

Grade One English Language Arts - At a Glance		
Organizing Idea	Grade One Outcome	Highlights of your Child's Learning by the end of Grade One
Text Forms and Structures	Students examine ways that messages can be organized and presented for different purposes.	<ul style="list-style-type: none"> • Texts, messages, stories are written for different purposes including to learn, have fun, and stay safe. • Texts and messages are in the form of books, stories, pictures. • Books have a title and an author. • Books are read from left to right and top to bottom. • A word represents one spoken word read aloud. Sentences are made up of words; spaces separate words in a sentence. • Punctuation marks can signal the end of a sentence. • Imaginary stories include fairy tales and fables and some realistic stories. • Stories have characters, settings and events. • Non-fiction texts include personal stories, instruction and observations. They have structure that include the main idea, supporting details and sequencing of events. • Poetry explores ideas and feelings and helps us to connect to our experiences.
Oral Language	Students develop listening and speaking skills through sharing stories and information.	<ul style="list-style-type: none"> • Oral traditions can provide opportunities to learn and think about belonging and relationships. • Stories can be shared through listening and speaking and can be handed down from generation to generation. • Listening and speaking can be developed through discussions, songs, poems, stories, dramatizations, presentations. • Volume, speaking voice and tone can affect the meaning of a message shared orally. • Listening involves maintaining attention, focus, asking and answering questions, and discussion. • Messages can be shared without sounds and words - facial expression, body language.

Vocabulary	Students analyze word formation and meaning.	<ul style="list-style-type: none"> • Learning new words improves comprehension and communication. • Words can be replaced with synonyms. • Antonyms are words that have the opposite meaning. • Word meanings can change by adding or removing morphemes. • Suffixes are morphemes found at the end of a word. • A compound word is formed by putting two words together to form a new word.
Phonological Awareness	Students manipulate sounds in words in oral language.	<ul style="list-style-type: none"> • A series of words or phrases that begin with the same sound can be combined for effect (alliteration). • Rhyming words can have more than one syllable. • Compound words can be separated into two words. Two words can be blended to create a compound word. • Words can be separated into syllables. Syllables can be blended to form new words. • Words can be separated into sounds. Sounds can be blended to form words. • Sounds can be identified at the beginning, middle or end of spoken words. • Sounds in words can be added, deleted, or substituted.
Phonics	Students recognize and analyze letters and sounds in words.	<ul style="list-style-type: none"> • Letters of the alphabet consist of 26 letters that represent sounds. Letters can be uppercase or lowercase. • Some letters are consonants. Some letters are vowels. • Combinations of letters represent units of sounds in words.e.g. Two or more letters can represent a single sound. • Letters in words can be silent. • Some letters have different pronunciations.
Fluency	Students apply accuracy, appropriate rate, and expression in the development of fluency.	<ul style="list-style-type: none"> • Students learn to blend letters and pronounce words quickly and accurately. • Words are recognized automatically. • Some words cannot be decoded and have to be recognized by sight. • Fluency develops by stopping at periods and pausing at commas. • Students learn to read with purpose and expression. • Text can be understood through listening.

Comprehension	Students investigate meaning communicated in texts.	<ul style="list-style-type: none"> • Respond to text through: discussions, pictures with words or sentences. • Text is read independently. • New words are solved and self corrected when reading • Students can identify the main idea, key ideas and details of texts they are reading. • Students make connections, ask and answer questions about what they are reading. • Students make predictions in their reading.
Writing	Students create messages through the application of writing processes.	<ul style="list-style-type: none"> • The writing process is used: planning, writing, editing and sharing. • Sentences are complete thoughts. • Several sentences are written to expand on one idea. • Students learn to creatively write and how to organize ideas through word choice and adding words that describe things. • Research processes are used and factual information is gathered and recorded. • Use graphic organizers to record factual information. • Students use digital and non-digital methods to create their written messages.
Conventions	Students examine and apply use of grammar, spelling and punctuation in oral and written language.	<ul style="list-style-type: none"> • Capitalization and punctuation: as periods, question marks and exclamation marks at the end of their sentences. • Grammar - declarative and interrogative sentences. • Sentences include: a noun and a verb. • Spelling patterns are used: as vowel- consonant, consonant-vowel-consonant, vowel-consonant- silent e. • Words are made plural by adding an 's' or 'es'. • Spelling patterns in one-syllable words: 'short vowel sounds, long vowel sounds. • Some words are not spelled in predictable ways. • Spell 125 high-frequency words. • Students learn to apply what they are learning about words parts, known words and word patterns to spell unfamiliar words.