

Grade One at a Glance

| Receiving Language | Essential Outcome statements | What it might look like in the classroom |
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| <p>Reading Mechanics</p> | <p>Uses title, sequence, sentence patterns, illustrations, and other text cues to construct and confirm meaning</p> | <p>Recognizes familiar titles or authors; uses rhythm and pattern to read books like <i>The Very Hungry Caterpillar</i> or <i>Brown Bear, Brown Bear</i>; reads familiar word patterns and phrases (“I can...”, “I see...”, “Once upon a time...”, “This is my...”)</p> |
| | <p>Identifies beginning, ending, and some medial sounds, in context</p> | <p>Matches sounds to letters in words, begins to try to “sound out” words when reading; uses sound/letter knowledge to help confirm or reject a guess at a word; can decode simple, phonically-regular words</p> |
| | <p>Reads familiar, basic sight, and high frequency words in context; reads familiar text with fluency</p> | <p>Reads words like “the”, “is”, “can”, “I”, “today”, classmates’ names, family names, days of the week, subjects, and other words used regularly in the classroom, in stories, morning message, notes, and other text material; rereads shared writing texts, reads material around the room (poems, charts, etc.); notices patterns in words (word families); reads orally or silently</p> |
| | <p>Begins to attend to end punctuation, capitalization, and word boundaries when reading</p> | <p>Oral reading of familiar text is smooth and begins to show appropriate expression. Pauses at the end of sentences, notices capital letters in names, matches oral reading to text (when tracking text)</p> |
| <p>Comprehension</p> | <p>Makes connections between self and prior and new experiences; begins to ask questions to clarify and revise new understandings</p> | <p>Recognizes schema for familiar topics (camping, fishing, traveling, playing hockey, etc.); connects own experiences to stories or videos (“My mom says I always lose my mittens, too”; “Jeiwa and I are best friends just like Franklin and Bear”); begins to make predictions about actions or events (“The fox is going to step on the rake and it will hit him!”)</p> |
| | <p>Makes inferences about text</p> | <p>Orally retells story events; draws about and labels parts of text (favourite part, favourite character) Uses own experiences to make inferences about characters’ thoughts, feelings, and actions (“I think Franklin is ashamed because he told a lie”, “I think Arthur is doing that to make his friends think he is brave”, “The wolf goes to the third pig last because that one is the smartest!”)</p> |
| <p>Text Elements</p> | <p>Recognizes what is real and imaginary in a variety of text</p> | <p>“<i>Finding Nemo</i> is an imaginary story, because fish can’t talk”; sorts</p> |

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| <p>Text Selection, Interactions, and Classroom Community</p> | <p>Begins to identify simple text elements (eg title, sequence) and techniques used to emphasize text (eg fonts, graphics)</p> <p>See attached list of text elements and techniques common to Grade One level text</p> <p>Demonstrates appropriate active listening and viewing behaviours and begins to ask questions</p> <p>Chooses appropriate text and begins to explain preferences</p> <p>Chooses to read with and for others</p> <p>See attached list of forms and genres of text for exploration at the Grade One level.</p> | <p>bear books into “real” and “imaginary”</p> <p>Can identify the beginning, middle, and end of a story; finds the title and author on the cover of a book; identifies aspects of the text that add meaning and emphasis (“I know we have to read this part really loud because the print is big and dark!”)</p> <p>Watches and listens, paying attention to the speaker or presentation. Sits still and keeps hands to self. Asks questions that are related to what has been said</p> <p>Recognizes what text can be read independently (choosing “just right” books); begins to identify preferred genres (animal stories, non-fiction, Franklin books, etc.); reads simple stories, non-fiction with lots of illustrations that support the text, and poems/chants/songs that use repetition, rhythm, rhyme, and cumulative patterns; and encourages classmates in text choices – “That’s a good book, you should read it”</p> <p>Chooses to read alone, or with a partner or small group</p> |
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| <p>Participation and Classroom Community</p> | <p>Begins to sequence ideas and information Represents stories in sequence</p> <p>Talks about connections between forms of expression, purpose, and audience, and begins to experiment with a variety of forms to make those connections</p> <p>Collaborates with a peer to accomplish a task and chooses to participate in a variety of partnerships and groups</p> <p>Speaks and listens respectfully to others</p> <p>Asks for help and chooses to help others</p> | <p>show what I know about dogs. I'll use pictures of my dog."</p> <p>Can retell story events in order, and can sequence events in a language experience story (based on class experience) or tell the steps in a simple activity (eg "First we have to turn the computer on, then put in the CD, and then we can pick the story we want to use", "The first pig had a straw house, and the next one had a stick house, and the third one had a brick house, but the wolf couldn't blow it down.")</p> <p>Begins to talk about what kinds of books contain what kind ideas or information (eg "I want to get some facts about puppies, so I need an information book.", "I want to listen to a funny story. Is there one by Robert Munsch?", "My book is about things that live in the water. I think I should have pictures in it like Eric Carle.")</p> <p>Works with a partner to do such things as acting out stories, creating puppet plays, listening to and discussing a story, creating representations of stories, murals, and other activities; works willingly with a variety of peers</p> <p>Shows and can describe what active listening looks like; speaks respectfully to classmates, elders, and others in the school</p> <p>Works collaboratively with other students; asks for help from those who can provide it, notices when another student needs assistance and offers help (eg "Can you help me spell your name for my story?", "Do you want to use my green marker to finish your picture?")</p> |
| <p>Reflection and Metacognition</p> | <p>Reflects on learning experiences</p> <p>Identifies personal behaviours that contribute to success</p> <p>Begins to ask for and respond to feedback about work</p> | <p>Can talk about what has been learned (information, ideas, skills) and describe how the learning occurred ("I learned how to write a poem today – I made a list to tell about my mom!")</p> <p>Can talk about what helps him to learn or complete a task (eg "I need it to be quiet when I write.", "When I sit in front, I can listen better.")</p> <p>Shares work and, with teacher prompts, asks peers for their opinion about what was good and if there is anything that is not clear. (eg "This is my story about our hunting trip. Does anybody have any questions?")</p> |

