

English Language Arts

Learner Outcomes

Grade 1

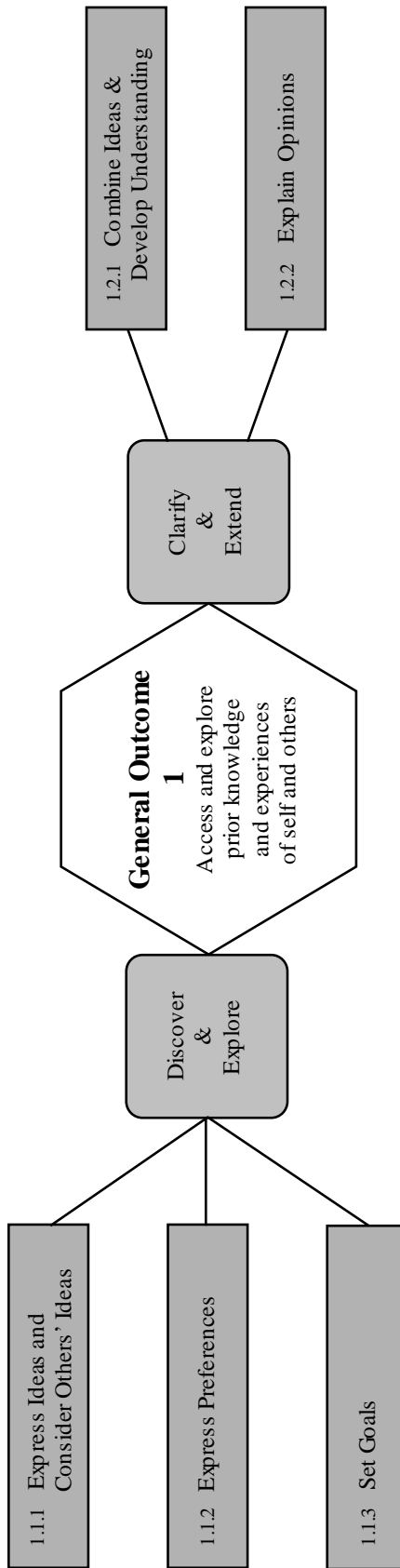


Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory use of language enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory use of language helps students to maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talking and listening to others. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry and research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English Language Arts Learning Outcomes (LO). For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate on projects and to develop a classroom community.



General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.1 Grade 1

Discover and Explore

Talk about and / or represent self, listen to others, and demonstrate curiosity

**It is important to be sensitive to cultural conventions when inviting students to share.

**It is important to create an open atmosphere in the classroom community that is respectful of various perspectives and cultures.

Express Ideas and Consider Others' Ideas

General Example(s)

•conversations, exploratory talk, play, sharing circles, celebrations, centres, inquiry, dramatizations, prompted activities, artistic representations, journals, Think Alouds, text explorations, directed reading activities, responses, representations, appropriate questions and comments, reflections, ...

Specific Outcome Links

See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connect Self, Texts, and Cultures(2.2.3), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

- 1.1.1 a.** *Talks about and / or represents personal experiences, feelings, opinions, and familiar events (from oral, print, and other media texts)*

family, community, school, occasions, celebrations, ...

May say, "My friend and I painted pictures, about the opening of the new school , when we were in that centre."

- 1.1.1 b.** *Responds to others' experiences and feelings through conversation*

May say, "We made a puppet play to show how we feel about ... " "In our center we wrote a letter to thank ... " "We decided to build a teepee because that's what we learned we needed when my Grampa visited our class." "In my journal, I made a list of all the feelings I had while you read that story to us."

- 1.1.1 c.** **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**
-

- 1.1.1 d.** *Begins to ask questions and / or express interest in observations, new ideas, information, and experiences to explore personal understanding*

May say, "Why do some people worry about how many caribou we kill on a hunt?" "On Thanksgiving, my Mom always looks sad. When I ask her why, she tells me about missing her Mom." "How does your family celebrate birthdays?" "Why does your family always camp on that side of the lake?" "Where does your family come from?"

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.2 Grade 1

Discover and Explore

Express and explain text preferences (oral, print, and other media texts)

Express Preferences

General Example(s)

- conversations, centers, show and tell, book presentations, authors' chair, poetry recitals, reading responses, story time, picture graphs, reenactments, journals, T-charts, diagrams, art, models,...

- preferences may include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

1.1.2 a. Talks about favourite texts

May say, "I like books about dinosaurs. The one my mom read to me last night has a big 3-D T-Rex right in the middle. It has great big teeth." "I like the story about the 3 hills that my Grampa tells." "We watched that movie "Stewart Little" three times. It's really cool when he is in that red car. I might get one for Christmas."

1.1.2 b. Chooses appropriate texts of personal interest (oral, print, and other media) with guidance

May say, "I always take books about dinosaurs out of the library."; "When I have money to go to the book fair, I buy an LSpy, every year."; "I like the Find Waldo books. My mom and I do them together and I always find him first!"; "I like the Amy books because I can read them all by myself."

1.1.2 c. Explains why a particular text is preferred (oral, print, and other media)

May say, "My favourite book in our library is because "; "The best "Three Little Pigs" story is the one where the wolf is good."; "I like Are You My Mother? because I like how the baby keeps asking all those different animals."

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.1.3 Grade 1

Discover and Explore

Set Goals

Choose to engage in classroom activities

* language use includes all six language arts

*receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying

*expressing language process stages may include: thinking/planning, drafting, writing/speaking/representing, revising, editing, and publishing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

1.1.3 a. *Chooses to talk, read, write, and represent with others*

conversations, shared reading and writing activities, interactive writing, modeled writing, reading and writing conferences, buddy reading and writing, home reading and writing, writing or reading centres, ...

1.1.3 b. *Chooses to talk, read, write, and represent for others.*

authentic reading and writing, readers' theatre, author's chair, book talks, letters, invitations, requests, thank-you notes, lists, stories, presentations, ...

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.1 Grade 1

Clarify and Extend

Make connections between prior and new experiences / information

Combine Ideas and Develop Understanding

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

- 1.2.1 a.** *Talks about connections between prior and new experiences, information and/or knowledge to clarify new understandings*

talking, listening, imagining, questioning, reflecting, describing, identifying similarities and differences, ...

conversations, centres, readers' and writer's workshop, research projects, science experiments, author's chair, book talk, exploratory talk, I wonder charts, journals / logs, peer and teacher conferences, Who-What-Where-When-Why-How (5Ws + How), Know-Want to Know-Learned (KWL), Then and Now, Before and After, pattern stories, Fortunately/Unfortunately, Bad news/Good news, ...

May say, "The kamiks / mukluks / bannock... my Mom makes are / is different from yours." "We always got rabbits in our snares, but last week in the snares we set at school, we caught a marten. Is it going to be the same to skin the marten?" "Oh, writing to thank the Renewable Officer is the same as when we wrote Santa letters!"

General Outcome

Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Outcome 1.2.2 Grade 1

Clarify and Extend

Explore personal and others' opinions

Explain Opinions

General Example(s)

•tell, draw, model, write, sing, play, build, create, paint, dramatize, make books, photograph, record, dance, ...

Specific Outcome Links

See Express Ideas and Consider Others' Ideas (1.1.1), and Compare Ideas & Develop Understanding (1.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

1.2.2 a. *Explores personal opinions and ideas (concepts)*

talking, retelling, playing, dancing, singing, drawing, sketching, role playing, dramatizing, sculpting, painting, writing, questioning, ...

May say, "I think ...", "In our dance, we were pretending to be birds that have to go south for the winter.", "I think that the author didn't mean ...", "Why do they do that?"

1.2.2 b. *Listens to others' opinions and ideas (concepts)*

May say: "What do you think?"; "Let's ask Samantha"; "He says..."; "Do you know why...?"; "What's that?"



Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Constructing meaning of oral, print, and other media texts is fundamental to living in a democracy. In a technological society, students are required to comprehend and sort ideas and information from an increasing volume and variety of sources.

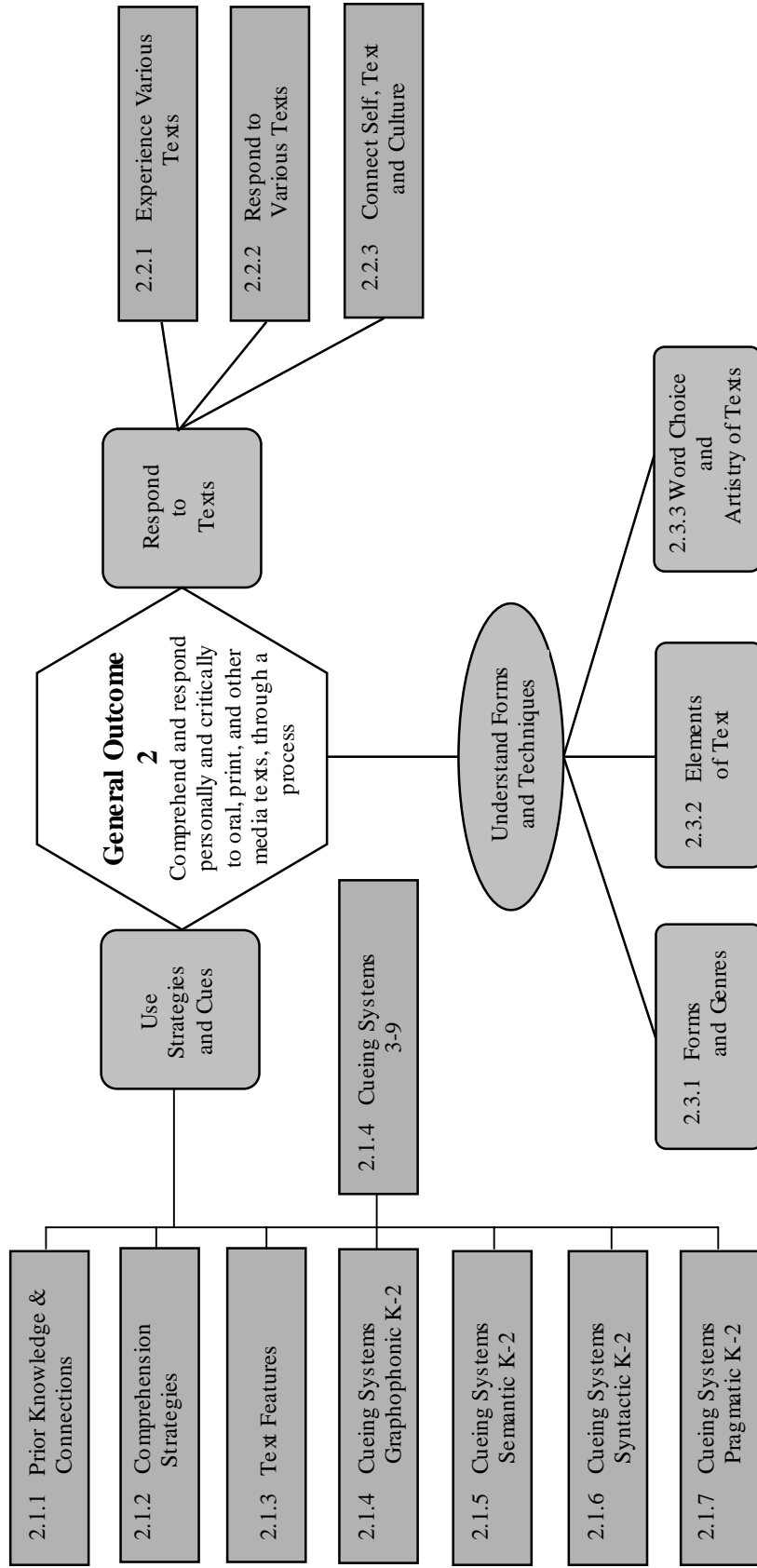
Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many voices of their own and other cultures – contemporary and traditional. The study of literature is a major component of the ELA Curriculum and provides opportunities for students to learn to appreciate the clarity and artistry of texts as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and responses to texts through learning experiences in all of the General Outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Reading Process stages include: Pre-reading, Reading, Responding, Exploring, and Applying



