

2010
Saskatchewan Curriculum

English Language Arts

1



English Language Arts 1

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- Other educators and reviewers.

The curriculum is based on the Western and Northern Canadian Protocol (WNCP) *The Common Curriculum Framework for English Language Arts (Kindergarten to Grade 12)* (1998).

Introduction

English language arts (ELA) is a Required Area of Study in Saskatchewan's Core Curriculum. The purpose of this curriculum is to outline the provincial requirements for Grade 1 English Language Arts.

Time Allotment

The Saskatchewan Ministry of Education has established a provincial policy for the amount of time that must be allocated to language arts instruction at each grade level. The required minutes for English language arts allotted to Grade 1 is 560 minutes per week.

Curriculum Content

This curriculum provides the intended learning outcomes that Grade 1 students are expected to achieve in English language arts by the end of the year. Indicators are included to provide the breadth and depth of what students should know, understand, and be able to do in order to achieve the outcomes.

The learning experiences planned for students will support student achievement of the provincial Goals of Education through attending to the Broad Areas of Learning for Saskatchewan and the Cross-curricular Competencies described on the following pages.

The English language arts curriculum provides:

- direction for supporting student achievement of the Broad Areas of Learning and the Cross-curricular Competencies
- the K-12 aim and goals for English language arts in Saskatchewan
- the characteristics of an effective English language arts program
- Grade 1 English Language Arts outcomes and indicators
- sample assessment and evaluation criteria for determining student growth and achievement in relation to the outcomes in English language arts
- connections with other areas of study.

Additional support resources will appear online.

Core Curriculum

Core Curriculum is intended to provide all Saskatchewan students with an education that will serve them well regardless of their choices after leaving school. Through its components and initiatives, Core Curriculum supports student achievement of the Goals of Education for Saskatchewan. For current information regarding Core Curriculum, please refer to *Core Curriculum: Principles, Time Allocations, and Credit Policy* on the Saskatchewan Ministry of Education website. For additional information related to the various components and initiatives of Core Curriculum, please refer to the Ministry website at www.education.gov.sk.ca/policy for policy and foundation documents including the following:

- *Understanding the Common Essential Learnings: A Handbook for Teachers* (1988)
- *Objectives for the Common Essential Learnings (CEs)* (1998)
- *Renewed Objectives for the Common Essential Learnings of Critical and Creative Thinking (CCT) and Personal and Social Development (PSD)* (2008)
- *The Adaptive Dimension in Core Curriculum* (1992)
- *Policy and Procedures for Locally-developed Courses of Study* (2004)
- *Connections: Policy and Guidelines for School Libraries in Saskatchewan* (2008)
- *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (2005)
- *Gender Equity: Policies and Guidelines for Implementation* (1991)
- *Instructional Approaches: A Framework for Professional Practice* (1991)
- *Multicultural Education and Heritage Language Education Policies* (1994)
- *Classroom Curriculum Connections: A Teacher's Handbook for Personal-Professional Growth* (2001).

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world around them. They use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Engaged Citizens

In the English language arts, students learn how language can empower them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

Related to the following Goals of Education:

- *Basic Skills*
- *Lifelong Learning*
- *Positive Lifestyle*

Related to the following Goals of Education:

- *Understanding and Relating to Others*
- *Self-concept Development*
- *Spiritual Development*

Related to the following Goals of Education:

- *Career and Consumer Decisions*
- *Membership in Society*
- *Growing with Change*

K-12 Goals for Developing Thinking:

- *thinking and learning contextually*
- *thinking and learning creatively*
- *thinking and learning critically*

K-12 Goals for Developing Identity and Interdependence:

- *understanding, valuing, and caring for oneself*
- *understanding, valuing, and caring for others*
- *understanding and valuing social, economic, and environmental interdependence and sustainability*

K-12 Goals for Developing Literacies:

- *constructing knowledge related to various literacies*
- *exploring and interpreting the world through various literacies*
- *expressing understanding and communicating meaning using various literacies.*

K-12 Goals for Developing Social Responsibility:

- *using moral reasoning*
- *engaging in communitarian thinking and dialogue*
- *taking action*

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself and for others, and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, community, social responsibility, diversity, and sustainability. Students study texts and ideas about personal and philosophical; social, historical, and cultural; imaginative and literary; communicative; and environmental and technological topics.

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and knowledge that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and knowledge related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action. Socially responsible learners contribute to their physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Aim and Goals of English Language Arts

