**DFSG** This is an example. Literacy learning is much broader than the sample below. Teachers are encouraged to identify connections with their own established plans, the BC curriculum, and the needs of their learners, to design their own unique, yearly literacy learning plans.

**Grade 1 Literacy: Yearly Planning Snapshot**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Grade 1 | Fall | | | Winter | | | Spring | | | |
| Important and  Commemorative  Days | \*Start of School  \*Orange Shirt Day (T&RD)  \*Gender Equality week | \*Thanksgiving  \*Halloween  \*National Seniors Day | \*Remembrance Day  \*Indigenous Veteran’s Day  \*Louis Riel day  \*Diwali | \*Hanukkah \*Christmas  \*International Day of Person’s with Disabilities  \*Human Rights Day  \*Winter Solstice | \*National Ribbon Skirt Day  \*World Day for African Culture  \*Chinese New Year  \*Black History Month | \*Have a Heart Day  \*Anti-Bullying Day  \*Valentine’s Day  \*Family Day | \*Elder Beary Day  \*International day to Eliminate Racism  \*Ramadan | \*Easter  \*Passover  \*Eid  \*Equality Day  \*Mother Earth Day | \*World Day for Cultural Diversity  \*Asian Heritage Month | \*National Indigenous People’s Day  \*Multi-culturist Day  \*Summer Solstice  \*End of School |
| Language Experiences -  Create daily routines for purposeful talk | \*orally retell events/ familiar stories  Grateful Circle | \*ask questions, predict/contribute to class discussions  \*antonyms | \*identify main idea and some details  \*make connections | \*participate in choral and echo reading  \*shared songs poems | \*create/elaborate familiar stories for oral presentation  \*synonyms | \*retell personal event in chronological order: First, Then, Finally | \*present on an area of expertise | Reader’s Theatre:  Adjust pace, volume, and tone | \*formulate authentic compliments and responses | review and extend |
| Vocabulary  Tier II Vocabulary words | \*community, museum, recreation  \*annoy, invite, repeat, attention, jealous, report | \*harvest  \*Big house, \*salmon, pumpkin  \*calm, leader, respect, proud, comfortable, list, responsible, | \*poppy, peace  \*Canada,  1st Peoples’  \*consequence, listen, rhyme, curious, lovely, rules, instead | \*hibernation, adaptation  \* curve, measuring, searching, decide, miserable, special, question | **\***solid, liquid, gas  shape, flow, molecule, retain  \*directions, mumble, spotless, discover, negative, squirm, investigate | \*kind, helpful, friendship, generous  \*exhausted, nibbled, stomped, explore, note, suggestion, reminds | \*classifying, living, nonliving  \* fair, notice, surprise, fascinating, observing, uncomfortable | \*canoe, cedar, nesting, camouflage    \* feast, opposites, warning, focus, ordinary, wonder | \*planets, galaxy, weather,  temperature  \*frustrated, positive, worried, gigantic, previous, grumpy | \*solstice, indigenous rights, responsibilities  \*prefer, huge, problem, ignore, protect, important |
| Phonological  Awareness  Create daily routines for hearing and saying sounds in words | \*adding/deleting/ substituting words to make compound words | \*repeating sentences aloud, counting words in sentence | \*adding, deleting, substituting syllables and phonemes | \*adding & deleting initial phonemes | \*adding & deleting final phonemes | \*adding/deleting rime to end of word  \*substituting medial vowels | \*adding second phoneme to make consonant blend | \*deleting second letter of a consonant blend | \*substituting medial vowel | review and extend |