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.1 Grade 1

Use Strategies and Cues	Prior Knowledge and Connections
Use prior knowledge to make connections between self and texts (oral, print, and other media)	General Example(s) •talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...
*reading process stages include: pre-reading, reading, responding, exploring, and applying	Specific Outcome Links •See Combine Ideas and Develop Understanding (1.2.1)
*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying	
*listening process stages include: pre-listening, listening, responding, exploring, applying	

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

- 2.1.1 a.** *Talks about the connections between personal experiences and prior knowledge and ideas in a text (oral, print, or other media)*
- finding patterns in stories, illustrations; multiple versions of a story*
- May say, "that's like...", "all her books have...", "The party in Robert Munsh's book, Moira's Birthday, is not at all like how we have birthday parties."*
-
- 2.1.1 b.** *Represents the connections that evolved from conversations and the exploration of texts (oral, print, and other media)*
- *May choose to use graphic organizers to represent the connections that evolved from conversations*
- May say, "After we talked about our field trip to the museum, we decided to bring things from home that show all of the animals we saw there. I brought beaver mitts; she brought caribou meat, ..."*
- *graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, ...*
-

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.2 Grade 1

Use Strategies and Cues

Discuss anticipated meaning of print, symbols, and images; use comprehension strategies to construct, confirm, and revise understanding

*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)

*it is through guidance and practice that students, from Kindergarten onwards, move through literal, inferential, and evaluative levels of comprehension of text (oral, print, and other media) simultaneously

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, applying

Comprehension Strategies

General Example(s)

the 7 key thinking (comprehension) strategies used by proficient readers are:

- **activating prior knowledge:** making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme.
- **determining importance:** identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- **question generating:** to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- **visualizing:** creating mental images that include visual, auditory, and other sensory connections to the text
- **inferring:** drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid.
- **synthesizing:** retelling and summarizing; bringing together pieces of information within a text, during or after reading
- **monitoring for meaning:** thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion.

Specific Outcome Links

See Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Connects Self, Texts, and Culture (2.2.3), Word Choice & Artistry of Texts (2.3.3), Access Information (3.2.3), Use Strategies to Make Sense of Information (3.2.4), Enhance Artistry (4.2.4), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.1.2 a. *Recognizes the meaning of common symbols and images*

traffic signs, hazard warning signs, safety symbols, coins, team logos, product logos, flags, company logos, ...

May say, "We don't have a traffic light, but I still know that the red light means 'stop'."

2.1.2 b. *Asks questions and makes comments to anticipate meaning of symbols, images, and print*

conversations, brainstorming, predictable books and flap books, sort and predict, drawing (beginning, middle, and predicting the ending), reenactments, dramatizations, Know-Want to Know-Learned (KWL), prediction frames, anticipation guides (advance organizers), listen-sketch-share (LSS), think-pair-share (TPS), predict-connect-check, ...

May say, "Does that word mean...?" "Do you know what's coming next...?" "Can we read the rest of the book right away; I want to know if the wolf gets caught? I don't think he will because he is so smart." "Does it sound right?" "I think that walrus meat is fatty because seals are fat and it helps them to keep warm in the icy waters. Can we check that in the library or on the computer?"

2.1.2 c. *Uses the seven key thinking / comprehension strategies to construct and confirm understanding, with guidance*

***Guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones*

reading comprehension activities and recording tools might include: conversations, reader's workshop, Listen-Sketch-Share (LSS), Directed Reading-Thinking Activity (DRTA), shared reading, book talks, guided reading, Before-During-After (BDA) chart, literature circles, T-charts, Y-charts, mapping, Venn Diagrams, concept maps, webs, chapter maps, flow charts, time lines, look -it-over, conferencing, exploratory talk, Question the Author (QTA), ...

2.1.2 d. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

2.1.2 e. *Begins to talk about what was learned to revise understanding of text, based on new information (using texts with an appropriate complexity of content and sophistication of style)*

May say, "When we did our research we got all confused and had to read our stuff over again to sort it out." "I thought this word was "Bionicle", but it didn't make sense. I was just reading fast and only looked at the first letter. Now I know this book is about Bison."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.3 Grade 1

Use Strategies and Cues

Use textual cues to construct and confirm meaning

**cues in narrative, expository, and poetic texts

Text Features

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Texts (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.1.3 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.3 b. *Begins to use textual cues (organizational structure) to anticipate, construct, and confirm meaning from narrative text*

***in grade one, narrative textual cues include:*

- book covers,
- titles,
- sequence (beginning, middle, end),
- sentence patterns,
- illustrations,
- photographs (in text, of author, of topic, ...),
- authors' profiles or names,
- font,
- type size,
- music / sounds, and
- volume

discuss, question

predictable books, films / movies, story books, picture books, oral stories, fairy tales, ...

May say, "This is by Robert Munsch. He always writes funny stories. Let's read this, please!" "The boy is talking really loud now, because the letters are big and black!"; "I have to read this part all funny because the letters are all crooked."; "When you read, "Mortimer", I knew what was going to happen next, until the end when there was a surprise!"

2.1.3 c. *Begins to use textual cues (organizational structure) to anticipate, construct, and confirm meaning from expository text*

***in grade one, expository textual cues include:*

- titles,
- logical organization (sequential, categorical),
- photographs (in text, of author, of topic, ...),
- illustrations and corresponding captions,
- bold print (headings) or colour coded words, and
- key words (words in announcements or in math word problems)

discuss, question,

May say, "Under this picture in the newspaper, it says that the ice is thin. Maybe there is something about somebody falling in the lake?" "All of these math sentences have the words 'more than' or 'less than'."

2.1.3 d. *Begins to use textual cues (organizational structure) to anticipate, construct, and confirm meaning from poetic text*

***in grade one, poetic textual cues include patterns or frames that organize the writing:*

- titles,
- illustrations,
- poems organized by: words: rhyme schemes, rhythms, alliteration, repetition,
- poems organized by: frames / patterns (shape poems, list poems, acrostic poems, alphabet poems)
- font,
- type size,
- music / sounds, and
- volume

May say, "When I read this poem, I don't get stuck because I know that the ends all rhyme and I remember my word families. I can see the rhyming words, even if I can't read them all. It's easy for me now."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.4 Grade 1

Use Strategies and Cues

Use knowledge of phonics and sight vocabulary with context cues to construct and confirm meaning

Graphophonic: the letter-sound system of language. It is recognizing that letters have associated sounds and knowing how to pronounce and blend those sounds to decipher unknown words. Phonics is only helpful if used when needed: to figure out words when writing and to decode words when reading.

While readers use graphophonics in reading, they do so in conjunction with the semantic, syntactic, and pragmatic systems.

Cueing Systems - Graphophonic

Specific Outcome Links

see Elements of Texts (2.3.2) and Spelling (4.3.2)

*Cueing Systems (Graphophonic (2.1.4), Semantic (2.1.5), Syntactic (2.1.6), Pragmatic (2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.1.4 a. *Identifies all letters of the alphabet (upper and lower cases)*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

2.1.4 b. *Identifies sounds in words*

2.1.4 c. *Identifies initial and final consonant sounds in context*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**using texts with an appropriate complexity of content and sophistication of style*

2.1.4 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.4 e. *Begins to develop decoding strategies (uses letter names and sounds to decode familiar and unfamiliar words in context*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**using texts with an appropriate complexity of content and sophistication of style*

Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.

Students need to develop awareness of :

- individual words in sentences*
- individual sounds in words*
- rhyming words*
- syllables (parts of words)*
- words that start or end with the same sound*
- segmenting and blending simple words*
- changing one sound for another to create a new word*

scribed or independent journal writing, labels, captions, lists, guided / shared / independent reading activities, ...

phonetics, word families, 'ing' ending, word within a word (grin/in), strings of letters within words (list of words with 'br'), ...

2.1.4 f. *Begins to identify medial consonant sounds in context*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**using texts with an appropriate complexity of content and sophistication of style*

2.1.4 g. *Begins to identify vowel sounds in context*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

**using texts with an appropriate complexity of content and sophistication of style*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.5 Grade 1

Use Strategies and Cues

Use word meaning, phonics, and sight vocabulary to construct and confirm meaning

Semantic: the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract.

Cueing Systems - Semantic

Specific Outcome Links

See Comprehension Strategies (2.1.2)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.1.5 a. Reads familiar words and words that have personal significance, in context

own writing, experience charts, labels, colours, theme words, word walls, days of the week, months of the year, book titles, favorite foods, favorite TV shows / movies, names of pets / father / mother / friends / siblings, song lyrics / words, highlighted words in interactive software, repeated words / phrases or patterns (predictable books), rhyming words (poems) / word families, basic sight words / high frequency words, ...

-predicts, infers, verifies meaning of words, ...

May say, "That must be a ball or balloon or boat or what else could that boy be playing with?"

2.1.5 b. Reads for meaning and begins to monitor and self correct

**using texts with an appropriate complexity of content and sophistication of style*

See Comprehension Strategies (2.1.2)

monitoring strategies might include: in addition to those listed in previous grades: rereading for sense, using graphophonic cues, finding a word within a word, using word family or word patterns, syllabication, using context cues, self-correcting, thinking aloud, skipping a word, ...

May say, "That doesn't make sense? I have to reread this." "That is not what the picture shows. Maybe the word is not goat, but giraffe like in the picture on the next page." ...

2.1.5 c. Reads basic sight words / high frequency words

words such as: the, and, like, can, see, then, they, ...

2.1.5 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.5 e. *Begins to read familiar and predictable texts with some fluency (accuracy, expression, automaticity)*

2.1.5 f. *Begins to apply knowledge of word analysis to predict meaning, with guidance*

- *simple compound words, and*
- *contractions*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.6 Grade 1

Use Strategies and Cues

Use knowledge of words and sentences with word meaning, phonics, and sight vocabulary to construct and confirm meaning

Syntactic: understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used.

