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| **UNITS** | |
| **Multi-genre Thematic (minimum 3 units per year)**  **Multi-genre Inquiry and/or Interdisciplinary (minimum 1 unit per year)**  **Author or Genre Study (maximum 1 unit per year)** | |
| **UNIT ONE** | **UNIT TWO** |
| **Personal and Philosophical**  **Possible Units and Themes:**   * With a Friend * Time to Play * All About Me * In My World | **Social, Cultural, and Historical**  **Possible Units and Themes:**   * Ways to Go * I’m Busy * Ride a Rainbow * New Friends * Families and Homes |
| **Questions for Deeper Understanding**   * Who am I? * What does it mean to be me? * What choices are right for me? * How do I want others to see me? * What “power” do I have to cause or promote change? | **Questions for Deeper Understanding**   * What are some cultural traditions that our families celebrate and why? * What is a friend? * Why do we need transportation? * Why do we work? |
| **UNIT THREE** | **UNIT FOUR** |
| **Imaginative and Literary**  **Possible Units and Themes:**   * One Upon a Time * Too Silly! * Storytelling * True Stories * Family Stories | **Communicative**  **Possible Units and Themes**   * One in the Sun * Up the Hill * It Looks Like… * Where Do Words Go? * Signs and Symbols |
| **Questions for Deeper Understanding**   * Why do we tell stories? * What type of characters are in stories? | **Questions for Deeper Understanding**   * Why do we need to communicate? * How do you communicate with your family, friends, teacher, people in the community? * How are messages created, sent, and received? * Where do words go when we talk? |
| **UNIT FIVE** | **Language Cues and Conventions** |
| **Environmental and Technological**  **Possible Units and Themes:**   * Out on the Playground * Look Around * Busy Days * Ride a Rainbow * Around My Place * Under My Hood * Daily and Seasonal Changes * Living Things * Materials and Our Senses | **Pragmatic** Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.  **Textual** Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.  **Syntactic** Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).  **Semantic/Lexical/Morphological** The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.  **Phonological/Graphophonic** Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.  **Other Cues and Conventions** Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting. |
| **Questions for Deeper Understanding**   * What plants and animals do we find in our house, classroom, etc.? * Why do we need plants and animals? * Why is it important to care for and respect plants and animals? * What role does weather have in our daily and seasonal lives? * How do our senses help us learn about our world? |

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| **MUST DO READING/WRITING** | **CAN DO READING** | **CAN DO WRITING/REPRESENTING** | **Popular Reading Choices** |
| * Comprehend and respond to visual, oral written, and multimedia grade-level texts (CR1.1) * Explain key ideas, important details, and how text features can enhance meaning (CR1.2) * Listen to and comprehend to retell sequence and key points (CR1.3) * Read and comprehend grade-level texts. (CR1.4) * Compose and create a range of visual, multimedia, oral and written texts (CC1.1) * Represent key ideas and events in a logical sequence (CC1.2) * Speak clearly and audibly about ideas and experiences. (CC1.3) * Write and share stories and short informational texts about familiar events and experiences (minimum five sentences) (CC1.4) | * Discuss, connect, and compare texts (CR1.1) * Demonstrate comprehension of: multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters. (CR1.2) (CR1.4) * Apply reading strategies and appropriate cues and conventions (phonological awareness, phonemic awareness, phonics, spelling) (CR1.2) (CR1.3) (CR1.4) * View multimedia clips, websites, video clips, magazine photographs (CR1.2) * Television ads and programs (CR1.2) * Retell stories by sequencing and answering who, what, where, when, why and how questions (CR1.3) (CR1.4) (CC1.3) * Listen to carry out directions (oral and written) with 4-6 simple steps (CR1.3) (CR1.4) * Relate sequence, key points, and problems & solutions (CR1.4)(CC1.3) * Distinguish between fiction & non-fiction. (CR1.4) * Read aloud with fluency, expression and comprehension. (CR 1.4) * Begin to utilize silent reading (CR1.4) | * Use words, symbols, and technology to express understanding (CC1.1) (CC1.2) (CC1.3) * Dictate and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions. (CC1.1) * Create stories, explanations, poems and dramatizations (CC1.1) * Use inquiry to explore a question or topic (CC1.1) * Dramatization, pictures, sounds, physical movement, charts, models and drawings. (CC1.2) * Use illustrations to clarify understanding (CC1.2) * Use before, during and after strategies (CC1.2) (CC1.3)(CC1.4) * Apply writing strategies and appropriate cues and conventions (CC1.3) (CC1.4) * Share and talk about what is being learned in small groups (CC1.3) * Answer questions in complete sentences (CC1.3) * Give directions that include several sequenced steps (CC1.3) * Relate an important event or personal experience (CC1.3) * Rehearse and deliver short poems, songs and stories (CC1.3) * Utilize the writing process (CC1.4) * Write about familiar topics (CC1.4) * Create short texts, autobiographical narratives, poems (CC1.4) * Write brief explanations and descriptions of real objects, persons and places (CC1.4) * Write a complete sentence with six words or more (CC1.4) | * Primary Success, * Starfall * Jolly Phonics songs, * Smart Exchange * Spelling Through Phonics, The McCrackens * - Words Their Way * - Equipped for Reading Success, Kilpatrick * - Successful Sight Reading, Jean Roberts (Primary Success Publications) * - Word Family work (various resources) * - PhonicsQ * - RAZKids * Literacy Place, * Kids A-Z, * Mo Willems Author Study (Julie Shope - TPT) * Guided Reading Packets (Karen Jones - TPT) * Primary Writing Units 1-5 (Deanna Jump  - TPT) * Writing Centres - Monthly (Time 4 Kindergarten - TPT) * Digital ELA Resources (Heaps of First - Seesaw - A Sun West PeBL Mentor in Eston, SK!!)   Authors:   * Robert Munsch * Jan Brett * Mo Willems * Howard Binkow * Dr. Seuss * Eric Carle * Laura Numeroff * Joanna Cole * Stan Berenstain * Arnold Lobel * Peggy Parish * H.A. Rey * Shel Silverstein (poetry) |

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| ASSESS & REFLECT |
| Assess and Reflect (AR) Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers and writers and set goals for future improvement. |
| OUTCOME |
| 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. |