		ELA 4/5							
	Mme Vaquerano École Laurier 2025	2026							
	SEPTEMBER	OCTOBER	NOVEMBER						
	4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26	29 1 2 3 6 7 8 9 10 14 15 16 17 20 21 22 23 27 28 29 30 31	3 4 5 6 7 12 13 14 17 18 19 20 24 25 26 27 28						
	1 2 3 4	5   6   7   8   9   1	11 12 13						
Time Period	Sept.	Oct.	Nov.						
Unit	All About Me and Getting to Know You: (Personal and Philosophical; Multi-genre Thematic/Inquiry)	Mysteries and Spooky Stories (Imaginative and Literary; Multi-genre Thematic)	Class Novel Study: TBD based on student interests						
ŏ	GLOs: All Practices	GLOs: All Practices	GLOs: All Practices						
Big Ideas/Strands	ELA rotations. Strands: all	Narrative writing, descriptive writing, mystery genre. Strands: all	TBD; Strands: all						
ţ	Assessments: Formative: Observations, conversations/cor	ferencing, small group teaching, F and P reading level, practice assignments, etc Summative: writing piec ching, reduced amount of questions/sentences, fill-in-the-blank notes, word banks, writing office folder, pre	es for a portfolio, short quizzes, observations, conversations/conferencing, sentations to only me rather than entire class, audiobooks, assignment choice						

projects, conferencing, etc.. Differentiation: small group teaching, reduced amount of questions/sentences, fill-in-the-blank notes, word banks, writing office folder, presentations to only me rather than entire class, audiobooks, assignment choice etc.

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.

	DI	ECEMBER			IANIIIAD	V			EEDDIIADV		MARCH						
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	14	- 1 - 1 - 1 - 1 - 1 - 1	16	17	18	19	20 27 28 29	21	- 1 - 1 - 1 - 1 - 1 - 1	23 24		25	26	27			
Time Period	Dec. Jan.							Feb.			Mar.						
Unit	Holidays Around the Multi-genre Thematio	World (Social, cultural	and historical;	Book Clubs: Indepen literary; Author Study		nor Study: Roald Dah	d Dahl: (Imaginative and Friendship (Personal and philosophical; Multi-genre Thematic)						Poetry: (Various lenses; Genre Study)				
Outcomes	GLOs: All Praction	es GLOs: All Practices					GLOs: All Praction	ces		GLOs: All Practices							
Big Ideas/Strands	Informative writin	writing, procedural writing. Strands: all  Applying own reading and writing strategies, oral language; Strands: all				Journal writing, n	arrative writing. St	trands: all	Poetry writing. Strands: all								

Assessments	See above!							
Resources	See above!							
		APRIL	MAY	JUNE				
	24 25 26 27	6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 1	5 6 7 8 11 12 13 14 15 19 20 21 22 25 26 27 28 29	1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29				
		29 30 31 32		37 38 39 40				
Time Period		April	May	June				
Unit		Genre Study: Amazing Animals (Contexts: Communicative, environmental and technological, social, cultural and historical)	When I Grow Up (Personal and philosophical; Multi-genre Thematic)	Summer Fun (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.				

See above!

See above!

## Descriptors

Practices	Elements	
PA: The practice of using language as Power and Agency	Recognize and analyze inequities, viewpoints and bias in ideas and texts	6.1: discussing the validity and reliability in texts
	Investigate complex moral, cultural and ethical issues and conflicts	6.2: beginning to analyze bias, differences in opinions and perspectives
	Analyze alternative viewpoints and perpectives	6.3: questioning ideas and expressing disagreement with sensitivity, to the opinions and perspectives of others
	Propose and take action	6:4: analyzing purpose and choices of text creators and the impact on audienece
ED: The practice of using language as Exploration and Design	Research and analyze topics and ideas	6.1: planning, designing, and creating to reflect interests, context, purpose and audience
	Interpret and integrate information and ideas from multiple texts and sources	6.2: Selecting from a variety of strategies to explore ideas and extend thinking
	Use language to problem solve and create	6.3: contributing to and sharing knowledge with communities to explore ideas and deepen thinking
	Invent, take risks and reflect to reprsent thinking and create possibiltiies	6.4: drawing on a repertoire of language and cultural resoruces for different functions
SM: The practice of using language as Sense-making	Use, build and refine schema accessing francais learning experiences	6.I: assessing and reflecting on comprehension and communication goals
	Select from and use a variety of strategies for a specifc purpose	6.2: selecting from a variety of strategies to understand and create texts
	Be aware of and articulate the ways that they are engaing with texts	$6.3 \\ :$ building stamina for creating and making sense of texts
	Use language acquisition of English and Francais to construct meaning and further own learning	$6.4\!\!:$ enhancing meaning through dialogue, reflection and revision
S. The practice of using language as System	Analyze and apply rules of language	6.I: using knowledge of language rule and conventions (spelling, grammar, puncutation and capitalization) appropiately to understand and compose texts
	Adapt conventions in a variety of texts	6.2: talking 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	$6.3\!\!:\!$ demonstrating automaticity with grade appropriate texts
	Assess the similarities and differences between English and Français rules and convention in a variety of texts	6.4: comparing and using the codes and conventions of print, oral, visual and multimodal texts to enhance communication