It occurs at higher levels of text organization than just the sentence.

Cueing Systems - Syntactic

Specific Outcome Links

See Comprehension Strategies (2.1.2) Grammar and Usage (4.3.1), Punctuation and Capitalization (4.3.3)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.1.6 a. *Recognizes when language is not structured correctly (word order)*

May say, "Ooops we made a mistake in our play, we said, 'the house pretty is', but we were supposed to say, 'the house is pretty'".

2.1.6 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.1.6 c. *Begins to recognize that different text structures are required for different purposes*

Narratives have beginning, middle and end; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, ...

2.1.6 d. *Begins to attend to end punctuation, word boundaries, and capitalization when reading aloud*

**attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)*

May say, "Oh yeah, I have to stop here because there is a period."

2.1.6 e. *Begins to apply knowledge of grammar to predict meaning, with guidance*

plural markers and tense markers (ed, s, ing)

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.1.7 Grade 1

Use Strategies and Cues

Use context cues and purpose, phonics, sight vocabulary, word meaning, and structural analysis, to construct and confirm meaning

Pragmatic: understanding that language fits a purpose and an audience; so varies according to social and cultural uses.

Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words.

Cueing Systems - Pragmatic

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.2), Comprehension Strategies (2.1.2), Experience Various Texts (2.2.1), and Respond to Various Texts (2.2.2)

*Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7) are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.1.7 a. *Interacts with text to talk about an author's / creator's purpose, audience, and choice of structure or form*

**using texts with an appropriate complexity of content and sophistication of style*

see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Originals Texts (4.1.3)

May say, "I wrote a song for the Kindergarten class to show that I was happy, but this song has lots of loud drums, I think the musician wanted to tell us how angry he feels about ..."

2.1.7 b. *Makes inferences to negotiate meaning of text (personal interpretations), with guidance*

**it is through guidance and practice that students, from Kindergarten onwards, move sequentially from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

see Respond to Texts (2.2.2), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Enhance the Artistry (4.2.4)

conversation topics in literature circles may include: students' background and prior knowledge / experience, author's / creator's intent, characters' feelings, how a quotation / selection might be read / interpreted, ...

May say, "I think you have to use a big voice when you read this because those letters are big and dark!" "Maybe the painter wanted to tell us that he was angry; so he chose red and black."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.1 Grade 1

Respond to Texts

Explore a variety of **oral, print, and other media** texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Experience Various Texts

General Example(s)

***reading process** stages include: pre-reading, reading, responding, exploring, and applying

***viewing process** stages include: pre-viewing, viewing, responding, exploring, and applying

***listening process** stages include: pre-listening, listening, responding, exploring, applying

Specific Outcome Links

•See Connect Self, Texts, and Culture (2.2.3), Techniques and Elements (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.2.1 a. *Listens to / reads / views stories represented through oral, print, and other media texts from diverse cultures*

Elders' stories, guests, familiar and unfamiliar stories, audio and video representations, ...

guest speakers, sharing circles, presentations, celebrations, author's chair, literature circles, Internet sites, literature from diverse cultures, music from diverse cultures, dances, films, videos, ...

2.2.1 b. *Sets a purpose for reading*

enjoyment, interest, information / research, to construct meaning, to make and confirm predictions or understandings, to respond, to clarify, to extend thinking, appreciation, ...

2.2.1 c. *Explores a variety of narrative texts*

***for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)**

***required narrative texts to explore in grade one:**

- sequenced pictures / illustrations / video,
- oral stories (audio representations),
- story books (wordless picture books and with low proportion of text),
- stories and picture books written by their classmates,
- predictable books,
- plays (scripts of familiar stories),
- improvisations / dramatizations,
- traditional tales: such as fairy tales,
- narratives where the main character is: predictable (inferences can be made about character's actions and feelings), concrete, close to learner's experiences,
- narratives where setting (time and place) is: obvious and singular
- narratives where plot includes: clear sequence (beginning, middle, end), action, and
- narratives where ideas / content / vocabulary / theme: are grade appropriate

suggested narrative texts include: sculptures, dances, narrative poems, songs, folk tales, scripts / dramas (plays, puppet plays, ...), tableaux, comic strips or cartoon strips, ...

***sub-genres include:** adventure, autobiography, biography, contemporary, epic, fantasy, historical, historical-fiction, mystery, realistic, romance, science-fiction, traditional

2.2.1 d. *Explores a variety of expository texts*

***required** expository texts to **explore** in Grade One:

- simple predictable informational books
- environmental print (signs, packages, labels, advertising, logos, etc.)
- charts, pictographs
- visual schedules
- morning message
- web sites
- catalogues
- predictable books
- explanations
- simple maps and diagrams
- “how to” books
- letters
- simple informational texts
- pictures in magazines
- dictionaries
- simple graphic organizers

Connect Self, Texts, and Culture (2.2.2), Access Information (3.2.3), and Appreciate Diversity (5.2.2)

in addition to those listed in previous grades:

descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, letters (to characters, to familiar people (people in the school and around the community), ...), envelopes, web sites, newspapers, magazines, ...

Digital texts examples:

web sites, digitized texts (books that have been scanned or adapted for use on the computer), slide shows, bulletin boards and mailing lists.....

2.2.1 e. *Explores a variety of poetic texts*

***for assessment purposes: the distinction between grade levels is itemized in Elements of Text (2.3.2)**

***required** poetic texts to **explore** in grade one:

poems with:

- lots of repetition (refrain, lines, phrases),
- strong rhythm,
- description (grade appropriate vocabulary / qualifiers),
- rhyming pattern, and
- some simple figurative language (vocabulary often includes onomatopoeia (sounds), alliteration)

***suggested grade one** poetic texts include: *tongue twisters (alliteration), chants, rhymes, rounds, jump rope rhymes, jingles, nursery rhymes, pictures, visual representations, songs, sense poems (description), modelled patterns (list poems, alphabet poems, acrostic poems), ...*

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.2 Grade 1

Respond to Texts	Respond to Various Texts
<p>Respond to texts creatively and critically</p> <p>*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)</p> <p>*reading process stages include: pre-reading, reading, responding, exploring, and applying</p> <p>*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying</p> <p>*listening process stages include: pre-listening, listening, responding, exploring, applying</p>	<p>General Example(s)</p> <p>**Responses can be described as engaging, conceiving, connecting, problem solving and questioning, explaining, interpreting, and judging</p> <p>*responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, and economic</p> <p>*all forms of response, before, during, or after reading, help to construct meaning from text (oral, print, and other media)</p> <p>responses are made through a variety of activities: talking, discussing, reading (guided, shared, aloud, and independent, listening, viewing, illustrating, drawing, journaling, enacting, imitating, questioning, reflecting, retelling, singing, chanting, dancing, drum dancing, sculpting, creating, ...</p> <p>Specific Outcome Links</p> <p>•Experience Various Texts (2.2.1), Share and Compare Responses (5.2.1), and Appreciate Diversity (5.2.2)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.2.2 a. *Responds creatively and critically to shared listening, reading, and viewing experiences to construct meaning*

**it is through guidance and practice at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, print, and other media)*

**the distinction between grade levels is the depth of the response*

**responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, etc.*

•See Comprehension Strategies (2.1.2), Connects Self, Texts, and Culture (2.2.3), Elements of Text (2.3.2), and Word Choice and Artistry of Texts (2.2.3)

•Knowledge may say: "On our poster, we drew all the characters in the story and wrote their names underneath them."

•Comprehension may say: "I predict that the movie will be different from the story we read in class, because ..."

•Application may say: "We are putting all the books we have read on to the charts we started at the beginning of the year. Some go on the poetry charts, some stories get split up into mysteries and adventures, and then we put some in the informational books pile. We only have one play to write on the lists."

•Analysis may say: "Our group made a chart to show everything that we knew about the main character."

•Synthesis may say: "We made a play with a different ending from we heard this morning."

•Evaluation may say: "I would like to be like in the TV show, because ..."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.2.3 Grade 1

Respond to Texts

Talk about personal connections with texts (oral, print, and other media) from various communities

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*keep in mind that students need to be experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors

*reading process stages include: pre-reading, reading, responding, exploring, and applying

*viewing process stages include: pre-viewing, viewing, responding, exploring, and applying

*listening process stages include: pre-listening, listening, responding, exploring, and applying

Connect Self, Texts, and Culture

General Example(s)

**discussion topics might include: feelings, ideas, topics, times, places, people, characters' actions and choices, situations, challenges, events, experiences, and traditions

*cultural representations may include: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Prior Knowledge & Connections (2.1.1), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.2.3 a. *Talks about personal connections with characters in narrative texts (oral, print, and other media) from various communities and cultures*

**connecting self to text to world*

For a list of narrative texts see Experience Various Texts (2.2.1)

May say, "We always listen to stories around the campfire when we go fishing." "In the movie we watched, they were drying fish; we eat lots of dried fish too." "The guy doing the dance is happy. I feel the same way when I dance or when there is music."

2.2.3 b. *Talks about personal connections with informational and / or poetic texts (oral, print, and other media) from various communities and cultures*

**information is embedded in narrative, expository, and poetic texts*

**connecting self to text to world*

For a list of expository, poetic, and persuasive texts see Experience Various Texts (2.2.1)

May say, "I liked the Opening of the Olympic games on the TV. The best part was seeing all the costumes and dances from the different countries. It was just like our Aboriginal Day celebration when we wear our costumes and dance in the street or in the gym."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.1 Grade 1

Understand Forms and Techniques

Talk about audience and purpose when exploring different forms and genres of texts

*the distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Forms and Genres

General Example(s)

See suggestions of narrative, expository, and poetic forms in Create Original Texts (4.1.3)

Specific Outcome Links

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.3.1 a. *Recognizes the differences between what is realistic and imaginary in oral, print, and other media texts*

May say, "At the listening centre, Franklin talks in the story. But, turtles don't talk."

oral: May say, "At the listening centre, Franklin talks in the story. But, turtles don't talk."

print: May say, "That can't be real, because there are no dinosaurs on the earth anymore."

media: May say, "That polar bear moves like he's real, but they don't drink Coke."

2.3.1 b. *Talks about audience in relation to a form or genre*

May say, "That poster is to tell everyone, even kids, that we are having a book fair tonight. Look, there are all sorts of people on the picture, not just parents."

2.3.1 c. *Talks about purpose in relation to a form or genre*

May say, "Maybe that play was to help those kids who live with a sick brother or sister. Now more of us will understand."

2.3.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.1 e. *Begins to recognize differences in forms and genres of texts*

***using texts with an appropriate complexity of content and sophistication of style*

May say: "Magazines have pictures." "This book gives me information." "Let's check the Internet for information." "We can watch a video about that."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.2 Grade 1

Understand Forms and Techniques

Listen, read, and view to discuss the techniques and elements of texts

*The distinction between grade levels is the understanding of texts (appropriate complexity of content and sophistication of style)

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

* In the NWT curriculum, elements refer to the content, while techniques refer to the structural and organizational pieces. Other resources may use the terms differently or interchangeably.