The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

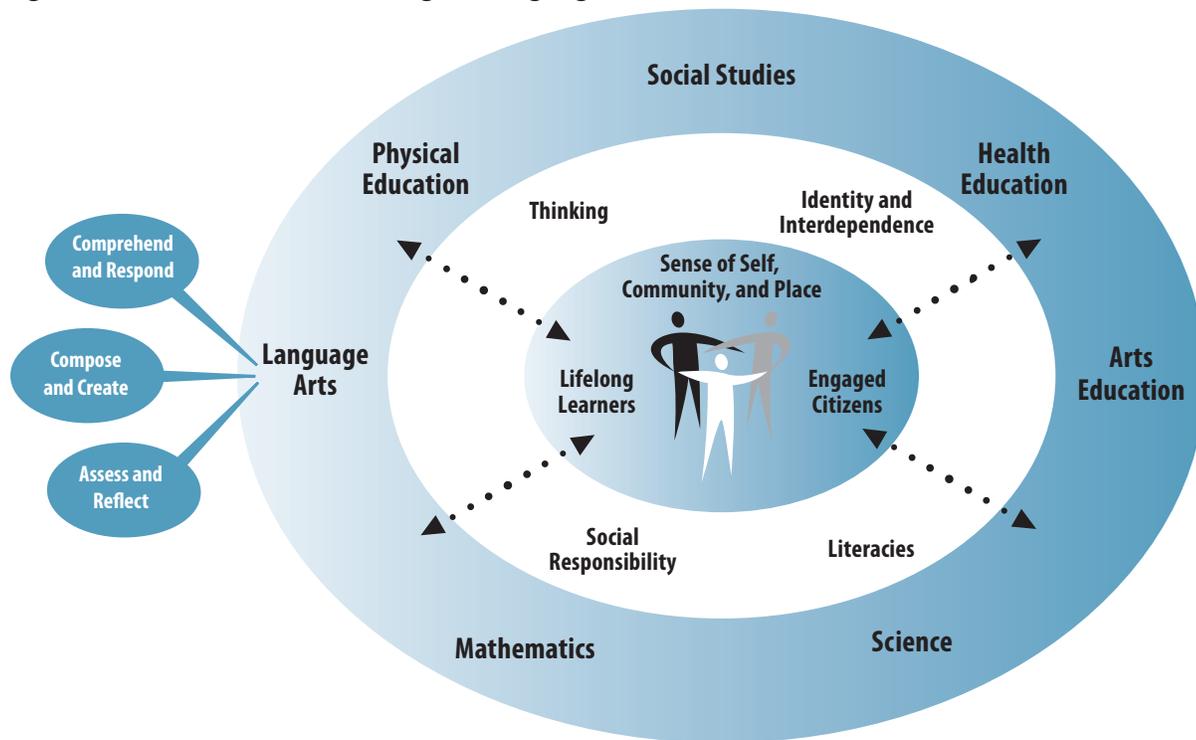
The K-12 goals are broad statements identifying what students are expected to know and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR) – Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC) – Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR) – Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

Figure 1. K-12 Aim and Goals of English Language Arts



An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be rather than the way educators might know it to be. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help them find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know and be able to do, clearly stated in outcomes and associated indicators
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines.

(Fullan, Hill, & Crévola, 2006, pp. 36-37)

This curriculum is designed to be the starting point for instructional planning. It includes the philosophical underpinnings of the area of study and provides the knowledge (i.e., factual, conceptual, procedural, metacognitive, or a combination of these) that students are expected to know, understand, and be able to do at the end of Grade 1. A careful analysis of the outcomes supports teachers in determining the types of evidence that they might look for to assess whether students have achieved these outcomes. This knowledge supports teachers in designing and/or choosing assessment and evaluation tools to monitor and report on student learning in English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and a process in the discipline[s] equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

An effective English language arts program is rooted in research-based practice that specifies what is and is not effective in teaching English language arts (see next page).

Table 1. What ELA Is Versus What ELA Is Not

| What ELA Is | What ELA Is Not |
|--|---|
| Appreciating children as active learners and accepting them as competent co-learners who can socially and culturally construct knowledge with adults | Seeing children as passive vessels to be filled and believing that learning is received from outside sources and is to be recapitulated |
| Helping children actively seek to understand the world around them and to learn about life and language | Telling children what knowledge they need to know but not having them use it or apply it |
| Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes | Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task) |
| Recognizing the central role of language in communicating, thinking, and learning | Letting printed books, isolated activities, and worksheets drive the program |
| Setting meaningful and relevant contexts for teaching and learning including connections to students' experiences, knowledge, and personal and cultural identity | Giving isolated language activities and using unrelated texts |
| Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars) | Having only teacher awareness of the outcomes and not sharing them with students |
| Teaching and learning for "deep understanding" (including using questions for deeper understanding as a focus) | Asking and answering solely teacher-directed questions |
| Making meaning of ideas or information received (when viewing, listening, and reading) | Answering knowledge/comprehension questions, individually, after reading print texts |
| Creating meaning for themselves and others (when speaking, writing, and using other forms of representing) | Using only limited forms of communicating, usually writing |
| Using a variety of strategies (e.g., Before, During, and After) depending upon the task | Following only teacher-directed skills and strategies and spending time on isolated skill and drill |
| Engaging in inquiry learning | Doing a project or, if time permits, a series of activities to bring closure |
| Reflecting on own learning and literacy | Assuming that the responsibility for learning and literacy lies with the teacher |

Through a "deep" understanding of this curriculum (Fullan, Hill, & Crévola, 2006) and knowing when to use effective instructional, assessment, and classroom-management strategies based on sound research (Marzano, 2007), English language arts teachers can help all students become competent and confident language users.

An Effective English Language Arts Program:

- provides meaningful contexts that address “big ideas” and questions for deeper understanding
- focuses on grade-specific outcomes to achieve the K-12 aim and goals of the program
- focuses on language and helps students understand how it works
- teaches students through powerful cognitive and communication strategies
- includes a range of texts (oral, print, and other media)
- encourages student inquiry, social responsibility, and self-reflection

Provides Meaningful Contexts and Questions for Deeper Understanding

An effective ELA program provides **meaningful contexts** for students to learn about language. The English language arts program is designed for students to develop their language skills and strategies and become competent and confident users of all six language arts strands through many opportunities to view, listen, read, represent, speak, and write in meaningful contexts.

If students are to become lifelong learners, develop a sense of self and connection to others, and become engaged citizens and achieve the Cross-curricular Competencies and the outcomes for English language arts, students require meaningful, authentic contexts for learning. Students need many opportunities to explore questions and concerns about themselves and the world.

The following contexts provide a focus for language learning and give students an opportunity to explore “big ideas” (i.e., overarching understandings) that have enduring values beyond the classroom:

- A **personal and philosophical** context gives students opportunities to explore their identity and their self-concept. Fostering the learning spirit inside each student comes from the heart and mind connection that is revealed through each student’s reflection on personal feelings, self-image, influential life forces, ideas, belief systems, values, and ways of knowing. Who am I, what is my place, and where am I going? What does the future hold for me?