| Phonics/Spelling Concepts  Create daily routines for explicit, sequential phonics learning | c,o,a,d,g,m,  l,h,t  \*letter formation instruction  \*review CVC  \*capital I | i, j, k, p, ch, u,b, r, f, n, e, s  \*letter formation instruction  \*add ‘s’ to make plural | sh,th,w,wh,(ck end)  \*letter formation instruction  \*ing/ ed endings – teach as a suffix | y, v, x, z, th,qu  letter formation instruction  general review | \*2 syllable cvc  \*compound words  \*double ss, ll, ff, zz  \*letter formation practice | \*Initial blends:\*br, cr, fr, gr, pr, dr, tr  \*bl, cl, fl, gl, pl, sl,  \*letter formation practice | \*str, shr, thr, spr, scr, spl, squ  \*SILENT E - a-e, e-e,i-e, o-e, u-e  \*letter formation practice | \*dw, sw, tw, sc, sk, sm, sn, sp, st  \*letter formation practice | final consonant Blends: nd,lt,st,nt,lp,sp,mp,ft,lk, sk,nch  \*letter formation practice | culmination activities |
| Writing  Create daily routines to invoke passion/purpose for writing | \*generate ideas independently  \*record initial, final sound  \*pattern sentences  \*use of mentor texts – setting & characters | \*capitalizing ‘I’  \*word spacing  \*sentence matches picture  \*sentence starters  \*use of mentor texts - plot | \*begins with cap, ends with period  \*5+ word sentences  \*use of mentor texts – 5 senses  \*School-Wide write | \*use of ‘and’ to join phrases  \*record medial vowel  \*use of mentor texts - foreshadowing | \*adjectives to add detail & interest  \*records facts  \*use of mentor texts – surprises and suspense | \* ‘If’, ‘Once’, ‘Sometimes’ ‘When’ to add interest  \*use of mentor texts – Imagery and dialogue  \*school-wide write | \*print a grapheme for each phoneme  \*print 40+ word stories with narrative structure  \*use of mentor texts - action | \*anchor lines  \*dialogue  \*use of mentor texts -climax | \*non fiction  \*gather facts  \*label diagram  \*use of mentor texts – endings  \*school-wide write | \*prints at least 30+ words about one topic  \*use of mentor texts – bringing it all together |
| Read Aloud  (4 times daily) | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular | \*Favorite authors and titles  \*Cross curricular |
| Reading Comprehension & Print Fundamentals  Create Daily routines to motivate/engage/  celebrate reading | \*making connections to text  \*retelling fairy tales/class stories  \*concepts of print  \*blending CVC words | \*predicting  \* one-to-one matching  \*awareness of punctuation  \*printers ‘a’ ‘g’ ‘I' | \*visualizing  \*identifying main idea  \*short natural phrasing  \*Fairy tale | \*stamina - reads increasingly longer texts  \*reads words with diagraphs | \*questioning  \*non-fiction text features | \* Inferring  \*identify character, setting | \*Story elements: events, character, setting  blending CVCC words | \*Clarifying | \*summarizing/  paraphrasing  \*contractions | \*recognizes conventional spelling patterns |
| Generalized Reading Goals | Flyleaf Reading Series:  Post-Emergent Reader 9 Assessment Post-Emergent Reader 18 Assessment Post-Emergent Reader 27 Pre-Reading Series 1 Post-Reading Series 1 | | | | | | | | | |

**Word Wall Words**

**\*\*No Excuse Words, Adrienne Gear, 2017**

**Sept:** \*class names, family titles (grandma, cousin, auntie) a, am, I, was, and, are, the, come, like, see

**Oct.** Here, here, the, is, said, at, be, can, little, ask one, two, three, four, five

**Nov.** shouted, little, of, she, he, that, to, was, you, six, seven, eight, nine, ten

**Dec**. merry, from, Christmas, they, down, school

**Jan**. we, were, how, away, after, find, tried, long, have

**Feb**. friend, Once, saw, again, funny

**March** very, everyone, sometimes, would

**April** find, tried, long, have, heavy

**May** people, watch, around, walk, better, out

**Diagram

Description automatically generatedJune** community places of importance, e.g. Big House, Quadra - extend and review

**Regular school-wide writing opportunities assist in observing writing progress for all students, in all grades.**