Elements of Text

Specific Outcome Links

•See Comprehension Strategies (2.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3)

**grade specific genres and forms are itemized in Experience Various Text (2.2.1) and in Examples of Texts for Exploration in the NWT-ELA Support Documents

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.3.2 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

2.3.2 b. *Talks about and begins to identify elements of narrative texts*

in grade one, narrative elements that develop a sense of story include:

- **main character, and**
- **setting (place)**

maintain from previous grade:

- *beginning, middle, end, (story events)*
- *characters,*
- *imagery*

2.3.2 c. *Talks about and begins to identify elements of expository texts that guide an inquiry*

in grade one, expository elements include:

- **title**
- **logical organization (sequential, categorical)**

maintain from previous grade:

- *content*
- *imagery*

See Access Information (3.2.3) and Use Strategies to Make Sense of Information (3.2.4)

2.3.2 d. *Talks about and begins to identify elements of poetic texts to explore their effectiveness*

in grade one, poetic elements include:

- **simile**

maintain from previous grade:

- *description (senses)*
 - *rhyme*
 - *repetition*
 - *onomatopoeia (sounds)*
 - *alliteration (tongue twisters)*
-

2.3.2 e. *Talks about and begins to identify techniques used to support texts (narrative, expository, poetic)*

in grade one, techniques include:

- **font**
- **illustrations and corresponding captions**
- **opening shots to videos**
- **book covers**
- **graphics including: charts and maps**

maintain from previous grade:

- *type size*
- *photographs*
- *colour*
- *colour coded words*
- *music / sounds*
- *volume*
- *title*

May say, "I don't like the scary music, because I know that something bad is going to happen."

General Outcome

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print, and other media texts, through a process.

Specific Outcome 2.3.3 Grade 1

Understand Forms and Techniques

Talk about the author's use of voice, vocabulary and language in a variety of oral, print, and other media texts

*using texts with an appropriate complexity of content and sophistication of style

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Word Choice and Artistry of Texts

General Example(s)

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Specific Outcome Links

See Comprehension Strategies (2.1.2), Cueing Systems - Semantic (2.1.5), Experience Various Texts (2.2.1), Respond to Various Texts (2.2.2), Elements of Texts (2.3.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

2.3.3 a. *Asks and answers questions about new vocabulary*

May comment on or repeat unusual language.

2.3.3 b. *Responds to the sounds, images, or rhythms created through effective word choice (oral, print, and other media texts)*

**exploring descriptive and figurative language*

chants, nursery rhymes, dances, poems, stories, puppetry, songs, refrains, choruses, dramatizations, drawings, paintings, scribble writings, journal entries, lists, labels, captions, centre activities, descriptions, qualifiers, ...

May respond physically to rhythmic language: repeating, clapping, skipping, marching, dancing, tapping, using rhythm instruments, doing finger plays; chanting jingles, tongue twisters, skipping songs, or rhymes; singing, experimenting with, modeling, inventing rhymes or chants, ...

May respond artistically to creative language: drawing, illustrating, modeling, sculpting, inventing, painting, sewing, building, ...

May say, "When you read, I close my eyes and I see..." "That sentence makes me remember the smell of smoked fish."

2.3.3 c. *Talks about how an author expresses his / her voice in oral print, and other media texts,, with guidance*

***Developing an awareness of voice involves exploring how an author approaches a topic on an individual, expressive, and engaging level. The reader must ask:*

- 1. How does the author speak directly to the reader on an emotional level?*
- 2. How does the author experiment with style to match the purpose and intended audience?*
- 3. How does the author take risks to reveal the person behind the words?*

developing an awareness of voice in text, in grade one, typically involves:

- responding personally to a text*
- talking about the author's tone*
- talking about the author's purpose*

to maintain from previous grades:

- responding to feelings in texts read aloud or viewed*
- dramatizing familiar texts expressively*
- taking on characters in improvisations / puppet plays*
- understanding that bolded or coloured text represents strong feelings, or importance*
- talking about adjectives or adverbs in texts*

2.3.3 d. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

2.3.3 e. *Begins to use new vocabulary in spoken and written expressions*

General Outcome 3

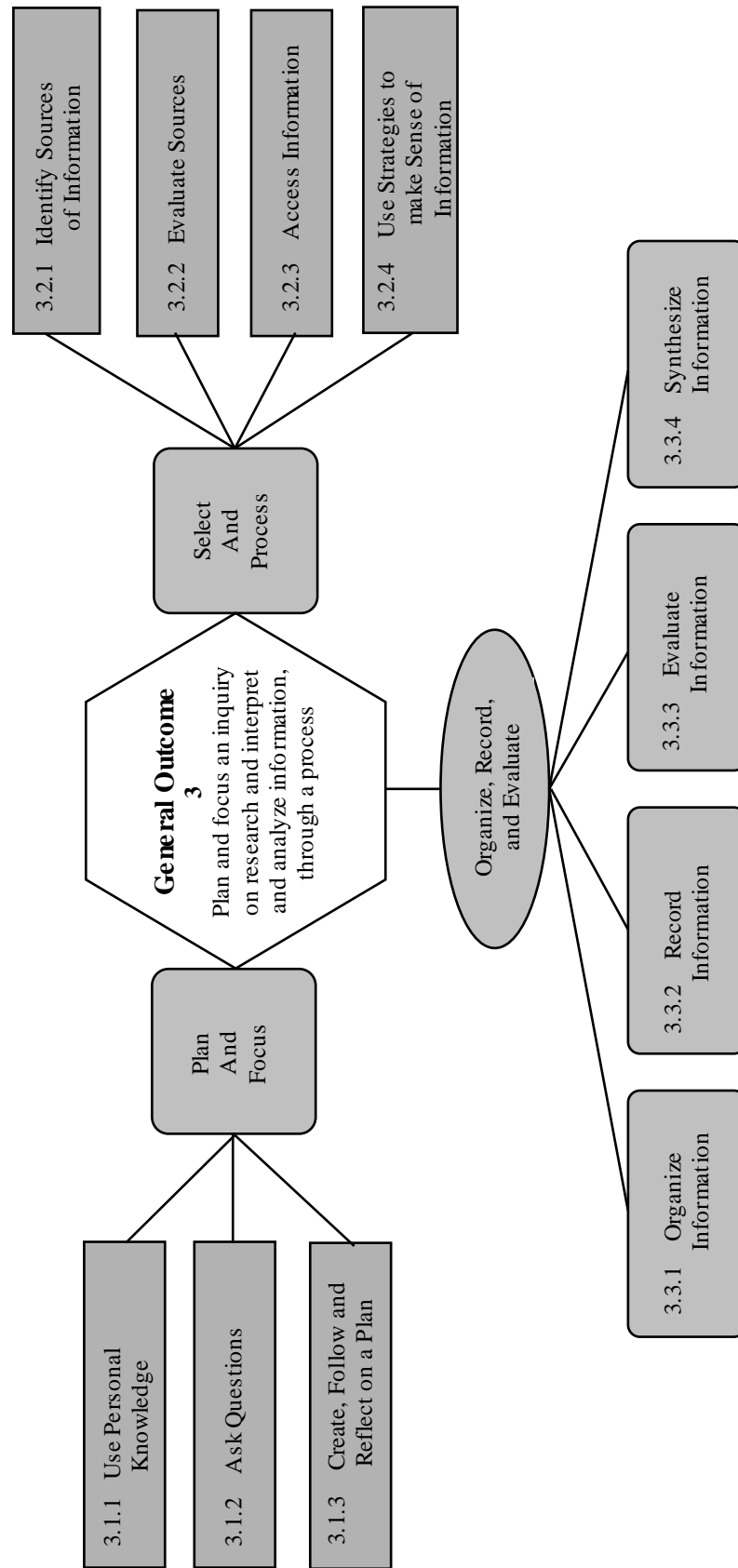


Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Managing ideas and information is important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning, inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences. Use of technology also enhances students' opportunities to access, create, and communicate ideas and information.



General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.1 Grade 1

Plan and Focus

Discuss personal knowledge of a topic to discover information needs in own and group inquiry

Use Personal Knowledge

General Example(s)

•Conversations, before and after, guided discussions, illustrations, paintings, sculptures, dances, mimes, role plays, reflections, brainstorming sessions, sharing circles, Think-Pair-Share (TPS), discussion webs, Know-Want to Know-What I Learned (KWL) charts, picture and word splashes daily news charts, science discovery tables, charts, ...

Specific Outcome Links

•See Organize Information (3.3.1) for list of graphic organizers

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.1.1 a. *Discusses personal knowledge and experiences of topic being discussed through oral, print and media texts*

May say, "This is a story book about bears and this book is bear facts, not stories."

3.1.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.1 c. *Begins to identify missing information in personal knowledge*

May say, "I don't know anything about what moose eat. I need a partner to talk or research that with me."

3.1.1 d. *Begins to categorize personal knowledge of a topic*

graphic organizers (Organize Information 3.3.1), organizational frames, clustering, ...

3.1.1 e. *Begins to identify inaccuracies in personal knowledge*

May say, "I thought that moose ate the same as caribou, but my partner doesn't think so. We need to talk to a hunter."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.2 Grade 1

Plan and Focus	Ask Questions
Ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry	General Example(s) •Conversations, brainstorming, prompted questions, think-alouds, peer and teacher conferences, classroom question box, I Wonder chart, Who- What- Where- When- Why- How (5W's + H), journals, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.1.2 a. *Asks questions to satisfy curiosity*

3.1.2 b. *Asks questions to satisfy information needs*

3.1.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.1.2 d. *Begins to ask questions for clarification*

3.1.2 e. *Begins to ask questions for extension*

3.1.2 f. *Begins to ask open ended questions*
How? Why?

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.1.3 Grade 1

Plan and Focus

Listen actively and follow directions for gathering information for own and group inquiry

Create , Follow, and Reflect on a Plan

General Example(s)

•Questions, books (narrative text, expository texts), environmental print, experts, peers, TV, library, experiments, field trips, recipes, reflections, journals, Internet, CD Rom, ...

Specific Outcome Links

See Ask Questions (3.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.1.3 a. *Identifies a purpose and audience*

May say, "I am making a card for my Grandmother's birthday."

3.1.3 b. *Experiments with a variety of strategies to gather information and ideas, through guided practice*

Conversations, brainstorming, task charts, webs, picture graphs, key words and icons, primary sources, questioning, Know-Want to Know-Learned (KWL), Reading and Analyzing Nonfiction (RAN), scientific process, ...

strategies: brainstorming, discussing, conferencing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, ...

3.1.3 c. *Experiments with a variety of ways to record information, through guided practice*

Diagrams, scribbles, letters, key words, lists, cut and paste illustrations, math equations, ...

graphic organizers: journals, lists, pictographs, picture maps, T-charts, webs, graphs, same and different charts, observation charts, maps, sequence maps, character maps, comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, ...