- A **social, cultural, and historical** context gives students opportunities to explore relationships with others, community, culture, customs, multiple ways of knowing, national and international events and issues, and the history of humanity. What are my rights and responsibilities in communities, cultures, and economies? How and who am I in relation to communities, cultures, and economies? How am I defined by these relationships?
- An **imaginative and literary** context gives students opportunities to use their intuition and imagination to explore alternative worlds and possibilities; different types of classical and contemporary genres including fantasy, science fiction, and humour; and particular authors. How do I use my imagination and intuition and that of others to understand and relate to people, the community, the world, and society in a positive way? How do I foster imaginative ideas of self and others? How do I use intuitive hunches to support creative problem solving or inquiry?
- A **communicative** context gives students opportunities to explore different methods, forms, and issues related to language, communication, and the mass media. How do I make sense of and communicate with the world? How do I support communication with differing audiences? How do I know if communication is effective?
- An **environmental and technological** context gives students opportunities to explore the natural and constructed worlds including the land, the sky, animals, the sea, space, technologies, and environmental and technological issues. How do I describe, analyze, and shape the world around me? How does that natural and technological world affect and shape me?

Each English language arts unit of study can be related to and developed under one or more of these broader contexts. Each context is to be explored at each grade. Each context provides opportunities for integration with topics of study in other subject areas.

Teachers in Grade 1 should plan a minimum of five units for the year, basing at least one unit on each of the five contexts. Table 4 gives an overview of possible unit themes and topics, and questions for deeper understanding for each context.

In addition to considering the five contexts, Elementary Level English language arts teachers need to think about the types of units to plan. Language arts units, designed around the themes and topics within each context, can ensure that the outcomes for the language strands are achieved in meaningful ways. Minimal guidelines are provided for each type of unit.

How we envision literacy makes a difference. If we see it as meaning making and not meaning making plus inquiry, we fail to envision all that literacy might be. If we see literacy as language and not language plus other sign systems, we also fail to envision all that literacy might be.

(Harste, 2000, p.1)

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning.

(Western Canadian Protocol for Collaboration in Basic Education, 1998, p. 33)

Table 2. Types of Units

| Type of Unit | Number of Units per Year |
|--|--------------------------|
| Multi-genre Thematic | 3 (minimum) |
| Multi-genre Inquiry and/or Interdisciplinary | 1 (minimum) |
| Author or Genre Study | 1 (maximum) |

A **multi-genre thematic** unit is built around a theme or topic from one of the contexts and includes a range of prose fiction and non-fiction, poetry, plays, and other texts. This is the most common type of English language arts unit because it allows teachers to vary activities within a broad theme or topic to suit the differing ability levels of students while supporting their achievement of outcomes for their respective grade. A **minimum of three** multi-genre thematic units is recommended.

A **multi-genre inquiry and/or interdisciplinary** unit is usually built around a theme or topic that is related to an important question(s) for inquiry and research. The emphasis in an inquiry unit is on “finding out” the answers to a question or questions that the students have about the theme or topic and then using the inquiry process to guide their activities in the unit. When the unit is interdisciplinary, it considers and addresses outcomes from English language arts and other area(s) of study. A **minimum of one** inquiry/interdisciplinary unit per year is recommended. Any multi-genre thematic or author/genre study unit can become an inquiry unit.

An **author or genre study** unit focuses on the works of a specific author or illustrator or on a specific genre (e.g., poetry). Because of the limited texts used in an author or genre study, a **maximum of one** per year is recommended.

Planning Units of Study in an Effective English Language Arts Program

Table 3. Essential Aspects of Units

| Units of Study | Essential Aspects |
|---|---|
| Units provide meaningful contexts and foci for students to explore the topics and texts that are important to young people everywhere. Units in English language arts allow students not only to learn how language works in meaningful situations but also to develop the disposition for learning for life, a sense of self and connection to others, and, as engaged citizens, a capacity to make a difference in the community. | <ul style="list-style-type: none"> • Questions for deeper understanding that address the ideas and issues students need to think about throughout the unit. • Strategies to explore and express students’ thoughts, ideas, feelings, and experiences as well as to inquire and to learn to use the English language and its conventions. Oral, written, and other texts explore the issues and provide opportunities to apply viewing, listening, reading, representing, speaking, and writing knowledge and skills. • Individual as well as co-operative projects invite inquiry and bring closure and personal agency to student explorations. |

An effective English language arts program also provides opportunities to explore “big ideas” (e.g., extinction versus the topic of dinosaurs) and to consider **questions for deeper understanding**.

Questions for deeper understanding are used to initiate and guide a unit and give students direction for developing deep understandings about a topic or issue under study. It is essential to develop questions that are evoked by student interests and have potential for rich and deep learning. The process of constructing questions can help students to grasp the important disciplinary or transdisciplinary ideas that are situated at the core of a particular curricular focus or context. These broad questions will lead to more specific questions that can provide a framework, purpose, and direction for the learning activities in a lesson, or series of lessons, and help students connect what they are learning to their experiences and life beyond school.

Effective questions for deeper understanding in English language arts are the key to initiating and guiding students’ investigations and critical thinking, problem solving, and reflection on students’ own learning. Questions such as the following are examples of questions that will move Grade 1 students toward deeper understanding:

- Who am I?
- What does it mean to be me?
- What choices are right for me?
- How do I want others to see me?
- What “power” do I have to cause or promote change?

Effective questioning is essential for teaching and student learning and should be an integral part of planning in English language arts. Questioning should also be used to encourage students to reflect on their own learning. The following chart identifies the five contexts for English language arts and suggests some possible questions for deeper understanding and some possible unit topics or themes for each context.

