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| **Unit –Time** | **BC Big Ideas (Understand)** | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Unit 1:**  Reading  Term 1: August 29- November 8, 2018 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families.  Everyone can be a reader and can create stories.  Playing with language helps us discover how language works. | * Use play and other creative means to discover foundational concepts of print. * Being to use sources of information and prior knowledge to make meaning. * Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to text and make meaning. * recognize the importance of story in personal, family, and community identity. * recognize the structure and elements of a story. * Begin to recognize basic structures and organization of the text. | **Students are expected to know the following:**  **Story/text:**   * Elements of a story * Vocabulary to talk about texts   **Strategies and processes:**   * Reading strategies   **Language features, structures, and conventions:**   * Concepts of print * Print awareness * Letter-sound correspondence (phonemic and phonological) | Phonics instruction   * Letter recognition: First 8 weeks followed by review in weeks 9-11 * Blending * Identifying sounds in words   Word family and word patterns to develop fluency   * From *Reading Skills Builder: pp 4-42*   *Sight Words*   * *From Reading Skills Builder: pp. 52-70*   Guided Reading Instruction small groups based on student ability   * Sort and predict * Picture walk * K-W-L charts * Webs * Building from clues * Anticipation guide * Introduce vocabulary   Shared reading   * Sort and predict * Picture walk * K-W-L charts * Webs * Building from clues * Anticipation guide * Introduce vocabulary   Independent Reading   * Just right books * DEAR (drop everything and read) * Building reading stamina   Read Alouds   * from Trait Crate to correspond with writing instruction (See writing unit 1) * Making Connections   Morning Message  Sight word instruction 6 words per week (see weekly lists in Key Vocabulary column) | * *Jolly Phonics Handbook: A handbook for teaching reading, writing, and spelling in print letters* – suggested timetable (behind content pages) * Jolly Phonics kits * Magnetic letters * Mini whiteboards and markers * Sound sheets (from Jolly phonics handbooks) * Jolly Phonics Frieze (Google Drive) * Big books * Word boxes * Alphatales books * Word Family readers * *Guided Reading Resource Manual* (Library) * PM Benchmark books Levels 1-9 * PM Arabic Collection books * PM+ Teachers’ Guides (Library) * PM Levelled Texts Teachers’ Resource Books for Arabic collection (Library) * Literacy place guided reading kits (Library) * Dolch Sight Word Lists (Pre Primer, primer, first grade) * Picture books from *The Trait Crate: Grade 1* * *Reading Power* by Adrienne Gear (Focus on “Connect” sections during first term) p34-50 (14 lessons)   Read Aloud for making connections:   * *No! David!* By David Shannon * *David goes to school* by David Shannon * *Red is Best* by Kathy Stinson * Book bins * School library * *Reading Skills Builder* Student workbook p 4-42 | Diagnostic assessments: (by September 21)   * Running record benchmark assessments for levelling students * Letter sound recognition assessment * Sight words pre-primer and primer   Formative Assessments:   * Running records should be done at least every 2-3 weeks on each student * Anecdotal observations from guided reading sessions (each week) * Letter-sound recognition (every 2-3 weeks) * Sight words (pre primer, primer) (every 2-3 weeks * Primer Sight word assessment October 31   Summative Assessments:   * Running Records due to BC Head: October 24 | s, a, t, i, p, n, c/k, e, h, r, d, g, o, u, l, f, b, ai, j, oa, ie, ee, or, z, w, ng, v, oo, oo, y, x, ch, sh, th, th, qui, ou, oi, ue, er, ar  Sight words 6 per week from Dolch Primer list:   * W1: all, am, are, at, ate, by * W2: black, brown, but, came, did, do * W3: eat, four, get, good, have, he * W4: into, like, must, new, no, now * W5: on, our, out, please, pretty, ran * W6: ride, saw, say, she, so, soon * W7: that, there, they, this, too, under * W8: want, was, well, went, what, white * W9: who, will, with, yes * W10: review of all before assessment   Word banks from *Reading Skills Builder* |