| Expressing Language | Essential Outcome statements | What it might look like in the classroom |
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| Content and Ideas | Draws and writes about self and family | Creates pictures (sometimes with captions or labels); tells and writes about familiar events and activities. Forms include descriptions of activities (eg “We go hunting for moose with my auntie and uncle.”), simple stories (eg “Once there was a girl named Maade. She went to the store and got a treat.”), or information (eg “Beavers live in dams. They chew down trees.”) |
| Forms and Organization | Content contains personal experiences and ideas Creates original text; see list of possible text forms for specific examples | Grade One students will often model familiar text – stories, poems, and informational text, as well as surveys, graphs, picture stories, and other material. Providing support through shared and interactive writing as well as allowing regular time for independent writing in journals, log books, and to create personal creations will help students learn to use writing to communicate their ideas. |
| Words and Language | Models a variety of forms of expression for a specific audience and purpose Tells stories with beginning, middle, and end; begins to sequence print to tell a story | “I drew a picture of us making bannock with Mrs. Fwasi. Can I give it to her?”, “I wrote a poem for me teacher.”, “This is a letter for my mom to tell her I love her.” Can orally sequence a simple story. Can re-sequence print (eg a familiar poem on sentence strips) to reconstruct text. |
| Revision | Talks about new vocabulary and begins to use it in written and spoken expressions Begins to talk about author’s voice, with guidance | Begins to use words and word phrases from familiar text in other conversation, play, and discussion. May also begin to use familiar words and word and phrase patterns in own writing. With teacher support, can start to identify how certain writers can be identified by the way they write (eg “We think this is an Eric Carle book – he has these kinds of pictures.”) |
| Revision | Evaluates the usefulness of information and begins to accept or reject it for the representation Explains ideas by adding details and begins to revise work based on feedback | When collecting information on a topic, students can say if the information fits the topic/representation or not (eg “We are making a picture of the beaver’s dam. This is a picture of a polar bear. It doesn’t belong in our picture.”) After sharing with peers, may choose to add details to make the story or work clearer, based on the questions asked in the sharing session or author’s chair. |
| Revision | Rephrases to clarify meaning | Can explain him/herself using other words if the first statement is not understood by the listener. |

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| <p>Presentation</p> | <p>Makes presentation to a familiar audience</p> | <p>Shares stories, representations, and creations with classmates in sharing circle or author's chair; presents information during "share time" or "show and tell"</p> |
| <p>Conventions</p> | <p>Begins to identify titles of sources</p> <p>Forms upper and lower case letters legibly; organizes print from top-to-bottom, left-to-right; produces text and graphics on computer</p> <p>Begins to edit sentences</p> <p>Approximates spelling of unfamiliar words and uses some basic sight words</p> <p>Uses periods and capitalizes first letters of names, beginnings of sentences, and the pronoun "I"</p> | <p>Can pick out the title on a book or other text, and tell from what book certain information came</p> <p>Prints using a form of standard printing, legibly enough to be read by others; uses primarily lower case letters in writing. Writing generally follows from top-to-bottom, and left-to-right. Students can also learn to use the computer to produce text and graphics using programs such as Kid Pix</p> <p>Rereads work to add periods to the ends of sentences, and capital letters to the first words.</p> <p>Spells names, colours, and other high frequency words by sight; uses the word wall to check spellings, uses initial and final consonants and some medial vowels to approximate spellings of unfamiliar words</p> <p>Writes with basic capitalization and punctuation.</p> |