

## My Child's Learning - A Family Resource 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
<b>Text Forms and Structures</b>	Students examine ways that messages can be organized and presented for different purposes.	<ul style="list-style-type: none"> <li>● Texts, messages, stories are written for different purposes including to learn, have fun, and stay safe.</li> <li>● Texts and messages are in the form of books, stories, pictures.</li> <li>● Books have a title and an author.</li> <li>● Books are read from left to right and top to bottom.</li> <li>● A word represents one spoken word read aloud. Sentences are made up of words; spaces separate words in a sentence.</li> <li>● Punctuation marks can signal the end of a sentence.</li> <li>● Imaginary stories include <b>fairy tales</b> and fables and some <b>realistic stories</b>.</li> <li>● Stories have <b>characters, settings and events</b>.</li> <li>● Non-fiction texts include <b>personal stories, instruction and observations</b>. They have structure that include the <b>main idea, supporting details and sequencing of events</b>.</li> <li>● <b>Poetry</b> explores ideas and feelings and helps us to connect to our experiences.</li> </ul>
<b>Oral Language</b>	Students develop listening and speaking skills through sharing stories and information.	<ul style="list-style-type: none"> <li>● <b>Oral traditions</b> can provide opportunities to learn and think about belonging and relationships.</li> <li>● Stories can be shared through <b>listening and speaking and can be handed down from generation to generation</b>.</li> <li>● <b>Listening and speaking</b> can be developed through discussions, songs, poems, stories, dramatizations, presentations.</li> <li>● <b>Volume, speaking voice and tone</b> can affect the meaning of a message shared orally.</li> <li>● Listening involves <b>maintaining attention, focus, asking and answering questions, and discussion</b>.</li> <li>● Messages can be shared without sounds and words - <b>facial expression, body language</b>.</li> </ul>
<b>Vocabulary</b>	Students analyze word formation and meaning.	<ul style="list-style-type: none"> <li>● <b>Learning new words</b> improves comprehension and communication.</li> <li>● Words can be replaced with <b>synonyms</b>.</li> <li>● <b>Antonyms</b> are words that have the opposite meaning.</li> <li>● Word meanings can change by <b>adding or removing morphemes</b>.</li> <li>● <b>Suffixes are morphemes</b> found at the end of a word.</li> <li>● A <b>compound word</b> is formed by putting two words together to form a new word.</li> <li>●</li> </ul>



<b>Phonological Awareness</b>	Students manipulate sounds in words in oral language.	<ul style="list-style-type: none"><li>• A series of words or phrases that begin with the same sound can be combined for effect (<b>alliteration</b>).</li><li>• <b>Rhyming words</b> can have more than one syllable.</li><li>• <b>Compound words</b> can be separated into two words. Two words can be blended to create a compound word.</li><li>• Words can be <b>separated into syllables</b>. Syllables can be blended to form new words.</li><li>• Words can be <b>separated into sounds. Sounds can be blended to form words</b>.</li><li>• <b>Sounds</b> can be identified at the <b>beginning, middle or end of spoken words</b>.</li><li>• <b>Sounds</b> in words can be <b>added, deleted, or substituted</b>.</li></ul>
<b>Phonics</b>	Students recognize and analyze letters and sounds in words.	<ul style="list-style-type: none"><li>• Letters of the alphabet consist of <b>26 letters that represent sounds</b>. Letters can be <b>uppercase or lowercase</b>.</li><li>• Some letters are <b>consonants</b>. Some letters are <b>vowels</b>.</li><li>• Combinations of <b>letters represent units of sounds</b> in words.e.g. Two or more letters can represent a single sound.</li><li>• Letters in words can be silent.</li><li>• Some letters have different pronunciations.</li></ul>
<b>Fluency</b>	Students apply accuracy, appropriate rate, and expression in the development of fluency.	<ul style="list-style-type: none"><li>• Students learn to <b>blend letters and pronounce words quickly</b> and accurately.</li><li>• Words are recognized automatically.</li><li>• Some words cannot be decoded and have to be recognized by sight.</li><li>• Fluency develops by stopping at periods and pausing at commas.</li><li>• Students learn to read with purpose and expression.</li></ul>
<b>Comprehension</b>	Students investigate meaning communicated in texts.	<ul style="list-style-type: none"><li>• Text can be understood through listening.</li><li>• <b>Respond to text</b> through: discussions, pictures with words or sentences.</li><li>• Text is read independently.</li><li>• New words are solved and self corrected when reading</li><li>• Students can identify the <b>main idea, key ideas and details of texts</b> they are reading.</li><li>• Students <b>make connections, ask and answer questions</b> about what they are reading.</li><li>• Students make <b>predictions</b> in their reading.</li></ul>
<b>Writing</b>	Students create messages through the application of writing processes.	<ul style="list-style-type: none"><li>• The <b>writing process</b> is used: planning, writing, editing and sharing.</li><li>• <b>Sentences are complete thoughts</b>.</li><li>• Several sentences are written to expand on one idea.</li><li>• Students learn to creatively write and how to <b>organize ideas through word choice and adding words that describe things</b>.</li><li>• <b>Research processes</b> are used and factual information is gathered and recorded.</li><li>• Use <b>graphic organizers</b> to record factual information.</li><li>• Students use <b>digital and non-digital methods</b> to create their written messages.</li></ul>



<b>Conventions</b>	Students examine and apply use of grammar, spelling and punctuation in oral and written language.	<ul style="list-style-type: none"><li>● <b>Capitalization</b> and punctuation: as periods, question marks and exclamation marks at the end of their sentences.</li><li>● <b>Grammar</b> - declarative and interrogative sentences.</li><li>● Sentences include: a <b>noun and a verb</b>.</li><li>● <b>Spelling patterns</b> are used: as vowel- consonant, consonant-vowel-consonant, vowel-consonant- silent e.</li><li>● Words are made <b>plural</b> by adding an <b>'s' or 'es'</b>.</li><li>● Spelling patterns in one-syllable words: <b>'short vowel sounds, long vowel sounds</b>.</li><li>● Some words are not spelled in predictable ways.</li><li>● <b>Spell 125 high-frequency words</b>.</li><li>● Students learn to apply what they are learning about words parts, known words and word patterns to spell unfamiliar words.</li></ul>
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