| **Unit 1:**  Writing  Term 1: August 29- November 8, 2018 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families.  Stories can be told through pictures and words.  Everyone has a unique story. | **Create and communicate**  Create stories and other age-appropriate texts to deepen awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences | **Students are expected to know the following:**  **Content**  **Strategies and processes:**   * writing processes   **Language features, structures, and conventions:**   * letter formation * sentence structure and grammar * conventions | **Letter formation**   * Pencil grip * Letter formation * Air writing   **Journal writing**   * Encoding writing * Writing simple sentences about personal experiences * Dictation/   spelling   * From 6+1 traits of writing focus on ideas and organization p 66-100 * Writing process * Shared writing * Modelled writing * **Conventions** * Creating **ideas** to write about * **Organization** * **Sentence Fluency** * **Autobiography**   **Grammar**:  Capitalization   * First word * I * Months/days * Special names * Names   Periods  Simple sentences  Verb Be   * Writing exemplars and guidelines for assessment | * Handwriting without tears Manual (see teaching guidelines p 122,123) and student workbooks * Student journals (supplied by student) * *Jolly Phonics Handbook: A handbook for teaching reading, writing, and spelling in print letters* – p 167-168 * *6+1 Traits of writing* * *Trait crate grade 1* * Writing exemplars from 6+1 Traits of Writing (Ch 3 and 4) * *Using picture books to teach writing with the traits K-2* p 9-40 and pp. 74-99 * *Trait Crate -Conventions (3 lessons)* * Trait crate - teaching ideas (3 lessons) * Trait crate - teaching organization (3 lessons) * Trait Crate -Teaching sentence Fluency * BC Writing exemplars (BC head) * Teacher /student created word wall (sight words, Jolly Phonics words, context vocabulary for subjects)     *Grammar Builder level 1 English* student workbook   * Capitalization. pp. 5-7, 11-19, 68-70 * Periods pp. 8-10 * Verb Be, am, is, are pp. 44-46 * Simple Sentences pp. 38-40 * 6+1 traits of writing | Diagnostic assessments:   * Free write indicating student writing level   Formative Assessments:   * Weekly spelling tests from Jolly Phonics book Lists 1-10 (p. 167-168) -Scored based on Blevins Phonemic Awareness Rubric (Google Drive) * 3 Journal entries (approx. every 3 weeks) * Alphabet Recognition Assessment (pg. 24 Phonics A-Z e-book).   Summative Assessments:   * Common Spelling assessment 20 words taken from lists #1-10) Wednesday October 31st, 2018 * Autobiography writing - students write 5 pages in a booklet with an illustration on each page. Each page has 1-2 sentences telling one fact about the child. | Ideas  Organization  Brainstorming  Writing Process  Punctuation  Capitals  Lower case  Spaces  autobiography  sentences |
| **Unit 1:**  Listening  Term 1: August 29- November 8, 2018 (11 weeks) | Listening and speaking builds our understanding and helps us learn. | **Comprehend and connect**  Use play and other creative means to discover foundational concepts of print, **oral,** and visual texts  Engage actively as **listeners, viewers,** and readers, as appropriate, to develop understanding of self, identity, and community  Recognize the importance of story in personal, family, and community identity  Exchange ideas and perspectives to build shared understanding | **Students are expected to know the following:**  **Strategies and processes:**  oral language strategies | Use Whole Body Listening to help maintain focus  Maintaining a “listening” posture; taking turns; and asking questions related to the topic  Following directions  -listen and colour  Demonstrating appropriate listening behaviours during show and tell.  Listening to discussions and instructions, and demonstrating this by generating an on topic response.  Listening to others during play and building on their ideas.  Listening to others during collaborative work and building on their ideas.  Listening to environmental or animal sounds that are familiar and identifying them.  Listening for isolated sounds in words. (Phonics) | Whole body Listening posters PDF (Google Drive)  Howard B. Wigglebottom learns to Listen by Howard Binkow (Library?)  Howard B. Wigglebottom learns to LIsten - video (Google drive)  Color by listening a following directions activity - Volume 1 and Volume 2 (Google Drive)  Show and tell rubric (to be developed)  Rubric (to be developed)  Rubric (to be developed)  Rubric (to be developed) | **Use rubrics to assess the following:**  -1 listen and colour activity  -1 listen and draw activity  -1 large group activity listening  -1 small group activity listening  -1 distinguishing letter sounds activity  -1 listening self assessment for whole body listening (p. 4 of whole body listening posters pdf on Google drive) | “whole body listening”  listen  look  quiet  listener |