3.1.3 d. *Makes a plan for an inquiry, based on familiar form*

an inquiry: guided research to answer a question or need, and a representation

Conversations, pictures, sculptures, paintings, dances, lists, stories, music, drama, reports, presentations, sharing circles, models...

May say, "We want to know what a beaver's habitat is like inside; after we do our research, we will try to build a real dam by following our steps."

3.1.3 e. *Talks about the connection between form of expression and purpose*

experience chart stories, photo collections, pictures and videos of shared class experiences, string/hand games, letters to thank the Co-op, taking orders at the restaurant centre, making appointments at the hairdressing centre, preparing a skit/song for an assembly, pattern stories, illustrations, dancing, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, Story Circles, ...

identifying an audience, setting a purpose, linking a form of expression, ...

3.1.3 f. *Experiments with a variety of forms of expression to connect purpose and audience*

stories, photo collections, pictures and videos of shared class experiences, string/hand games, invitations, centres, preparing a skit/song for an assembly, model story forms, illustrations, dancing, drumming, paintings, using puppets for retelling, role playing, journals, Readers' Theatre, poetry, Story Circles, ...

identifying an audience, setting a purpose, linking a form of expression, ...

See Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

3.1.3 g. ***** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

3.1.3 h. *Begins to follow a time line for completing specific steps within an inquiry project*

teacher directed, student directed, or group directed

May say, "Today, we are supposed to find a book and a picture of a beaver dam, because tomorrow, we will start to collect our materials to build one."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.1 Grade 1

Select and Process

Seek information about a topic from sources (including peers)

Identify Sources of Information

General Example(s)

- Conversations, brainstorm sessions, dramatizations, draw and discuss, sketch and share, show and tell presentations, sharing circles, Think-Pair-Share (TPS), reading circles, centres, ...

- People, home, peers, teachers, librarians, story tellers, experts (trappers, elders, etc.), community, objects, artifacts, natural habitats, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, TV, audio tapes, field trips, newspapers, magazines, Internet sites, interviews, CD Roms, ...

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Evaluate Sources (3.2.2), Access Information (3.2.3), Use Strategies to make Make Sense of Information (3.2.4), Organize Information (3.3.1), Record Information (3.3.2), and Evaluate Information (3.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.2.1 a. *Offers information and ideas on a topic*

3.2.1 b. *Seeks information, on a topic, from oral, print, and / or other media sources*

May say, "I am going to check the library." "I'll ask my Grandmother ..."

3.2.1 c. *Asks others for information*

People, peers, family, community members, elders, experts, teachers, librarians, authors, editors, ...

3.2.1 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.1 e. *Begins to answer questions by selecting relevant information from a variety of sources*

May say, "I found out that all spiders have eight legs. I counted all of the legs on all of the pictures I found, and my Mom and I read that on this web site we found, too."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.2 Grade 1

Select and Process	Evaluate Sources
Recognize when information answers the questions asked	General Example(s) •Think-Pair-Share (TPS), conversations, t-charts, sketch and share, show and tell, draw and discuss, brainstorm, sharing circles, book talks, lists, Who- What- Where- When- Why- How (5W's + H), Know-Want to Know-What I Learned (KWL), picture-question-sort, interview, survey, gate keeper game, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.2.2 a. *Talks about the connection between personal knowledge and new information*

May say, "My dog had pups and they are so cute. They are not like their mom. They don't feed from the bowl, they drink from her; they pee inside; and they wobble when they try to walk ."

3.2.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.2 c. *Begins to identify key words in a question*

May say, "We can use the five finger trick (Who-What-Where-When-Why + How?) to find out all the important information for our book."; "This question is about when puppies stop feeding from their mother not about how they learn to walk."

3.2.2 d. *Begins to connect information to questions asked*

May say, "This picture shows puppies feeding from their mothers."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.3 Grade 1

Select and Process

Understand that library materials have a specific organizational system which includes visual and auditory cues to locate information and ideas

Access Information

General Example(s)

Primary (experiential or first-hand accounts of event) and Secondary Sources (second-hand accounts of event or information)

Specific Outcome Links

See Text Features (2.1.3) and Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5, Syntactic 2.1.6, Pragmatic 2.1.7)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.2.3 a. *Uses visual cues to access information*

body language, culturally appropriate eye contact, facial expressions and gestures, photographs, picture books, illustrations, icons, colour coded words, font, letter size, objects, artifacts, charts, graphic organizers, ...

3.2.3 b. *Uses auditory cues to access information*

sounds, music, words, noises, pauses, volume, ...

3.2.3 c. *Uses the computer to access information*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

see Sources of Information (3.2.1.), Use Strategies to Make Sense of Information (3.2.4), and Enhance Legibility and Word Processing Skills (4.2.3)

Internet sites, CD Roms, ...

3.2.3 d. *Accesses information from sources*

conversations, calendar, alphabet, number line, labels, learning centers, word walls or word books, pictionaries / dictionaries, maps, environmental print, picture books, CDs, video/DVD, television, listening centre, objects, artifacts...

3.2.3 e. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.3 f. *Begins to use textual cues to access information*

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

3.2.3 g. *Begins to use the library's organizational system to locate information or materials*

May say, "I want a story about snakes; so I will be over here." "I want the information about snakes; so I will be over there." "I want another book by Robert Munsch; so I will look on that shelf."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.2.4 Grade 1

Select and Process

Make and check predictions using prior knowledge and text features

Use Strategies to Make Sense of Information

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), Prior Knowledge & Connections (2.1.1), Comprehension Strategies (2.1.2), Connect Self, Texts, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Ask Questions (3.1.2), Evaluate Sources (3.2.2), Access Information (3.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.2.4 a. *Asks questions to make sense of information (oral, print, and other media text)*

3.2.4 b. *Talks about the connections between prior knowledge/personal experiences and new information (oral, print, and other media text)*

May say, "That's like" "That's different from" "It sounds like" "It looks like ..." "That means if then ..."

3.2.4 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.2.4 d. *Begins to use prior knowledge to make predictions to understand information (oral, print, and other media text)*

Before-During-After (BDA), close activities, retelling/restating, Know-Want to Know-Learned (KWL), ...

May say, "If my Mom has a baby, she'll probably have another girl because we already have two." "When we play boys against the girls, us boys always win 'cause we have more muscles!"

3.2.4 e. *Begins to use textual cues to check predictions*

See Access Information (3.2.3) for visual and auditory cues

See Text Features (2.1.3) for complete list of narrative, expository, and poetic textual cues

discuss, question, read, view, ...

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.1 Grade 1

Organize, Record, and Evaluate

Identify and categorize information according to similarities, differences, and sequences

Organize Information

General Example(s)

strategies: brainstorming, discussing, conferencing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, ...

Specific Outcome Links

•See Combine Ideas and Develop Understanding (1.2.1), and Record Information (3.3.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.3.1 a. *Sorts and categorizes information according to similarities and differences*

conversations, pictographs, T-charts, labels, picture sorts, graphs, webs, ideas, journals, data collections, ...

May say, "In the both winter and summer, we go hunting or fishing, but we have to get there in a different way. And sometimes, we have to hunt different animals." "The ending is different in Munsch's book "The Paper Bag Princess" from the movie we just watched." "The wolf in the first story of the 'The Three Little Pigs' is mean, but in this other story, he is a good guy." "This pile of books is a collection of stories and this pile is our information books."

3.3.1 b. *Represents similarities and differences*

conversations, pictographs, lists, graphs, same and different charts, T-charts, labels, illustrations, sculptures, dramatizations, sorting trays and mats, picture sorts, journals, ...

May say, "I drew the same raven as was in the book, but I didn't give it the same name in my story." "We made the Three Little Pigs' houses to be able to see which one was the strongest."

3.3.1 c. *Uses graphic organizers with guidance*

***Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

***Keep in mind audience and purpose when matching the graphic organizer to the task*

graphic organizers: journals, lists, pictographs, physical graphs, picture maps, picture splash, diagrams, listen-sketch-share, T-charts, webs, graphs, same and different charts, maps, sequence maps, character maps, comparison charts, mind maps and clusters, KWL (Know-Want to know-Learned), 5 Ws + H (Who-What-Where-When-Why-How), BDA (Before-During-After), think bubbles, ...

May say, "The strategy we used was webbing. Our group put everything we know about Goldilocks into bubbles around her name." "After you showed us how to use the Sense Cluster, I decided my poem will be about spring. I had to think and draw about what I can smell, taste, hear, see, and feel. Now I am going to write my poem."

***See Specific Outcome for list of possible strategies*

3.3.1 d. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

3.3.1 e. *Begins to sequence information*

conversation, story telling, dramatizing, journals, experiments, illustrations, cartoons, picture books, narrative writing, order of events, chains, cycles, webs, ...

May say, "I put these pictures in order to show how my plant grew." "These are the steps we want other kids to follow when they visit our center." "I drew some pictures, where I didn't know the words, to show my plan for the day."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.2 Grade 1

Organize, Record, and Evaluate

Represent and tell key facts and ideas in own words

Record Information

Specific Outcome Links

Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.3.2 a. *Records key information and ideas related to a topic, using a preselected method*

illustrations, lists, journal entries, sticky notes, highlighting, labels, graphic organizers, ...

See 3.3.1 for list of graphic organizers

3.3.2 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.2 c. *Begins to paraphrase key information and ideas related to a topic*

retelling, dramatizing, listing, explaining, illustrating, sculpting, painting, dancing, singing, writing, journaling, recomposing, ...

See 3.3.1 for list of graphic organizers

***When paraphrasing, graphic organizers may or may not be used*

3.3.2 d. *Begins to identify title of source related to a topic*

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.3 Grade 1

Organize, Record, and Evaluate

Recognize and use gathered information as a basis for communication

Evaluate Information

Specific Outcome Links

•See Ask Questions (3.1.2), Organize Information (3.3.1), Record Information (3.3.2), and Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.3.3 a. *Talks about new information in relation to a question*

conversations, brainstorming sessions, think alouds, sharing circles, conferences, Think-Pair-Share (TPS), Before and After, Then and Now, Know-Want to Know-What I Learned (KWL), class books, response journals, learning logs, posters, ...

3.3.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

3.3.3 c. *Begins to accept or reject information and ideas*

conversations, brainstorming sessions, think alouds, webs, sharing circles, conferences, Think-Pair-Share (TPS) Prompted Questions, compare and contrast, interviews, questioning (Who- What- Where- When- Why- How (5W's + How), I wonder ..., Did you know? ..., Know-Want to Know-Learned (KWL+) , Reading and Analyzing Non-fiction (RAN) ...

May say: "We have lots of pictures of animals for our collage, but not all of them are babies so we shouldn't use those ones."

