

ELA 1/2/3

Mme Vaquerano École Laurier 2025-2026

SEPTEMBER		OCTOBER		NOVEMBER	
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[illegible]

Resources	Assessments	Big Ideas/Strands/Outcomes	Unit	Time Period
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Resources Assessments Big Ideas/Strands Outcomes

Resources Assessments Big Ideas/Strands

Resources Assessments Big Ideas

Resources Assessment

Resources

1

DECEMBER				JANUARY				FEBRUARY				MARCH			

	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29		2	3	4	5	6	9	10	11	12	13	17	18	19	20	23	24	25	26							2	3	4	5	6	9	10	11	12	13	16	17	18	19	23
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Big Ideas/Strands Outcomes	Unit	Time Period
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Big Ideas/Strands Outcomes

Big Ideas/Stran

Big I

Dec.	Jan.	Feb.	Mar.
Holidays Around the World (Social, cultural and historical; Multi-genre Thematic)	Class Read Aloud Study: TBD	Friendship (Personal and philosophical; Multi-genre Thematic)	Author Study: Mo Willems (Imaginative and literary)
GLOs: All Practices	GLOs: All Practices	GLOs: All Practices	GLOs: All Practices
Informative writing, procedural writing. Strands: all	TBD; Strands: all	Journal writing, narrative writing. Strands: all	Descriptive writing. Strands: all

Practices	Elements	Descriptors	
		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 justifying opinions and points of view
	Analyze alternative viewpoints and perspectives	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: participating 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 represent thinking and create possibilities	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 francais 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 strategies for a specific purpose	1.2: using what they know about themselves and texts to reflect, set goals, and make choices	3.2: using knowledge of texts and self to make decisions
	Be aware of and articulate the ways that they are engaging with texts	1.3: talking about and using familiar strategies to understand and create texts	3.3: using a variety of strategies to understand and create 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 (grammar etc) to understand and compose texts
	Adapt conventions in a variety of texts	1.2: beginning to develop automaticity with familiar 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 Francais rules and convention in a variety of texts	1.4: beginning to understand that legibility enhances communication	3.4: developing automaticity with grade appropriate texts 3.5: demonstrating an understanding that organization

Other

Reading strategies: Making Inferences and Retelling

Reading Strategies: Application of all

Reading Strategies: Application of all