| **Unit 1:**  Speaking  Term 1: August 29- November 8, 2018 (11 weeks) | Listening and speaking builds our understanding and helps us learn. | Use play and other creative means to discover foundational concepts of print, oral, and visual texts  Exchange ideas and perspectives to build shared understanding | Vocabulary to talk about texts.  Oral language strategies.  Letter-sound correspondence (phonemic and phonological).  Sentence structure and grammar. | Responding to questions during activities or instruction with appropriate answers.  Producing sounds of each letter or letter combination taught in phonics.  Oral presentations in the form of show and tell.  Use of subject-based vocabulary from all subject areas when speaking.  Sharing ideas orally during large or small group discussions.  Instructing students on varying tone and volume to meet the demands of the situation.  Instruct students on how to ask basic conversational questions properly. (i.e., May I go to the restrooms, please?)  Have students talk about their drawings or diagrams to tell the “story” that is represented.  Talk about individual and shared experiences to support writing assignments.  Use opportunities for students to discuss subject-based matter in pairs or small groups to build K-W-L charts or before sharing ideas as a larger group.  Model speaking using proper grammar.  Model sharing information about a subject or experience.  Model taking turns during partner talk, small group, or large group discussions.  Picture word induction method. Use of pictures to generate vocabulary.  Table talk with small groups using busy pictures. | Rubric for term 1 (being developed)  Rubric for specific speaking contexts need to be developed.  “Busy Pictures” (Google Drive) | Assess students at least 3 times during the term on their speaking. Assessments should represent a variety of situations including:  -1:1 speaking  -speaking in a small group  -speaking to a large group  \*\* consider using cross-curricular instruction and assess students for speaking in different contexts (i.e. talking about a lab during Science, talking about an activity in Math, talking about a book they enjoyed and responding to questions about it) | speaker  volume  tone  expression  audience  pace |
| **Unit 2:**  Reading  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families.  Everyone can be a reader and can create stories.  Playing with language helps us discover how language works. | * Use play and other creative means to discover foundational concepts of print. * Being to use sources of information and prior knowledge to make meaning. * Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to text and make meaning. * recognize the importance of story in personal, family, and community identity. * recognize the structure and elements of a story. * Begin to recognize basic structures and organization of the text. | **Students are expected to know the following:**  **Story/text:**   * Elements of a story * Vocabulary to talk about texts   **Strategies and processes:**   * Reading strategies   **Language features, structures, and conventions:**   * Concepts of print * Print awareness * Letter-sound correspondence (phonemic and phonological) | Phonics instruction   * Review of the 42 letter sounds, plus the alternatives weeks 12-23 * Review Short vowels   Word family and word patterns to develop fluency (Digraphs)   * From *Reading Skills Builder: pp 43-50*   Guided Reading Instruction small groups based on student ability   * Sort and predict * Picture walk * K-W-L charts * Webs * Building from clues * Anticipation guide * Introduce vocabulary * The Reading Process (Pre-Reading, Post-Reading and During Reading)   Shared reading   * Sort and predict * Picture walk * K-W-L charts * Webs * Building from clues * Anticipation guide * Introduce vocabulary   Independent Reading   * Just right books * DEAR (drop everything and read) * Building reading stamina   Read Alouds   * from Trait Crate to correspond with writing instruction (See writing unit 2) * Questioning