General Outcome

Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Outcome 3.3.4 Grade 1

Organize, Record, and Evaluate

Synthesize Information

Recall, talk about, and record information-gathering experiences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

3.3.4 a. *Talks about the successes and challenges related to the information-gathering experiences*

May say: "We found out a lot more about bears when we worked with our big buddies." "It is more fun to work together, but it sure is more noisy and it takes a lot more stuff." "I like getting my facts from pictures," "When I worked with a partner, it was easier." "I found it hard to find out what owls eat." "I found it really hard to listen to the Renewable Resources Officer talk about owls, but his posters and stuffed owl helped me ..."

3.3.4 b. *Talks about what was learned through new information*

May say: "I learned that spiders have eight legs from this picture." "We used the water center to figure out which things would float." "If we use the blocks we could see how bridges work."



Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

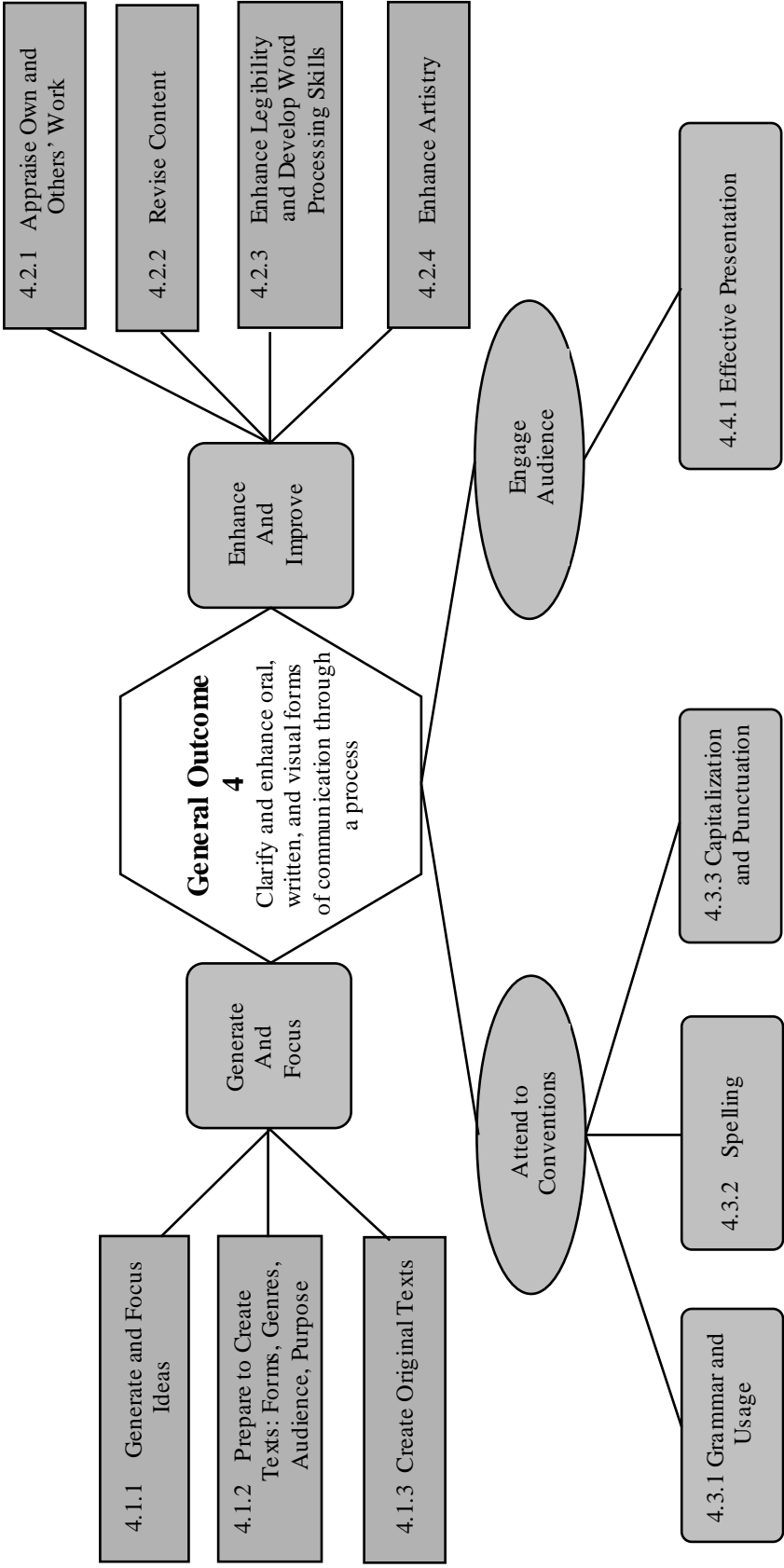
Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use

language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. Communicating clearly and artistically enhances collaboration and builds community.

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Writing process stages include: drafting, writing, revising, editing, and publishing



Reading and Writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images; the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.1 Grade 1

Generate and Focus

Generate and focus ideas on a topic, using a variety of strategies

Generate and Focus Ideas

General Example(s)

idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, ...

Specific Outcome Links

see Express Ideas & Consider Others' Ideas (1.1.1), Prior Knowledge & Connections (2.1.1), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Work in Groups (5.1.1)

*see Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), and Create Original Texts (4.1.3) for types of narrative, expository, poetic, and persuasive texts, at each grade level. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents

*graphic organizers or organizational strategies may be used to focus the topic; see Organize Information (3.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.1.1 a. *Talks and writes about personal experiences and ideas on a topic in an oral, print, or other media text*

**the distinction between grade levels is in creating texts with an appropriate complexity of content and sophistication of style and using appropriate strategies*

**In developing ideas for representations, other sources of information naturally shape one's thinking.
conversations, sharing circles, centres, book talks, inquiries, improvisations, ...*

May say, "In my journal I drew the way we figured out how to take something away. Then I put the numbers under my pictures. I think I can do this whenever I get stuck with a take away problem."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.2 Grade 1

Generate and Focus	Prepare to Create Texts: Forms, Genres, Audience, Purpose
<p>Prepare to create by exploring the connections between forms, audience, and purpose</p> <p>*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.</p>	<p>General Example(s) See Create Original Texts (4.1.3) for examples of narrative, expository, and poetic texts. Also see Examples of Forms of Expressive Language in NWT-ELA Support Documents.</p> <p>Specific Outcome Links •See Express Preferences (1.1.2), Text Features (2.1.3), Experience Various Texts (2.2.1), Forms and Genres (2.3.1), and Create Original Texts (4.1.3)</p>

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.1.2 a. *Experiments with forms to express and / or record feelings, experiences, events, thoughts, ideas, or information*

**keep in mind that audience and purpose determine form*

May say, "We worked out a Readers' Theatre show for the class. We did the Cat In the Hat because it is funny." "We wrote an e-mail together to invite the Mayor/Band Chief to our class. We want to talk about ..."

4.1.2 b. *Talks about an audience when creating texts (oral, print, and other media)*

May say, "I will write to my friend." "I will draw this poster for kids." "Our puppet play is for the Kindergarten."

4.1.2 c. *Talks about a purpose when creating texts (oral, print, and other media)*

May say, "Our puppet play will teach the kindergartners about not using matches."

4.1.2 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.1.2 e. *Begins to sequence and / or categorize pictures, information, and **print** to represent an idea or a story*

**organizational structures include: beginning-middle-end (sequence), first-then*

**May use graphic organizers: displays of ideas and information*

conversations, dramatization, puppetry, book talks, predictable books, think-pair-sketch, lists, illustrating class-created books, making wordless picture books, class books, journals, paintings, labels, lists, data collections, picture splash, photo albums, predictable books, shared writing, sentence strips, word cards, timelines, life cycles, poems, songs, chants, journals, captions, lists, pattern books, stories, directions, recipes, rebus stories, cartoons, ...

See Combine Ideas and Develop Understanding (1.2.1), Text Features (2.1.3), Organize Information (3.3.1) for possible strategies, and Create Original Texts (4.1.3)

See 3.3.1 for list of graphic organizers

May say, "Our invitation poster has the five question words on it." "On our Before-During-After we put what food we needed to pack to go camping, then what we ate during our trip, and now we looking at what food we have left."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.1.3 Grade 1

Generate and Focus

Create Original Texts

Create original texts (oral, print, and other media)

**Guided practice may be required for newly introduced texts; individual or group independence may be expected with familiar ones

*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Specific Outcome Links

•see Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Elements of Text (2.3.2), and Prepare to Create Texts: Forms, Genres, Audience and Purpose (4.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.1.3 a. *Creates original narrative texts (oral, print, and other media) applying familiar narrative forms*

see Experience Various Texts (2.2.1)

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, sculptures, dances, video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, stories, fairy tales, stories, scripts / dramas (plays, puppet plays, ...), ...

see Elements of Text (2.3.2)

4.1.3 b. *Creates original expository texts (oral, print, and other media) applying familiar expository forms*

see Experience Various Texts (2.2.1).

The writer creates forms that **are not parallel to those he/she reads.*

pictures, illustrations, props (airline tickets, menus, appointment cards, prescriptions, ...), charts, pictographs, instructions / directions (games, maps, centres, task cards, assignments, ...), recipes, lists, rules, signs, telephone book entries, learning logs, calendars, pictionaries, thank you notes, invitations, notes, cards, postcards, book reports (retellings, sketches, puppet plays, role plays, conversations, sculptures, ...), descriptions, graphs, diagrams, dictionaries, posters, science experiments, nonfiction pattern books, ...), ...

see Elements of Text (2.3.2)

4.1.3 c. *Creates original poetic texts (oral, print, and other media) applying familiar poetic forms*

see Experience Various Texts (2.2.1)

The writer creates forms that **are not parallel to those he/she reads.*

Creates original poetic texts (oral, print, and other media) applying familiar expository forms experienced in Experience Various Texts (2.2.1)

pictures, visual representations, list poems, modeled patterns, modeled songs, chants, rhymes, sensory poems, comparisons (similes), alphabet poems / acrostic poems, onomatopoeia, ...

see Elements of Text (2.3.2)

4.1.3 d. *Creates texts with a computer / computer program*

See Enhance Legibility and Improve Keyboarding Skills (4.2.3)

narrative, expository, poetic (see previous outcomes)

4.1.3 e. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.1.3 f. *Begins to incorporate some elements of narrative texts when creating texts (oral, print, and other media)*

**elements of narrative texts typical in grade one include:*

- story events*
- main character*
- setting (place)*

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads.*

4.1.3 g. *Begins to incorporate some elements of expository texts when creating texts (oral, print, and other media)*

**elements of expository texts typical in grade one include:*

- title

- content (topic and related information)

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

4.1.3 h. *Begins to incorporate some elements of poetic texts when creating texts (oral, print, and other media)*

**elements of poetic texts typical in grade one include:*

- description (senses)

see Elements of Text (2.3.2)

The writer uses elements that **are not parallel to those he/she reads*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.1 Grade 1

Enhance and Improve

Talk about own and others' texts and representations

*writing process stages include: pre-writing, drafting, writing, revising, editing, and publishing

*oral presentation process stages include: planning, rehearsing, revising, presenting

*representation (fine arts, etc.) also uses a process approach that involves planning, developing, revising, and presenting

Appraise Own and Others' Work

Specific Outcome Links

Techniques and Elements: the measurable learning outcomes, that distinguish the grade levels, are found in Elements of Text (2.3.2)

Content encompasses **detail, information, topic, audience and purpose**. The measurable learning outcomes are found in many Specific Outcomes.

