • conferences • digital speaking journal (SeeSaw) • learning response journal • representing experiences • written story and informational text 	Possible Assessment Evidence: <ul style="list-style-type: none"> • 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.