and Visualizing   Morning Message  Sight word instruction 6 words per week (see weekly lists in Key Vocabulary column) | *Phonics From A to Z (e-book)* (Google Drive) pp. 39-41   * *Jolly Phonics Handbook: A handbook for teaching reading, writing, and spelling in print letters* – suggested timetable (behind content pages) * *Guided Reading Resource Manual* (Library) * Jolly Phonics kits * Magnetic letters * Mini whiteboards and markers * Sound sheets (from Jolly phonics handbooks) * Jolly Phonics Frieze (Google Drive) * Big books * Word boxes * PM Benchmark books Levels 1-13 * PM Arabic Collection books * PM+ Teachers’ Guides (Library) * PM Levelled Texts Teachers’ Resource Books for Arabic collection (Library) * Literacy place guided reading kits (Library) * Dolch Sight Word Lists (Pre Primer, primer, first grade) * Picture books from *The Trait Crate: Grade 1*   *Reading Power* by Adrienne Gear pages 51-64 (Question)(13 lessons); 65-80 (Visualize) (13 lessons)  Read Aloud for Visualizing (pp. 73-74) and Questioning (pp. 57-58) (Reading Power)   * Book bins * School Library | Read Aloud books to supplement Reading Power (In the Library)  Running records should be done at least every 2-3 weeks on each student  Diagnostic assessments: (from Term 1)   * Running record benchmark assessments for levelling students * Letter sound recognition assessment * Sight words pre-primer and primer   Formative Assessments:   * Running records should be done at least every 2-3 weeks on each student * Anecdotal observations from guided reading sessions (each week) * Letter-sound recognition (every 2-3 weeks) * Sight words (Primer, Grade 1) (every 2-3 weeks * Grade Sight word assessment February 14   Summative Assessments:   * Running Records due to BC Head:   January 31 | <y> spelling for the /ee/ sound  Magic <e>: a\_e, e\_e, i\_e, o\_e, u\_e  <ue> and <u\_e> for the long /oo/  <ay> for /ai/  <oy> for /oi/  <ea> for /ee/  <y> for /ie/  <ow> for /oa/  <ir> and <ur> for /er/  Sight words 6 per week from Grade 1 list:   * W1: after, again, any, ask, as * W2: by, could, every, fly, from, give * W3: going, had, has, her, him, his * W4: how, just, know, let, live, may * W5: of, old, once, open, over * W6: put, round, some, stop, take, thank * W7: them, then, think, walk, were, when * W8: Review of all Grade 1 Dolch words before assessment * W9: Review of Pre-Primer, Primer and Grade 1 Sight words * W10: Dolch Nouns apple, baby, back, ball, bear, bed * W11: Dolch Nouns: bell, bird, birthday, boat, box |
| **Unit 2:**  Writing  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families.  Stories can be told through pictures and words.  Everyone has a unique story. | **Create and communicate**  Create stories and other age-appropriate texts to deepen awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences | **Students are expected to know the following:**  **Content**  **Strategies and processes:**   * writing processes   **Language features, structures, and conventions:**   * letter formation * sentence structure and grammar * conventions | Teaching capitals (According to Jolly phonics Timetable Week #13-15)  b & d letter formation  Writing words and sentences from dictation (Weekly spelling tests now include sentence dictation)  Model  Grammar:   * Common Nouns * Proper Nouns * Singular and Plural Nouns * Male and Female * Simple Sentences * Word choice * Voice * Personal narratives * journal entry   **Research writing** (see science - Living Things) | * Student journals (supplied by student) * *Jolly Phonics Handbook: A handbook for teaching reading, writing, and spelling in print letters* – pp. 168-   *Grammar Builder level 1 English* student workbook     * Nouns   pp. 20-28   * Male and Female pp. 32-34 * Action Verbs pp. 35-37 * More Simple Sentences pp. 50-52 * *6+1 Traits of writing* * *Trait crate -word choice (3 lessons)* * *Trait crate -voice (3 lessons)* * *Using picture books to teach writing with the traits K-2* pp. 41-73 * Writing exemplars from 6+1 Traits of Writing (Ch 6 and 7) * BC Writing exemplars (BC head) * Teacher /student created word wall (sight words, Jolly Phonics words, context vocabulary for subjects) | Diagnostic assessments:   * Free write indicating student writing level   Formative Assessments:   * Weekly spelling tests from Jolly Phonics book Lists 11-20 (p. 168-170) -Scored based on Blevins Phonemic Awareness Rubric (Google Drive) * 3 Journal entries (approx. every 3 weeks)   Summative Assessments:   * Common Spelling assessment 20 words taken from lists #11-20) Wednesday February 13,, 2019 * Personal Narrative writing- students write 3 + sentences about a personal experience with an illustration. Each sentence should be a complete sentence.   School Wide Write: February 10-14 | Common Nouns  Proper Nouns  Plural  Singular  Action words (verbs)  Male Female |