The measurable learning outcomes, that distinguish the grade levels,

-for **details and / or information**, are found in Combine Ideas and Develop Understanding (1.2.1), Elements of Text (2.3.2), Connect Self, Text, and Culture (2.2.3), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), and Record Information (3.3.2)

-for **topic**, are found in Text Features (2.1.3), Elements of Text (2.3.2), Use Personal Knowledge (3.1.1), Identify Sources of Information (3.2.1), Synthesize Information (3.3.4), and Record Information (3.3.2)

-for **audience and purpose**, are found in Cueing Systems - Pragmatic (2.1.7), Forms and Genres (2.3.1), Create, Follow, and Reflect on a Plan (3.1.3), Use Language to Show Respect (5.1.2), and Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

- 4.2.1 a. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.2.1 b. *Begins to suggest revisions to own and others' draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, author's chair, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say, "I really like your first draft. When you read it and I closed my eyes, I pretended I could see your story just like a movie." "Your picture is all orange and brown, just like in the fall." "I'm going to change my ending."

Techniques and Elements

May say: "Did you decide on a title for your story?" "You could add real feathers to my ptarmigan nest." "You could write with big black letters to show that he is mad."

4.2.1 c. *Begins to ask for feedback about own draft texts and representations*

**the criteria to guide the focussed conversations is based on Techniques, Elements and / or Content*

conversations, peer and teacher conferences, writing process, sharing circle, author's chair, small group conferencing, Think-Pair-Share (TPS), self-reflection activities, ...

Content

May say: "Does anyone have time to conference with me?" "Who can help me with my drawing?" "Did you like my song?" "What part of my dance did you like best? Why?" "I used only words that rhyme with see. Do you think it sounds good?"

Techniques and Elements

May say, "Does anyone have time to conference with me?" "How would you end my story?" "Who knows how to edit for periods?"

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.2 Grade 1

Enhance and Improve

Clarify and extend ideas by adding some details

*writing process stages include: drafting, writing, revising, editing, and publishing

Revise Content

General Example(s)

conversations, partner talk, rereading, reading aloud...

**Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts

Specific Outcome Links

see Word Choice & Artistry of Text (2.3.3), Create Original Texts (4.1.3), Appraise Own and Others' Work (4.2.1), Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.2.2 a. *Explains ideas verbally, to clarify or extend ideas by adding some detail*

**this learning outcome is evident through the revision processes identified in 4.2.2 b and 4.2.2 d*

See Word Choice and Artistry of Texts (2.3.3) and Enhance Artistry (4.2.4)

May say: "We went to the beach yesterday. I played in the sand and my brother fell in the water. My mom yelled at him! It was funny, cause he was all wet. And then he had to sit on the floor in the truck, just like the dog!"

4.2.2 b. *Revises content using a personal revision process.*

-by adding some words and labels to pictures

-by adding some detail

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "I drew us playing at the beach and my brother getting wet. Then I drew us in the truck. I'm going to fix his face so he looks sad."

4.2.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.2.2 d. *Revises content using feedback from conferencing with others (with guidance)*

-by adding some words and labels to pictures

-by adding some detail

•See Appraise Own and Others' Work (4.2.1), Work in Groups (5.1.1), and Use Language to Show Respect (5.1.2)

conversations, class discussion, mini-lessons, peer and teacher conferences, writing process, sharing circles, small group conferencing, Think-Pair-Share (TSP), ...

May say, "I don't think that I want to change my princess' name; the name I gave her is my best friend's name and she is special to me."; "Maggie said if I drew these squiggly lines around my brother it would make it look like water was dripping out of him."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.3 Grade 1

Enhance and Improve

Print letters legibly and explore keyboarding and word processing

*it is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences

Enhance Legibility and Develop Word Processing Skills

Specific Outcome Links

see Access Information (3.2.3), Creates Original Texts (4.1.3), Spelling (4.3.2), and Effective Presentation (4.4.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.2.3 a. *Prints upper and lower case letters and numbers legibly*

**It is recommended that following explicit instruction, the practice be embedded in authentic writing for real purposes and audiences, as it is more effective than through isolated exercises, such as worksheets.*

**For assessment purposes: it is the quality (content, ideas, voice, organization, word choice) of the writing rather than the legibility that is important; legibility is not one of the traits of good writing*

4.2.3 b. *Uses the keyboard and a word processing program*

***Information and Communication Technology Outcomes are intended to be infused in all Curricula, however, the minutes of ELA are not increased*

**applicable where technology is available*

- uses letter and numbers keys*
 - plays with paint tools*
 - plays with drawing tools*
 - uses directional arrow keys*
 - uses **the space bar***
 - prints texts*
-

4.2.3 c. *** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.*

4.2.3 d. *Begins to demonstrate consistency in size and shape of letter and number formations*

**using lines on the page as a guide*

4.2.3 e. *Begins to use word boundaries (spacing)*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.2.4 Grade 1

Enhance and Improve

Experiment with language to create desired effect in oral, print, and other media text

*Language acquisition begins with rich oral language experiences that eventually transfer to other forms of text (oral, print, or other media)

*Reading and writing processes overlap and differ! Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

*writing process stages include: drafting, writing, revising, editing, and publishing

**voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, cheery, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose

Enhance Artistry

General Example(s)

*it is important to note that language can be enhanced in all types of representations: oral, print, or other media representations

Specific Outcome Links

Experience Various Texts (2.2.1), Word Choice & Artistry of Texts (2.3.3), and Revise Content (4.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.2.4 a. *Uses descriptive language in personal representations to create an image*

**Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, etc.*

**Keep in mind audience and purpose when discussing appropriateness of language*

- simple adjectives

- simple adverbs

See Experience Various Texts (2.2.1), Elements of Text (2.3.2), Word Choice and Artistry of Texts (2.3.3), and Revise Content (4.2.2)

May say, "The car was a souped-up race car like you see in on TV."

4.2.4 b. *Attempts to use new vocabulary in personal representations (related to personal interests or topics of study)*

May say, "Those dinosaurs didn't kill other dinosaurs except when they had to fight other dinosaurs to stay alive. They were herbivores."

4.2.4 c. Experiments with a variety of simple declarative sentence patterns

rhymes, sentence frames, poetry frames, songs, ...

May say: "My mom came home. She made bannock. We ate it all. It was good."

4.2.4 d. Experiments with repetition, rhyme, and rhythm of language in personal representations

Development of phonological awareness (the awareness of individual sounds in words, and words in sentences) is a critical component of literacy development. Phonological awareness is necessary to make sense of phonics instruction and to effectively use phonological strategies when reading and writing.

Students need to develop awareness of :

- individual words in sentences*
- individual sounds in words*
- rhyming words*
- syllables (parts of words)*
- words that start or end with the same sound*
- segmenting and blending simple words*
- changing one sound for another to create a new word*

see Cueing Systems - Graphophonic (2.1.4)

Clapping, chanting, marching, dancing, music, song, tongue twisters, rhymes, word families, alliterative poems, tongue twisters, action songs, read alongs, word plays, skipping rhymes, finger plays, onomatopoeia, ...

4.2.4 e. Uses a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose (in oral, print, and other media text)

***In developing an awareness of voice the writer must ask:*

- 1. How do I speak directly to my audience on an emotional level?*
- 2. How do I experiment with style to match the purpose and intended audience?*
- 3. How do I take risks to reveal myself to my audience?*

In grade one developing an awareness of voice in text typically involves:

- communicates feeling with bold lines and colours*
- expresses voice in dictation*
- taking on characters in improvisations / puppet plays*
- **writing that is individual and expressive***
- using simple adjectives*
- using simple adverbs*
- using a variety of simple sentence patterns*
- using new vocabulary*
- using different sizes of print or underlining to show strong feelings or emphasis*
- chooses and uses expressive words or phrases from previously experienced texts*

May say: "I want to show how excited I was when my grandpa got off the plane so I used big letters and wrote it with green marker."; "See how the little bear is afraid? I made the writing really small."

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.1 Grade 1

Attend to Conventions

Use complete sentences

*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Grammar and Usage

General Example(s)

*Editing strategies include: Read it Aloud

Specific Outcome Links

•See Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), Enhance Artistry (4.2.4), Spelling (4.3.2), and Capitalization and Punctuation (4.3.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.3.1 a. *Uses complete simple sentences when it is appropriate*

**Daily use of language may not require complete sentences.*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

conversations, writings, ...

4.3.1 b. *Writes declarative sentences*

**Daily use of language may not require complete sentences.*

**Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.*

4.3.1 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.1 d. *Begins to use an editing process, with guidance*

- *to check for completeness of an idea within a sentence, with guidance*

mini-lessons, editing checklists, self-editing, teacher and / or peer conferences, rereading of personal writing (typically out loud) ...

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.2 Grade 1

Attend to Conventions

Use approximated and conventional spelling when writing; participate in an editing process using a variety of strategies and resources

*Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling.

*Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling (for familiar words) for final drafts and published work.

*Semiphonetic Stage: words begin to be represented by a letter or two. This stage indicates the child is beginning to understand letter-sound relationships and knows the consonant letters which represent some sounds.

Phonetic Stage: vowels appear -- not necessarily always the right vowels but vowels are used and most sounds are represented by at least one letter. Most of what is written in this stage is readable.

*keep in mind Canadian spelling conventions

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

Spelling

Specific Outcome Links

•see Cueing Systems (Graphophonic 2.1.4, Semantic 2.1.5), and Grammar and Usage (4.3.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.3.2 a. *Uses a mixture of approximated and conventional spellings when writing*

**students represent most sounds with letters and often develop their own spelling patterns for particular sounds*

4.3.2 b. *Spells some basic sight words and words of personal significance independently*

**uses visual memory to attempt spelling of words*

labels, colours, theme words, word walls, days of the week, months of the year, book titles, favorite foods, favorite TV shows / movies, personal name, names of pets / father / mother / friends / siblings, song lyrics / words, highlighted words in interactive software, ...

high frequency words such as: the, and, like, can, see, ...

4.3.2 c. *Uses spelling references*

references may include: alphabet, number line, labels, familiar environmental print, word walls, picture dictionaries, dictionaries, ...

4.3.2 d. *Uses spelling strategies*

spelling strategies may include: Interactive Writing, references (alphabet, number line, labels, familiar environmental print, word walls, picture dictionaries), Give it a Go, Guess and Check, Ask Someone, Words That Sound the Same, ...