Effective Questions for Deeper Understanding:

- *Cause genuine and relevant inquiry into the key ideas and core content*
- *Provide for thoughtful, lively discussion, sustained inquiry, and new understanding as well as more questions*
- *Require students to consider alternatives, weigh evidence, support their ideas, and justify their answers*
- *Stimulate vital, ongoing rethinking of ideas, assumptions, or prior lessons*
- *Spark meaningful connections with prior learning, personal experiences, and ways of knowing*
- *Naturally recur, creating opportunities for transfer to other situations and subjects.*

(Adapted from Wiggins & McTighe, 2005, p. 110)

Table 4. Questions for Deeper Understanding and Some Supporting Resources: Grade One

| English Language Arts Contexts | Sample Questions for Deeper Understanding | Possible Unit Topics and Themes |
|--|--|--|
| <p>Personal and Philosophical</p> <p>Children need to believe in their own self-worth and to feel that they have control over the things that happen to them. Children need to look inward and focus on self-image and self-esteem. They need to reflect on self and life, and on their beliefs and values and those of their society.</p> | <p>Who am I? What does it mean to be me? Who am I as a person? What choices are right for me? How do I want others to see me? What “power” do I have to cause or promote change?</p> | <p>With a Friend (<i>Collections 1, Early Yellow, 4</i>) Time to Play (<i>Collections 1, Emergent, 3</i>)</p> <p>Other: All About Me In My World</p> |
| <p>Social, Cultural, and Historical</p> <p>Children need to look outward and examine their relationships with others, their community, and the world. Children also need to consider the social and historical context. They need to explore their connections in families, schools, groups, and communities and to understand the diverse needs and wants of others. Children need to show concern for other people in their relationships, groups, and communities.</p> | <p>What are some cultural traditions that our families celebrate and why? In what ways are families similar and different? What makes a family special? What is a family?</p> <p>What is a friend? What things make a person a good friend? How can we help our friends? What does respect look, sound, feel like in my culture?</p> <p>Why do we need transportation? How many ways can we travel? What kind of vehicles help us get to where we want to go? How can we make transportation safe for us and good for the environment?</p> <p>Why do we work? What kinds of jobs do people do? What is involved in the different jobs people do? With whom do they work, and how do they help others? What work would I like to do? Why?</p> | <p>Ways to Go (<i>Collections 1, Early Green, 1</i>) I’m Busy (<i>Collections 1, Early Yellow, 1</i>) Ride a Rainbow (<i>Cornerstones 1, d</i>)</p> <p>Other: New Friends Families and Homes</p> |
| <p>Imaginative and Literary</p> <p>Children need to consider imaginary worlds and possibilities as well as a range of literary genres and authors.</p> | <p>Why do we tell stories? What do stories do for us? What is a true story? What is a make-believe story? What was the problem in the story, and how was the problem solved?</p> <p>What type of characters are in stories? Who are the clever characters in folktales? If you were a character in these folktales, what would you have done? If you could create a perfect world, what would it look like?</p> | <p>Once Upon A Time (<i>Collections 1, Early Yellow, 5</i>) Too Silly! (<i>Collections 1, Emergent, 4</i>)</p> <p>Other: Storytelling True Stories Family Stories</p> |

| English Language Arts Contexts | Sample Questions for Deeper Understanding | Possible Unit Topics and Themes |
|---|--|---|
| <p>Communicative</p> <p>Children need to consider the role of communication in their lives and the technologies and strategies that help people become effective communicators. Children need the skills to interact effectively with others.</p> | <p>Why do we need to communicate?</p> <p>How do you communicate with your family, friends, teacher, people in your school?</p> <p>How are messages created, sent, and received? What special words describe how we feel?</p> <p>Where do words go when we talk?</p> | <p>One in the Sun (<i>Collections 1, Emergent, 1</i>)</p> <p>Up the Hill (<i>Collections 1, Emergent, 2</i>)</p> <p>It Looks Like ... (<i>Collections 1, Early Green, 2</i>)</p> <p>Where Do Words Go? (<i>Collections 1, Early Yellow, 2</i>)</p> <p>Other: Signs and Symbols</p> |
| <p>Environmental and Technological</p> <p>Children need to explore the elements of the natural and constructed worlds and the role of technology and related developments in their society. Children need to explore the needs and characteristics of living things; properties of objects and materials; the five senses; and daily seasonal changes.</p> | <p>What plants and animals do we find in our house, in our classroom, on our playground, in our yard, in our gardens, on the farm, in the country?</p> <p>Why do we need plants and animals? What do plants need?</p> <p>Why is it important to care for and respect plants and animals?</p> <p>What role does weather have in our daily and seasonal lives? How does weather affect us? How do we keep ourselves healthy and safe in different kinds of weather?</p> <p>How do our senses (I see, I hear, I smell, I taste, I feel) help us learn about weather, plants, animals, and our natural and constructed worlds?</p> <p>What would you like to learn more about the natural and constructed worlds? From what are common objects made?</p> | <p>Out On the Playground (<i>Cornerstones 1, a</i>)</p> <p>Look Around (<i>Cornerstones 1, b</i>)</p> <p>Busy Days (<i>Cornerstones 1, c</i>)</p> <p>Ride a Rainbow (<i>Cornerstones 1, d</i>)</p> <p>Around My Place (<i>Collections 1, Early Green, 3</i>)</p> <p>Under My Hood (<i>Collections 1, Early Yellow, 3</i>)</p> <p>Other: Daily and Seasonal Changes Living Things Materials and Our Senses</p> |

Focuses on Grade-specific Outcomes

An effective English language arts program focuses on grade-specific curriculum outcomes. Student learning outcomes describe what students will learn in a particular discipline over a specific time frame (e.g., Grade 1). Outcomes specify the skills, knowledge, and attitudes that students are expected to know, understand, and be able to demonstrate.

Critical Characteristics of Outcomes and Indicators

Outcomes:

- focus on what students will learn rather than what teachers will teach
- specify the skills, strategies, abilities, understandings, and knowledge students are expected to be able to demonstrate
- are observable, assessable, and attainable
- are grade and subject specific
- are supported by indicators which provide the breadth and depth of expectations
- are written using action-based verbs
- identify the most important understandings and abilities to be developed in the specific grade level
- guide course, unit, and lesson planning.