| **Unit 2:**  Listening  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Listening and speaking builds our understanding and helps us learn. | **Comprehend and connect**  Use play and other creative means to discover foundational concepts of print, oral, and visual texts  Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community  Recognize the importance of story in personal, family, and community identity  Exchange ideas and perspectives to build shared understanding | **Students are expected to know the following:**  **Strategies and processes:**  oral language strategies  *Elaborations: maintaining a “listening” posture; taking turns; and asking questions related to the topic* | Listen and draw with CVC words  Use Whole Body Listening to help maintain focus.  Practice listening in different contexts: read alouds, presentations, assemblies, 1:1, small group, and large group activities.  Maintaining a “listening” posture; taking turns; and asking questions related to the topic  Retell directions or steps required to complete an activity.  Listening to others during collaborative work and building on their ideas.  Listening for isolated sounds in words. (Phonics)  Spell words by listening to the sounds and writing the letters to represent the sounds. | CVC Words LIstening Comprehension (Google Drive)  Listening rubrics (being developed) | **Use rubrics to assess listening three times during the term. Assessment should occur in different contexts. (i.e., 1:1, small group discussions, large group activity/assembly)** | “whole body listening”  listen  look  quiet  listener |
| **Unit 2:**  Speaking  Term 2: November 12, 2018- February 18, 2019 (11 weeks) | Listening and speaking builds our understanding and helps us learn. | Begin to use sources of information and prior knowledge to make meaning.  Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts.  Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.  User personal experience and knowledge to connect to text and make meaning.  Recognize the importance of story in personal, family, and community identity.  Exchange ideas and perspectives to build shared understanding.  Plan and create a variety of communication forms for different purposes and audiences. | Vocabulary to talk about texts.  Oral language strategies.  Letter-sound correspondence (phonemic and phonological).  Sentence structure and grammar. | Responding to questions during activities or instruction with appropriate answers.  Producing sounds of each letter or letter combination taught in phonics.  Oral presentations in the form of show and tell.  Use of subject-based vocabulary from all subject areas when speaking.  Sharing ideas orally during large or small group discussions.  Instructing students on varying tone and volume to meet the demands of the situation.  Instruct students on how to ask basic conversational questions properly. (i.e., May I go to the restrooms, please?)  Have students talk about their drawings or diagrams to tell the “story” that is represented.  Talk about individual and shared experiences to support writing assignments.  Use opportunities for students to discuss subject-based matter in pairs or small groups to build K-W-L charts or before sharing ideas as a larger group.  Model speaking using proper grammar and more complex sentences.  Model sharing information about a subject or experience.  Model taking turns during partner talk, small group, or large group discussions.  Use drama and Reader’s Theater to build speaking skills of expression, volume, rate of speech and tone. | Rubrics being developed | Assess students at least 3 times during the term on their speaking. Assessments should represent a variety of situations including:  -1:1 speaking  -speaking in a small group  -speaking to a large group  \*\* consider using cross-curricular instruction and assess students for speaking in different contexts (i.e. talking about a lab during Science, talking about an activity in Math, talking about a book they enjoyed and responding to questions about it) | speaker  volume  tone  expression  audience  pace |
