		ELA 1/2/3	
	Mme Vaquerano École Laurier 2025-	2026	
	SEPTEMBER	OCTOBER	NOVEMBER
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IIIIIe Feriod	Sept.	Oct.	Nov.
	All About Me and Getting to Know You: (Personal and Phliosophical; Multi-genre Thematic/Inquiry)	Mysteries and Spooky Stories (Imaginative and Literary; Multi-genre Thematic)	Poetry (Communicative; Genre Study)
5	GLOs: All Practices	GLOs: All Practices	GLOs: All Practices
Dig lueas/orrarius	Journal writing, self-reflection and goal-setting opportuntiies, identifying personal strengths. Strands: all	Narrative writing, descriptive writing, mystery genre. Strands: all	Characterics of poetry, poetry writing. Strands: all
ments	Assessments: Formative: Observations, conversations/corprojects, conferencing, etc Differentiation: small group tea	ferencing, small group teaching, F and P reading level, practice assignments, etc Summative: writing piec aching, reduced amount of questions/sentences, fill-in-the-blank notes, word banks, writing office folder, pre	ses for a portfolio, short quizzes, observations, conversations/conferencing, sentations to only me rather than entire class, audiobooks, assignment choice

Youtube videos, Teachers Pay Teachers resources that align with Manitoba Literacy Progressions Documents, self-created resources, Textbook: Constructing Meaning: Teaching Language and Literacy K-8: Bainbridge & Heydon, Daily Five, Ty Beanie Babies Decoding Strategies, UFLI, Reading Rev, picture books from personal and school library.

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Time Period	Dec.			Jan.				Feb.				Mar.		
	Holidays Around the Multi-genre Thematic	World (Social, cultural	and historical;	Class Read Aloud St	udy: TBD			Friendship (Personal	and philosophical; Mu	ulti-genre Thematic)		Author Study: Mo Wi	llems (Imaginative and	d literary)
Outcomes	GLOs: All Practio	ces		GLOs: All Praction	ces			GLOs: All Praction	ces			GLOs: All Practi	ces	
Big Ideas/Strands	Informative writing	g, procedural writi	ng. Strands: all	TBD; Strands: all				Journal writing, n	arrative writing. St	trands: all		Descriptive writin	g. Strands: all	

See above!		 						
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Time Period	'	April	May	June
Unit		Animal Study (TBD based on student interest): (Communicative; Multi-genre Thematic)	When I Grow Up (Personal and philosophical; Multi-genre Thematic)	Summer (Communicative; Multi-genre Thematic)
Outcomes		GLOs: All Practices	GLOs: All Practices	GLOs: All Practices
Big Ideas/Strands		Expository/informative writing. Strands: all.	Narrative writing, informative writing. Strands: all.	Narrative writing, Expository/informative writing. Strands: all.
Assessments	See above!			
Resources	See above!			

Descriptors

Practices	Elements	Grade Band 1	Grade Band 3
PA: The practice of using language as Power and Agency	Recognize and analyze inequities, viewpoints and bias in ideas and texts	1.1 talking about different experiences, opinions and ideas.	3.1: talking about different experiences, opinions, ideas and points of view influence understanding
	Investigate complex moral, cultural and ethical issues and conflicts	1.2 recognizing that texts have different audiences, purposes and points of view	3.2: expressing and justifiying opinions and points of view
	Analyze alternative viewpoints and perpectives	1.3: expressing opinions and judgments. 1.4: using language to meet needs and to share their identities	3.3: examining and discussing how texts have different contexts, purposes and audiences
	Propose and take action	1.5: talking about the choices of the text creator. 1.6: recognizing that they can accept, resist or change ideas, points of view, and opinions	3.4: examining and discussing content, purpose and message of text creator
ED: The practice of using language as Exploration and Design	Research and analyze topics and ideas	1.1: experimenting with design choices for different purposes	3.1: exploring designs while considering context, purpose and audience
	Interpret and integrate information and ideas from multiple texts and sources	1.2: sharing and contributing in communities to explore ideas and deepen thinking	3.2: paritipcating in community learning to explore ideas and deepen thinking
	Use language to problem solve and create	1.3: using different sources to explore ideas and deepen thinking	3.3: discussing the choices of the text creator
	Invent, take risks and reflect to reprsent thinking and create possibiltiies	1.4: imagining and exploring different ways to represent thinking and ideas	
SM: The practice of using language as Sense-making	Use, build and refine schema accessing français learning experiences	1.1 responding to texts to construct and share understanding	3.1: demonstrating an understanding of texts
	Select from and use a variety of	1.2: using what they know about themselves and texts to	
	strategies for a specifc purpose	reflect, set goals, and make choices	3.2: using knowledge of texts and self to make decisions3.3: using a variety of strategies to udnerstand and create
	Be aware of and articulate the ways that they are engaing with texts	1.3: talking about and using familier strategies to understand and create texts	texts. 3.4: choosing how to communicate ideas for purpose and audience
	Use language acquisition of English and Francais to construct meaning and further own learning	1.4: using knowledge of texts to understand and create texts	3.5: understanding that making sense of texts requires focus. 3.6: beginning to use a repertoire of language and cultural resources, for different functions
S. The practice of using language as System	Analyze and apply rules of language	1.1: beginning to recognize that English has rules and conventions	3.1: using classroom resources (word wall etc.) and what they know about rules and conventions (grammer etc) to understand and compose texts
	Adapt conventions in a variety of texts	1.2: beginning to develop automaticity with familar texts	3.2: beginning to talk about the similarities and differences of rules and conventions of language to represent and communicate clearly and effectively
	Analyze and apply understanding of whole-part-whole relationships	1.3: experimenting with and adapting their use of conventions of print, oral, and visual texts to enhance communication	3.3: using and adjusting conventions of familiar print, oral, and visual texts to enhance communication
	Assess the similarities and differences between English and Français rules and	1.4: beginning to understand that legibility enhances communication	3.4: developing automaticity with grade appropiate texts
	convention in a variety of texts		3.5: demonstrating an understanding that organization