4.3.2 e. ***** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.***

4.3.2 f. *Begins to apply knowledge of spelling generalizations and rules to spell familiar and unfamiliar words*

**uses visual memory to attempt spelling of words*

patterns may include: common letter combinations (list of words with 'br', 'ight'), word families, words ending in 'ing', ...

4.3.2 g. *Begins to participate in an editing process to check spelling, with guidance*

**Editing strategies may include: Self-Edit, Peer-Edit, Read it Aloud, use a dictionary, ...*

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.3.3 Grade 1

Attend to Conventions

Capitalize names, "I", and sentence beginnings; use periods at the end of simple sentences

The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

*writing process stages include: drafting, writing, revising, editing, and publishing

Capitalization and Punctuation

General Example(s)

*Editing strategies include: Self-Edit, Peer-Edit, Read it Aloud, Reread, Reread and Self-Correct, read backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, etc.), editing checklists, use a dictionary, use a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), read for trouble (read for errors, read for understanding, read for common errors), start with sentences-consider words-check for spelling-grammar-punctuation, ...

Specific Outcome Links

•See Text Features (2.1.3) and Cueing Systems (Semantic 2.1.5, Syntactic 2.1.6)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.3.3 a. *Applies rules for capitalization in personal representations*

- first letter of names
 - the pronoun 'I'
 - the beginning of sentences
-

4.3.3 b. *Applies rules for punctuation in personal representations*

- periods at the end of simple sentences
-

4.3.3 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.3.3 d. *Begins to participate in an editing process to edit for end punctuation and capitalization, with guidance*

*the measurables of Capitalization and Punctuation are itemized in the preceding Learning Outcomes

writing process, personal editing, peer editing, teacher editing, conferencing, interactive writing, teacher modelling, mini-lessons, ...

*Editing strategies include: Self-Edit, read-with-teacher

General Outcome

Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

Specific Outcome 4.4.1 Grade 1

Engage Audience

Begin to experiment with techniques used to enhance presentations of texts (oral, print, and media)

*keep in mind, the purpose of enhancement is to better engage the audience (attract and sustain)

*presentations require planning and time for supported/scaffolded rehearsal

Effective Presentation

General Example(s)

*presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, textual, multimedia, computer-generated, ... (see Examples of Forms of Expressive Language in NWT-ELA Support documents for further suggestions)

Specific Outcome Links

• Elements of Text (2.3.2), Word Choice & Artistry of Texts (2.3.3), Appraise Own and Others' Work (4.2.1), Revise Content (4.2.2), and Enhance Artistry (4.2.4)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

4.4.1 a. *Engages (attracts and sustains) the audience*

**form of presentation determines which audience engagement techniques are appropriate*

****required** in grade one:*

- *understands the purpose for the presentation*
 - *speaks with a clear voice*
 - *faces the audience*
 - *makes eye contact (culturally appropriate)*
 - *uses appropriate body language (posture and gestures)*
 - *introduces self*
 - *uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, guests, font, print size, ...)*
 - *maintains topic*
 - *uses complete sentences*
 - *uses specific vocabulary (theme / content related)*
-

4.4.1 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

4.4.1 c. *Begins to experiment with techniques used to enhance presentation of texts (oral, print, and media), with guidance*

- *illustrations,*
- *colour,*
- *music / sounds,*
- *words (approximated spelling) and / or captions,*
- ***type size, and***
- ***volume***

May say: "I colored the sky black because it was a rainy day and it was sad." "I drew a picture here because I didn't know how to spell all of my story." "We want wiggly letters for our Halloween play." "If you roar, you'll be a better grizzly."



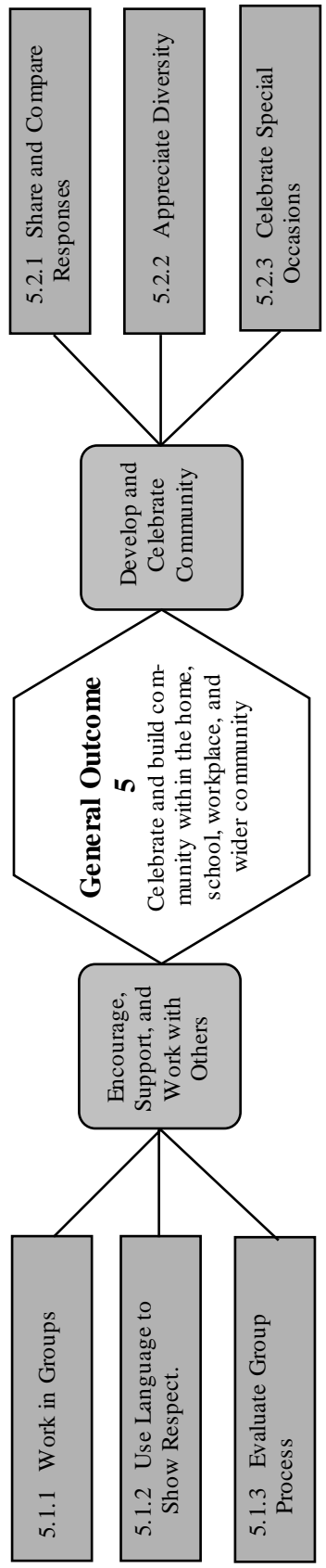
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.1 Grade 1

Encourage, Support and Work with Others

Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role

**Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.

Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- participation (following directions, following procedures)
- decision making (solving problems, resolving conflicts)
- role fulfillment (accepting responsibility)

Work in Groups

General Example(s)

•cooperative learning centres, cooperative games and activities, sharing circles, exploratory talks, projects, experiments, shared writing, shared reading, ...

Specific Outcome Links

•See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

5.1.1 a. *Follows pre-established group processes when collaborating with a peer to accomplish a task*

***variety of partnerships and groups may be self-selected or assigned*

appropriate *group processes in grade one include:*

- *accepting responsibility*
- *offering feedback*
- *accepting feedback*

see 5.1.3 (Evaluate Group Process) for details of categories of group processes: communication, participation, decision making, and role fulfillment

to maintain from previous grades:

- *taking turns*
- *listening*
- *sharing ideas and information*
- *following directions*

asking and answering relevant questions, responding to others' ideas, stating expectations, solving problems, resolving conflicts, ...

5.1.1 b. *Accepts responsibility for a task and corresponding role in small group activities*

***roles may be assigned by the individuals, the groups, or the teacher*

activity centers, play, assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.2 Grade 1

Encourage, Support and Work with Others

Use Language to Show Respect

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

5.1.2 a. *Speaks and listens / views respectfully*

***appropriate** in grade one:

- *asking questions or participating in discussion / activity*
- *attentive facial expression and body language*
- *showing interest*

to maintain from previous grades:

- *staying in one place*
 - *keeping respectful silence*
 - *keeping hands to self*
 - *accepting different communicative patterns and languages*
 - *sitting in close proximity to the speaker/presentation*
 - *focusing on presentation or speaker*
 - *using courteous, respectful language (word choice, tone)*
-

5.1.2 b. *Adjusts language to fit the context (audience, purpose, and situation)*

volume, tone, situation, rate of speech, ...

Language Register: home, playground, classroom, land, community settings, ...

peers, staff, family, guests, Elders, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.1.3 Grade 1

Encourage, Support and Work with Others

Help others and ask others for help

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

Evaluate Group Process

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, using and giving feedback, establishing criteria, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

5.1.3 a. *Reflects on personal behaviours that contribute to group success to set personal goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

May say, "We made a happy / sad checklist to talk about how we worked as a group. When I did mine, I decided that I would be a better group member if I stayed on task and stopped wandering." "I have to remember to take turns." "I need to remember to use a quiet voice because I am bothering the others."

5.1.3 b. *Reflects on personal behaviors and / or learning style*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circles, happy / sad face reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, conferencing, ...

May say, "What have I learned about how I learn?" "What do I need to change?" "What can I do next time?" "Are those the strategies I can use? Which one would work for this?" "My question about ... was good because I figured before I asked my group. I need to slow down." "It was helpful when ..." "I found it really hard to listen to the Renewable Resources Officer talk about owls, but his posters and stuffed owl helped me ..."

5.1.3 c. *Offers positive feedback to a peer about group processes*

May say, "Thank you for helping us to fix the problem we were having working together. We are not angry anymore."

5.1.3 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.1.3 e. *Begins to participate in the development of the criteria to evaluate group processes*

May say, "On our T-Chart, we could have what works in groups here, and what doesn't work on this side."

5.1.3 f. *Begins to assess the effectiveness of the group process using the set criteria*

May say, "In our centre, we had fun building airplanes. When we got too silly, we made mistakes and some of our planes couldn't fly. We should have made sure to stay on task like we talked about during our class meeting." "When we were too many in our group, we lost lots of time." "There is always someone waiting when three of us are at the listening center; so we have to do something about our rules."

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.1 Grade 1

Develop and Celebrate Community

Tell, draw, and write about self and family

Share and Compare Responses

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

5.2.1 a. *Draws and tells stories about self and family*

dramatizations, centers, puppets, circles, conversations, portraits, collages, books, journals, paintings, carvings, sculptures, ...

5.2.1 b. *Writes about self and family*

journals, stories, books, computer, paintings, illustrations, cartoons, approximated spellings, letters, ...

5.2.1 c. *Recognizes differences and similarities between self, peers, and families*

hair colour, family sizes, family structures, family routines, family celebrations, ...

circle talks, conversations, pictographs, illustrations, presentations, ...

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.2 Grade 1

Develop and Celebrate Community

Explore own identity

**It is important to create an open atmosphere in the classroom community that is respectful of diversity.

**In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

*appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honour, celebration, ...

Appreciate Diversity

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, ...

**Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

**examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

May say, "I am from the Deline. My Grandparents know the land here because they travel it all the time. I know the land too."

5.2.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.2 d. *Begins to use questions and conversations to explore personal understanding of self and others*

**focusing on diversity of talents, strengths, feelings, and ideas*

May say, "I think that boys like watching hockey more than girls in our class. Why don't you girls like it?"

General Outcome

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Outcome 5.2.3 Grade 1

Develop and Celebrate Community

Celebrate own and others' accomplishments in the classroom community

**Be sensitive to cultural differences in celebrating cultural occasions and achievements

Celebrate Special Occasions

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student...

5.2.3 a. *Participates in classroom celebrations*

birthdays, Christmas, spring, fall, return of the sun, concerts, accomplishments, weddings, births, deaths, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, ...

5.2.3 b. *Chooses to contribute to individual and class representations for an identified community / audience*

*ideas, expertise, experiences, skills, feelings, opinions, ...
conversations, rhymes, rhythms, symbols, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, predictable stories, pattern books, ...*

5.2.3 c. *Acknowledges personal accomplishments and strengths*

conversations, personal photo stories, portfolio collections, "Celebrations of Learning", ...

5.2.3 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.3 e. *Begins to help to plan classroom celebrations*

celebrating success strategy,...

May say, "I think we should sing our song for the Elders." "We could have a movie afternoon." "What about inviting our families in for tea when we do our drum dance."