| **Unit 3: Reading**  Term 3: February 19, 2019- May 16th, 2019 (11 weeks) | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families.  Everyone can be a reader and can create stories.  Playing with language helps us discover how language works. | * Use play and other creative means to discover foundational concepts of print. * Being to use sources of information and prior knowledge to make meaning. * Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity and community. * Use personal experience and knowledge to connect to text and make meaning. * recognize the importance of story in personal, family, and community identity. * recognize the structure and elements of a story. * Begin to recognize basic structures and organization of the text. | **Students are expected to know the following:**  **Story/text:**   * Elements of a story * Vocabulary to talk about texts   **Strategies and processes:**   * Reading strategies   **Language features, structures, and conventions:**   * Concepts of print * Print awareness * Letter-sound correspondence (phonemic and phonological) | Phonics instruction   * Review of the 42 letter sounds, plus the alternatives weeks 24-34 * Introduce other common spelling patterns for reading e.g. <ph> for /f/, soft <c? and <g>, <ear>, <air> for /air/ * Develop comprehension skills   Guided Reading Instruction small groups based on student ability   * Sort and predict * Picture walk * K-W-L charts * Webs * Building from clues * Anticipation guide * Introduce vocabulary * The Reading Process (Pre-Reading, Post-Reading and During Reading)   Shared reading   * Sort and predict * Picture walk * K-W-L charts * Webs * Building from clues * Anticipation guide * Introduce vocabulary   Independent Reading   * Just right books * DEAR (drop everything and read) * Building reading stamina   Read Alouds   * from Trait Crate to correspond with writing instruction (See writing unit 3) * Infer and Transform |  | Running records should be done at least every 2-3 weeks on each student  Read Aloud books to supplement Reading Power (In the Library)  Running records should be done at least every 2-3 weeks on each student  Diagnostic assessments: (from Term 1)   * Running record benchmark assessments for levelling students * Letter sound recognition assessment * Sight words pre-primer and primer   Formative Assessments:   * Running records should be done at least every 2-3 weeks on each student * Anecdotal observations from guided reading sessions (each week) * Letter-sound recognition (every 2-3 weeks) * Sight words (Primer, Grade 1, Dolch Nouns) (every 2-3 weeks * Dolch Nouns Sight word assessment May 26   Summative Assessments:   * Running Records due to BC Head: May 29 | <ew> for /ue/ and /oo/  <ow> for /ou/  <igh> for /ie/  <aw> for /o/  /w/  <au> and <al> for /o/  Review: /ai/ as <ai>, <ay>, and <a\_e>  /ee/ as <ee>, <ea> <e\_e>  /ie> as <ie>, <y>, <igh> , <i\_e>  Dolch Noun List: 6/week  W1: boy, bread, brother, cake, car, cat  W2: chair, chicken, children, coat, corn, cow  W3: day, dog, doll, door, duck, egg  W4: Eye, farm, farmer, father, feet, fire,  W5: fish, floor, flower, game, garden, girl  W6: good-bye, gross, ground, hand, head, hill  W7: home, horse, house, kitty, leg, letter  W8: man, men, milk, money, morning, mother  W9: name, nest, night, paper, party, picture  W10 pig, rabbit, rain, ring, robin, school  W11: Review all words before assessment |
| **Unit 3: Writing** | Language and stories can be a source of creativity and joy.  Stories help us learn about ourselves and our families.  Stories can be told through pictures and words.  Everyone has a unique story. | **Create and communicate**  Create stories and other age-appropriate texts to deepen awareness of self, family, and community  Plan and create a variety of communication forms for different purposes and audiences | **Students are expected to know the following:**  **Content**  **Strategies and processes:**   * writing processes   **Language features, structures, and conventions:**   * letter formation * sentence structure and grammar * conventions |  |  | School wide write: May 27-29 |  |