6.5: choosing and using muliple styles of communication for clarity and effect

## Lenses:

Personal and philosophical Social, cultural and historical Imaginative and literary Environmental and technological Communicative

## Unit Types:

Multi-genre thematic Genre inquiry or interdisciplinary design Author or genre study

Mme Vaquerano École Laurier 2025-2026																		
		SEPTE						ОСТО				NOVEMBER						
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Sept.				Oct.	Oct.								Nov.					
See "ELA 4/5 Ye	⁄ear Plan"		See "ELA 4	l/5 Year P <b>l</b> an"						See "ELA	. 4/5 Year Plan"							
_	age as Sense Ma guage; adapt cor	,		CLO. Lui		Making: A	analyze and a	pply rules o	of language; ad	apt conventions i	1	n a GLO: Language as Sense Making: Analyze and apply rules of lang conventions in a variety of texts						
F and P Rea	ding Assessments	s, small reading	groups to	determine stu	ident needs	oy	,	Double consonant	digraphs	-ise,-ize	Bossy E above	review: same a	word ending spelling	ending plural posses		essives		
F and P Rea	ding Assessments	s, small reading	groups to	determine stu	ident needs	-oi	i, -oy	Bossy R review	-у		-al		-ul		-ee, -ea-, -e			
	d identifying senter						verbs (past, pi	resent and f	uture tenses), rev	riew of paragraph		ing paragraphs/p nal words, pronc		riting, contra	ctions, apostroph	nes, conjunct		
structure and		nces types in a	paragraph	ı, subject-verb	agreement, PWII		verbs (past, pi	resent and fi	uture tenses), re	lew of paragraph	transitio	nal words, pronc	uns.		ctions, apostroph	nes, conjunct		
structure and	d identifying senter	nces types in a	paragraph	ı, subject-verb	agreement, PWII	М.	verbs (past, pi	resent and fi	uture tenses), rev	I	transitio	nal words, pronc	uns.		ctions, key ideas.	nes, conjunct		
structure and	d identifying senter	nces types in a	paragraph	, subject-verb	agreement, PWII	M.				FEBRUARY	Reading	nal words, pronc g strategies: text-	uns. to-self/world	d/text connec	otions, key ideas.			
Reading stra	d identifying senter	nces types in a	paragraph	to-self connec	agreement, PWII	M.		7 28 29	uture tenses), rev	I	Reading	nal words, pronc g strategies: text-	uns. to-self/world	d/text connec	ctions, key ideas.			
structure and	didentifying senter	using context	paragraph	to-self connec	agreement, PWII	RY 3 19 20 21	22 23 26 27	7 28 29	2 3 4 5 6	FEBRUARY 9 10 11 12 13	Reading	g strategies: text-	to-self/world	d/text connec	MARCH	3 16 17 18		
Reading stra	didentifying senter stegies: predicting,  DECEMBER 5 8 9 10 11 15	using context	paragraph clues, text-	to-self connec	agreement, PWII stions.  JANUAI 12 13 14 15 16	RY 3 19 20 21	22 23 26 27	7 28 29	2 3 4 5 6	FEBRUARY 9 10 11 12 13 22	Reading	g strategies: text-	to-self/world	d/text connec	MARCH  9 10 11 12 1 26	3 16 17 18		
Reading stra  1 2 3 4 14  Dec.  See "ELA 4/5 Young GLO: Language"	didentifying senter tegies: predicting,  DECEMBER    5   8   9   10   11     15    Gear Plan"  age as Sense Ma of language; ada	using context  liliz 15 16 17 16	paragraph clues, text-	to-self connectorself connectors and the self connectors and the self-self-self-self-self-self-self-self-	agreement, PWII stions.  JANUAI 12 13 14 15 16	RY 3 19 20 21 19 19 19:	22 23 26 27 20 20 20 and apply ru	28 29 29 29 29 29 20 20 20 20 20 20 20 20 20 20 20 20 20	2 3 4 5 6 21 Feb. See "ELA 4/5 Year	FEBRUARY 9 10 11 12 13 22	Reading  17 18 19 23  g: Analyze a	g strategies: text-  20 23 24 25 26  24  nd apply rules of	to-self/world  2 2 25  Mar.  See	d/text connects 3   4   5   6	MARCH S 10 11 12 1 26  Plan"  as Sense Makiranguage; adapt	3 16 17 18 27 27 ng: Analyze		
Reading stra  1 2 3 4 14  Dec.  See "ELA 4/5 Young GLO: Langua apply rules of the structure and the st	didentifying senter tegies: predicting,  DECEMBER    5   8   9   10   11     15    Gear Plan"  age as Sense Ma of language; ada	using context  liliz 15 16 17 16	paragraph  Clues, text-  18 19 5 17  Jar  See and Is in a GL lar	to-self connectorself connectors and the self connectors and the self-self-self-self-self-self-self-self-	agreement, PWII  stions.  JANUAI  12 13 14 15 16  18  Plan"  as Sense Makin at conventions in	RY 3 19 20 21 19 19 19:	22 23 26 27 20 20 and apply ruof texts	28 29 29 29 29 29 20 20 20 20 20 20 20 20 20 20 20 20 20	2 3 4 5 6 21 Feb. See "ELA 4/5 Year	FEBRUARY 9 10 11 12 13 22  Plan"  as Sense Making	Reading  17 18 19 23  g: Analyze a	g strategies: text-  20 23 24 25 26  24  nd apply rules of	to-self/world to-self/world 2 25 Mar. See Of GLC appr	d/text connect  3 4 5 6  "ELA 4/5 Year I  C: Language	MARCH S 10 11 12 1 26  Plan"  as Sense Makiranguage; adapt	3 16 17 18 27 27 ng: Analyze		