Indicators:

- are a representative list of what students need to know and/or be able to do in order to achieve an outcome
- represent the breadth and depth of the outcomes.

Note: Additional and/or alternative indicators may be developed, but they must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

English Language Arts Goals and Outcomes Overview

Each of the three goals for English language arts has a set of outcomes for the specific grade level. The following are the outcomes for Grade 1 ELA.

Comprehend and Respond (CR). Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- identity (e.g., All About Me)
- community (e.g., Friends and Family)
- social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.

CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).

CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).

CR1.4 Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, why), and the problems and solutions.

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:

- identity (e.g., Feelings)
- community (e.g., Neighbourhood)
- social responsibility (e.g., Plants and Trees).

CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).

CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.

CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.

AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.

Good language and literacy skills lay the foundation for social, academic, economic, personal, and national success.

(Jamieson & Tremblay, 2005, p. 1)

Focuses on Language

Language and language study are at the centre of the Elementary Level English language arts program. The study of the English language arts (viewing, listening, reading, representing, speaking, and writing) and of the elements and conventions associated with each language cueing system (i.e., pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other) enables students to understand and appreciate language and to use it in a variety of situations for communication, for learning, and for personal satisfaction.

An effective English language arts program that develops students' facility with language provides students with opportunities to:

- **learn to use language** in a variety of meaningful ways, considering and determining their audience, purpose, and situation
- **learn about language** as a necessary tool for thinking and communicating effectively, considering the cues and conventions of language
- **learn through language** by applying their knowledge of language in their viewing, listening, reading, representing, speaking, and writing experiences.

Language study is an integral part of an English language arts program. Students in each grade are expected to understand the concepts related to the language cues and conventions. As students view, listen, read, represent, speak, and write, they are expected to apply the concepts as students construct and communicate meaning in their English language arts program and in their daily communication.

Table 5. Key Language Cues and Conventions for Grade 1

| Language Cue or Convention | Comprehend and Respond When viewing, listening, or reading, Grade 1 students: | Compose and Create When speaking, writing, or using other forms of representing, Grade 1 students: |
|--|--|---|
| <p>Pragmatic</p> <p>Pragmatics is the study of how people choose what and how to communicate from a range of possibilities available in the language and how the receiver will be affected by these choices.</p> | <p>Identify a purpose for viewing, listening, and reading.</p> | <p>Use common social greetings and expressions (e.g., “Thank you”); use language appropriate to situation.</p> |
| <p>Textual</p> <p>Ideas and information are organized in oral, written, and other formats. Textual cues and conventions include the form or structure and elements of a text.</p> | <p>Recognize different text forms (including poem, story, fairy tale, informational text) and some of their structures and features (e.g., title, page number, sequence, description, problem/resolution); recognize the difference between fiction and non-fiction.</p> | <p>Create simple stories of several sentences; organize main idea with two or more related details.</p> |
| <p>Syntactic</p> <p>Syntax is the predictable structure of a sentence and the ways words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., verbs) and their functions (e.g., subjects).</p> | <p>Understand sentence structure and predictable word order (e.g., I can . . . , I can . . .); recognize a complete sentence and its end punctuation; use punctuation (including period and comma) to help understanding.</p> | <p>Use and write simple complete sentences often with six or more words (in speech, 6.8; in writing, 6.0 by June); understand and use conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement).</p> |
| <p>Semantic/Lexical/Morphological</p> <p>The lexicon of a language includes all the words or vocabulary of that language that are used or understood by a particular person or groups. Words can also be studied for their meaningful parts or morphemes.</p> | <p>Recognize 100 of the most commonly used words in print; use context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words); recognize common antonyms and synonyms.</p> | <p>Choose and use words to add interest or to clarify; use conventional spellings of high-frequency words; recognize the difference between invented and conventional Canadian spelling; form correctly the plural of single-syllable words (e.g., dog/dogs); use capitals for the pronoun I, names, days of the week, and months; spell name and high-frequency words such as are, and, I, from, was, that, the, they, with, you,</p> |

| Language Cue or Convention | Comprehend and Respond When viewing, listening, or reading, Grade 1 students: | Compose and Create When speaking, writing, or using other forms of representing, Grade 1 students: |
|--|--|--|
| <p>Phonological/Graphophonic</p> <p>Graphophonics is the study of the relationship between the symbols and sounds of a language and includes letter or sound relationships and patterns.</p> | <p>Count phonemes and segment or blend phonemes at the beginning of words containing one, two, and three phonemes to make new words; recognize and use the alphabet; recognize letter/sound relationships and patterns in words; identify all consonant sounds in spoken words; use phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs (e.g., bl, br, th, wh) in regular one-syllable words; recognize rhyming words; recognize features of words including word patterns and differences.</p> | <p>Use phonics (including letter/sound relationships and patterns in words) to spell unfamiliar words; sound out (elongating) and represent all substantial sounds in spelling a word; use a mixture of conventional and temporary spelling for three- and four-letter short vowel words.</p> |
| <p>Other Cues and Conventions</p> <p>Other cues and conventions are also found in communication acts and include such elements as graphics, layout, colour, sound, movement, font choices, and handwriting.</p> | <p>Recognize key features such as captions, illustrations, colours, sizes, and movements in different types of texts.</p> | <p>Use simple gestures, volume, and tone of voice to communicate ideas and needs; hold pencils, crayons, and markers with a comfortable and correct grip; use correct letter and number formation (capitals and small letters); leave spaces between words; use pictures, charts, graphs, and physical movement to show what is learned.</p> |

Uses Critical and Powerful Learning Strategies

An effective ELA program teaches students how to use critical and powerful learning strategies. In order to achieve the English language arts outcomes, students need to learn and use a range of language skills and strategies. Effective language arts teachers employ a range of instructional approaches to help students move from teacher-supported and guided lessons to independent learning that requires varied instructional methods and strategies to help students learn these language skills and strategies. Teachers model and discuss key procedural and metacognitive strategies for language learning and thinking. Students need to learn how to select and to use strategies before, during, and after viewing, listening, reading, representing, speaking, and writing.