| **Unit 3: Listening** | Listening and speaking builds our understanding and helps us learn. | Begin to use sources of information and prior knowledge to make meaning.  Use age-appropriate reading, **listening**, **and viewing** behaviours and strategies to make meaning from texts.  Engage actively as **listeners, viewers,** and readers, as appropriate to develop understanding of self, identity, and community.  Use personal experience and knowledge to connect to text and make meaning.  Recognize the importance of story in personal, family, and community identity. | **Students are expected to know the following:**  **Strategies and processes:**  oral language strategies  *Elaborations: maintaining a “listening” posture; taking turns; and asking questions related to the topic* | Use Whole Body Listening to help maintain focus.  Practice listening in different contexts: read alouds, presentations, assemblies, 1:1, small group, and large group activities.  Maintaining a “listening” posture; taking turns; and asking questions related to the topic  Retell directions or steps required to complete an activity.  Listening to others during collaborative work and building on their ideas.  Listening for isolated sounds in words. (Phonics)  Spell words by listening to the sounds and writing the letters to represent the sounds. | Listening rubrics (being developed) | **Use rubrics to assess listening three times during the term. Assessment should occur in different contexts. (i.e., 1:1, small group discussions, large group activity/assembly)** | “whole body listening”  listen  look  quiet  listener |
| **Unit 3: Speaking** | Listening and speaking builds our understanding and helps us learn.  Stories can be told through pictures and words.  Everyone has a unique story. | Use play and other creative means to discover foundational concepts of print, **oral**, and visual texts  Exchange ideas and perspectives to build shared understanding  Begin to use sources of information and prior knowledge to make meaning.  Use age-appropriate reading, listening, and viewing behaviours and strategies to make meaning from texts.  Engage actively as listeners, viewers, and readers, as appropriate to develop understanding of self, identity, and community.  User personal experience and knowledge to connect to text and make meaning.  Recognize the importance of story in personal, family, and community identity.  Exchange ideas and perspectives to build shared understanding.  Plan and create a variety of communication forms for different purposes and audiences. | Vocabulary to talk about texts.  Oral language strategies.  Letter-sound correspondence (phonemic and phonological).  Sentence structure and grammar. | Responding to questions during activities or instruction with appropriate answers.  Producing sounds of each letter or letter combination taught in phonics.  Oral presentations in the form of show and tell.  Use of subject-based vocabulary from all subject areas when speaking.  Sharing ideas orally during large or small group discussions.  Instructing students on varying tone and volume to meet the demands of the situation.  Instruct students on how to ask basic conversational questions properly. (i.e., May I go to the restrooms, please?)  Have students talk about their drawings or diagrams to tell the “story” that is represented.  Talk about individual and shared experiences to support writing assignments. Modely providing numerous details about the topic.  Use opportunities for students to discuss subject-based matter in pairs or small groups to build K-W-L charts or before sharing ideas as a larger group.  Model speaking using proper grammar and more complex sentences.  Model sharing information about a subject or experience.  Model taking turns during partner talk, small group, or large group discussions.  Use drama and Reader’s Theater to build speaking skills of expression, volume, rate of speech and tone.  Introduction to debates by having students make choices between two things and sharing the reasons why they like their choice more than the other choice. (Pairs with opinion writing.) | Rubrics (being developed) | Assess students at least 3 times during the term on their speaking. Assessments should represent a variety of situations including:  -1:1 speaking  -speaking in a small group  -speaking to a large group  \*\* consider using cross-curricular instruction and assess students for speaking in different contexts (i.e. talking about a lab during Science, talking about an activity in Math, talking about a book they enjoyed and responding to questions about it) | speaker  volume  tone  expression  audience  pace |