Grammar	See above!			Figurative langua	age (ie. similes, m	etaphors etc.), fiv	e senses of image	Colons, semi-colons, hyphens, dashes, parenthesis etc., Canadian spelling of certain words, prepositions, PWIM.							
Other	See above!			Reading strategion	es: re-telling, text-	to-self/world/text	connections, para	ohrasing, main	ideas.			Reading strategi inferring.	eading strategies: Main ideas, paraphrasing, erring.		
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		I	1	APRIL	1	1	<u>'                                    </u>	MAY				JUNE			
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	20	123	130	191	102	1 199	104	199	[50	37	[50	199	140		
Time Period	April					May				June					
Unit	See "ELA 4/5 Year F	lan"				See "ELA 4/5 Year	Plan"			See "ELA 4/5 Year Plan"					
Outcomes		as Sense Makin a variety of text		pply rules of lang	guage; adapt		e as Sense Makin ot conventions in			GLO: Language as Sense Making: Analyze and apply rules of language; adapt conventions in a variety of texts					
2	suffix -ment	suffix -able	contractions	suffix -sh	suffix -ant	synonyms	antonyms	homographs	homophones	-y syllable	-re syllable	-ble	-l syllable pattern		
က	prefix ir-	prefix il-	prefix non-	prefix anti-	prefix pro-	prefix pre-	suffix -en	suffix -ance and -ence	plural possessives	root word: multi-	root word: -ject	root word: -aud	root word: -logy		
Grammar	See above!	1	1	1		Prefixes and suffixes, more on adverbs, interjections.									
Other	See above!					Reading strategies: Predicting, using context clues, DRTA (directed reading thinking activity.									