If students are to be successful in English language arts, they need to learn and use thinking and learning skills and strategies on their own. In order to help students gain control over a repertoire of key skills and strategies, the skills and strategies need to be explicitly taught and practised using a model such as the following:

- Introduce and explain the purpose of the skill or strategy.
- Demonstrate and model its use.
- Provide guided practice for students to apply the skill or strategy with feedback.
- Allow students to apply the skill or strategy independently and in teams.
- Reflect regularly on the appropriate uses of the skills or strategies and their effectiveness.
- Assess the students' ability to transfer the repertoire of skills or strategies with less and less teacher prompting over time.

(Wiggins & McTighe, 2007, pp. 97-98)

Table 6. Important Cognitive Strategies for Comprehending and Responding (CR) Goal

| Phase | Strategy |
|---------------|--|
| Before | Activating and building upon prior knowledge and experience Previewing text Setting a purpose Anticipating the author's or creator's intention |
| During | Making connections to personal knowledge and experience Using the cueing systems to construct meaning from the text Making, confirming, and adjusting predictions and inferences Constructing mental images Interpreting visuals (e.g., illustrations, graphics, tables) Identifying key ideas and supporting ideas Self-questioning, self-monitoring, and self-correcting Drawing conclusions Adjusting rate or strategy to purpose or difficulty of text |
| After | Recalling, paraphrasing, summarizing, and synthesizing Interpreting (identifying new knowledge and insights) Evaluating author's/creator's message(s) Evaluating author's/creator's craft and technique Responding personally, giving support from text View, listen, read again, and speak, write, and used other forms of representing to deepen understanding and pleasure |

Table 6. (Continued) Important Cognitive Strategies for Comprehending and Responding (CR) Goal

| | |
|--|--|
| <p>Additional Strategies for Comprehending and Responding</p> | <p>Viewing:</p> <ul style="list-style-type: none"> • Think Aloud (Davey, 1983) • View, Pause, Predict, and Think Aloud • Collaborative Viewing Guide (Wood, 1994) • Directed Viewing-Thinking Activity (DVTA) • Picture Walk (Richards & Anderson, 2003) • Viewing Guides <p>Listening:</p> <ul style="list-style-type: none"> • TQLR (Tune In, Questions, Listen, and Review) (SRA, 2000) • ACTION (Attention, Concentrate, Think, Interpret, Organize, and Note) (Sebranek & Kemper, 1995) • Listen-Think-Pair-Share (McTighe & Lyman, 1992) • Listen-Draw-Pair-Share (McConnell, 1992) • DLTA (Directed Listening-Thinking Activity) (Stauffer, 1975) • LAPS (Listen, Ask, Picture, and Summarize) Strategy (Matchullis & Mueller, 1996) • Listening Guides <p>Reading:</p> <ul style="list-style-type: none"> • Modelled Reading • Shared Reading • Guided Reading • Paired Reading • KWL, K-W-L Plus (Carr & Ogle, 1987) • Preview/Connect/Predict (Robb, 2006) • List/Group/Categorize (Robb, 2006) • B-D-A (Before, During, and After) Strategy (Laverick, 2002) • Directed Reading-Thinking Activity (DRTA) (Stauffer, 1975) • Reciprocal Reading (Palincsar & Brown, 1986) • ReQuest (Manzo, 1969; Vacca & Vacca, 1999) • QtA (Question the Author) (Beck, McKeown, Hamilton, & Kucan, 1997) • QARs (Question Answer Relationships) (Raphael, 1986) • Mapping It Out (Hoyt, 2000) • Justifying My Opinions (Hoyt, 2000) • Open-mind Portraits (Tompkins, 2004) • Coding the Text (Harvey & Goudvis, 2000) • Think Alouds (Davey, 1983) • Reading Guides • Discussion Circles • Grand Conversations (Eeds & Wells, 1989) • Literature Circles (Daniels, 1994) • Reader's Workshop |
|--|--|

Table 7. Important Cognitive Strategies for Composing and Creating (CC) Goal

| Phase | Strategy |
|---|---|
| Before | Considering the task or prompt or finding a topic Activating prior knowledge and considering experiences Considering purpose and audience Considering and generating specific ideas and information that might be included Collecting and focusing ideas and information Planning and organizing ideas for drafting |
| During | Creating draft(s) and experimenting with possible product(s) Using language and its conventions to construct message Experimenting with communication features and techniques Conferring with others Reflecting, clarifying, self-monitoring, self-correcting, and using “fix-up” strategies |
| After | Revising for content and meaning (adding, deleting, substituting, and rethinking) Revising for organization (reordering) Revising for sentence structure and flow Revising for word choice, spelling, and usage Proofreading for mechanics and appearance (including punctuation and capitalization) Conferring with peers, teacher, and others Polishing, practising, and deciding how work will be shared Sharing, reflecting, and considering feedback |
| Additional Strategies for Composing and Creating | <p>Speaking:</p> <ul style="list-style-type: none"> • Talking Circles • Think, Pair, Share/Square (McTighe & Lyman, 1992) • Instructional Conversations (Goldenberg, 1993) • TAPS (Total Group, Alone, Partner, and Small Group) (Gregory & Chapman, 2002) • Grouptalk (Whipple, 1975; Moffett & Wagner, 1992) <p>Writing:</p> <ul style="list-style-type: none"> • Modelled Writing • Shared Writing/Language Experience (Van Allen, 1976) • Interactive Writing • Guided Writing • Pattern Writing • Discuss/Brainstorm/Web • KWL • Think-Pair-Share-Write (Robb, 2006) • Asking the 5Ws and H (who, what, where, when, why, and how) • Writing Frames <p>Other Forms of Representing:</p> <ul style="list-style-type: none"> • Discuss/Brainstorm/Web • Asking the 5Ws + H • Representing Task Sheet • Talking Drawings (Wood, 1994) • Sketch to Stretch (Harste, Short, & Burke, 1988) • Read/View/Listen, Talk, Act, Draw, Write (Cox, 1999) |