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		17: 92 and 93; 18: 94 and 95; 19: 96 and 97; 20: 98 and 99		
က	14: 86 and 87; 15: 88 and 89; 16: 90 and 91		21: 100 and 101; 22: 102 and 103; 24: 106 and 107	25: 108 and 109; 26: 110 and 111; 27: 112 and 113
	Grade 1: 14: punctuation; 15: punctuation; 16:	Grade 1: 17: nouns; 18: nouns; 19: nouns; 20: verbs. Grade 2/3: 17:	Grade 1: 21: verbs; 22: verbs; 23: adjectives; 24: adjectives. Grade	Grade 1: 25: adjectives; 26: adjectives; 26:
ar	punctuation. Grade 2/3: 14: was and were; 15: has	see/saw; 18: y to i; 19: when adverbs; 20: compund words	2/3: 21: irregular plurals; 22: noun places; 23: adjectives inflection	punctuation; 27: punctuation. Grade 2/3: 25:
amu	and have contractions; 16: prefixes re/un/pre		ending in er; 24: adjectives compare er/est	abbreviations; 26: a/an/the; 27: endings er/est
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	Reading strategies: Activating prior knowledge	+		
_	(non-fiction texts), Setting a Purpose and Text			
Othe	Features	Reading strategies: Making connections and Identifying Key Message and Details		Reading strategies: Making Inferences and Retelling
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Time Period	April	I						Ма	у					June							
<u>=</u>	See	"ELA 1/2/3 \	Year Plan"					Se	e "ELA 1/2/3 Year	Plan"				See "ELA 1/2/3	Year Plan"						
Outcomes	con	D: Langua nventions	-			d apply rules of lan	guage; adapt			as Sense Makinį t conventions in				_	ige as Sense Ma in a variety of	-	yze and ap	oply rules of I	languag	e; ada	pt
+	- (Bos	ssy e: u);	30: 59 (V	Ce Review	v e: o); 29: 57 (\ v 2) and 63 (-es 57 (closed/close	/Ce review 1, and e s); 31: 64 (-ed) and 65 ed syllables);	hort) and 58 (-ing); 32: 66	33	: 68 (open/clos	sed)				Extra time to	work on skills as	needed!					
Phonics	28: :	90 and 91	; 29: 93 a	nd 94; 30	: 95 and 96; 31:	98 and 99; 32: 100 a	and 101	33	: 103 and 107;	34: 108 and 109;	35: 110			Extra time to	work on skills as	needed!					
er	28:	114 and 1	15; 29: 1 1	6 and 117	′; 30: 118 and 1	19; 31: 120 and 131;	32: 122 and 123	34	: 126 and 127;	35: 128				Extra time to	work on skills as	needed!					
Grammar	a nee		le 2/3: 28			ontractions; 31: contr 29: adverbs; 30: I an			tra grammar p	ractice as needec				Extra gramm	ar practice as ne	eded					

Reading strategies: Making Inferences and Retelling Reading Strategies: Application of all Reading Strategies: Application of all