Includes a Range of Texts

In order for students to achieve the outcomes stated in this curriculum, students need to have access to a wide range of high-quality learning resources in visual, oral, print, multimedia, and electronic formats. The lists of learning resources that support this curriculum identify core and additional learning resources to support the English language arts program and student achievement of the learning outcomes designated for this grade level. Resources that have been evaluated for curriculum fit are listed on the Ministry of Education website. An effective English language arts program:

- provides learning resources that help students achieve the curriculum outcomes
- balances a variety of texts including print, non-print, human, electronic, and virtual resources
- offers resources that are current, relevant, credible, and representative of many viewpoints that reflect the perspectives, cultures, and ways of knowing of First Nations, Métis, and other cultures
- presents the cultural, literary, and artistic heritages of societies, past and present
- responds to students' interests and supports independent reading and inquiry
- fosters opportunities for inquiry learning.

Grade 1 students should have access to picture books, pattern books, chapter books, non-fiction, children's classics, poetry, folk tales, and traditional narratives. Refer to the ministry website for a listing of various grade-appropriate texts that Grade 1 students might explore.

Encourages Inquiry, Social Responsibility, and Self-reflection

An effective English language arts program provides opportunities for student inquiry, encourages social responsibility, and invites self-reflection.

Inquiry learning provides students with opportunities to build knowledge, abilities, and inquiring habits of mind that lead to deeper understanding of their world and human experience. The inquiry process focuses on the development of compelling questions, formulated by teachers and students, to motivate and guide inquiries into topics, problems, and issues related to curriculum content and outcomes.

Inquiry is more than a simple instructional strategy. It is a philosophical approach to teaching and learning, grounded in constructivist

Inquiry is a philosophical stance rather than a set of strategies, activities, or a particular teaching method. As such, inquiry promotes intentional and thoughtful learning for teachers and children.

(Mills & Donnelly, 2001, p. xviii)

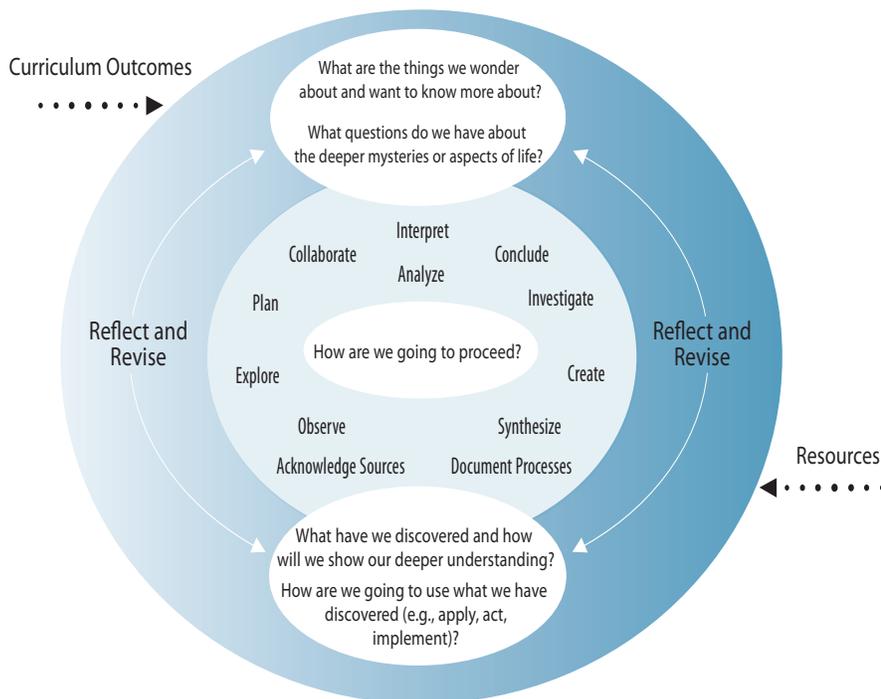
research and methods, which engages students in investigations that lead to disciplinary and transdisciplinary understanding. Inquiry builds on students' inherent sense of curiosity and wonder, drawing on their diverse backgrounds, interests, and experiences. The process provides opportunities for students to become active participants in a collaborative search for meaning and understanding. Students who are engaged in inquiry:

- construct deep knowledge and deep understanding rather than passively receiving information
- are directly involved and engaged in the discovery of new knowledge
- encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings
- transfer new knowledge and skills to new circumstances
- take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills.

(Adapted from Kuhlthau, Maniotes, & Caspari, 2007)

Inquiry learning is not a step-by-step process but rather a cyclical process, with parts of the process being revisited and rethought as a result of students' discoveries, insights, and co-construction of new knowledge. Figure 2 represents this cyclical inquiry process.

Figure 2. Constructing Understanding Through Inquiry



Inquiry prompts and motivates students to investigate topics within meaningful contexts. The inquiry process is not linear or lock-step but is flexible and recursive. As they become more comfortable with the process, experienced inquirers will move back and forth among various phases as new questions arise.

Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry.

Teachers and students can begin their inquiry at one or more curriculum entry points; however, the process may evolve into transdisciplinary integrated learning opportunities, as reflective of the holistic nature of our lives and interdependent global environment.

An important part of any inquiry process is students' reflection on their learning and the documentation needed to assess the learning and make it visible to students. Student documentation of the inquiry process in English language arts may take the form of reflective journals, notes, drafts, three-dimensional models, works of art, photographs, and video footage.

Social responsibility encourages students to extend their learning beyond the classroom into the local, national, and international community. It invites students to consider how individuals or groups can shape the future in a positive way or address an issue, question, challenge, or problem that is important. Each unit at each grade level in English language arts offers opportunities to challenge students to consider what particular local, national, or global issues, questions, challenges, or problems are important and to consider what students might do to make their community or the world a better place.

Social responsibility challenges students to address the important or compelling questions for deeper understanding posed in a unit. In any English language arts unit, teachers and students can plan and create a project to support efficacy.

Social responsibility can help students:

- Become complex thinkers by encouraging them to synthesize their learning and apply it to their community, country, and/or international world.
- Become more aware of the interconnectedness of all things and the reciprocal relationships between themselves and their local and international community.
- Become more independent by using the language skills and strategies that students are learning in ELA beyond the classroom.

-
- Become more motivated by choosing individual or group projects related to each unit.
 - Become contributors to their community and the world beyond that community.
 - Become more collaborative and respectful as they work with others to address the questions, issues, and problems considered in the unit.
 - Become agents of change.
 - Become socially responsible.

Student **self-reflection** helps students take ownership of their own learning and become more self-directed and self-confident. The Assess and Reflect K-12 goal in English language arts expects students to consider what they know and have learned, the progress and achievements made, and the goals they need to set to improve. Using tools such as learning logs and diaries, discussion, questionnaires, reflective writing, and portfolios, students can reflect on their learning both as a team and as individuals. Through self-reflection, students can determine their current and future learning needs and set goals for growth. Using Bloom's taxonomy of questioning, teachers can help students become self-reflective and self-directed:

- What did I do? (Remember/Knowledge)
- What knowledge, skills, and strategies did I use to complete the task? (Understand/Comprehension)
- What steps did I take to achieve this? (Application)
- What challenges or problems did I encounter, and how did I address these? (Analysis)
- What are my strengths, and what would I like to learn more about, or what skills and strategies do I want to develop? (Evaluation)
- How can I use this new knowledge and these new skills and strategies? (Create)

Outcomes and Indicators

Focus: Making Connections among Oral Discourse, Written Communication, and Other Forms of Representing

Comprehend and Respond (CR) - Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Outcomes

CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:

- identity (e.g., *All About Me*)
- community (e.g., *Friends and Family*)
- social responsibility (e.g., *Conservation*) and relate to own feelings, ideas, and experiences.

CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).

Indicators

- a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues related to identity, community, and social responsibility.
 - b. Make and share connections among texts, prior knowledge, and personal experiences (e.g., family traditions).
 - c. Relate aspects of stories and characters from various texts to personal feelings and experiences.
 - d. Show awareness of the experiences and ideas of other persons encountered through texts.
 - e. Describe characters, the way they might feel, and the way situations might cause them to feel.
 - f. Show respect for own culture and the various cultures, lifestyles, and experiences represented in texts including First Nations and Métis cultures.
-
- a. Identify and locate the key information in pictures, charts, and other visual forms (e.g., photographs, physical movement, icons) including traditional and contemporary First Nations and Métis resources and performances.
 - b. Select and use the appropriate before, during, and after strategies when viewing.
 - c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when viewing.
 - d. Recognize the commonalities in works by the same illustrator.
 - e. View a video version of a print book and discuss how the two versions are the same and different.
 - f. Distinguish between daily life and life depicted in television shows, cartoons, and films.

Outcomes

CR1.2 continued

CR1.3 Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).

CR1.4 Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.

Indicators

- g. Recognize feelings portrayed in visual and multimedia texts, including pictures, photographs, diagrams, pictographs, and icons.
 - h. View and demonstrate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.
-
- a. Listen and respond appropriately to a range of oral communications including selected works of children's literature and traditional and contemporary First Nations and Métis stories.
 - b. Select and use the appropriate before, during, and after strategies when listening.
 - c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when listening.
 - d. Retell stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.
 - e. Listen to texts and retell the most important information (e.g., who, what, when, where, why, and how).
 - f. Listen courteously and attentively to understand the meaning and intent of others.
 - g. Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement).
 - h. Listen to carry out directions with four to six simple steps.
-
- a. Read and interpret own writing, experience charts, labels, symbols, and print in environment.
 - b. Select and use the appropriate before, during, and after strategies when reading.
 - c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when reading.
 - d. Distinguish between fiction and non-fiction.
 - e. Read aloud with fluency, expression, and comprehension any text that is already familiar and is at an independent reading level.
 - f. Identify the sequence of an informational text and respond to who, what, when, where, why, and how questions.

Outcomes

CR1.4 continued

Indicators

- g. Read and follow one-step, two-step, and three-step written instructions.
- h. Retell the central ideas of simple expository and narrative passages (including contemporary and traditional First Nations and Métis stories), identify and describe where and when stories take place, the characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution.
- i. Read and re-read "just-right" texts independently for a sustained minimum 10-15 minute period daily for enjoyment and to improve fluency (30-60 wcpm orally) and comprehension.
- j. Begin to utilize silent reading.

Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Outcomes

CC1.1 Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on:

- **identity (e.g., Feelings)**
- **community (e.g., Neighbourhood)**
- **social responsibility (e.g., Plants and Trees).**

Indicators

- a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues related to identity, community, and social responsibility.
- b. Dictate to another person and compose stories that tell personal feelings, ideas, experiences, opinions, observations, and reactions.
- c. Create stories, explanations, poems, and dramatizations using known patterns and later developing own patterns.
- d. Create stories and short informational texts of several sentences to communicate ideas and information about self, others, and the natural and constructed environments.
- e. Use inquiry to explore a question or topic of interest related to the themes and topics being studied:
 - Discuss personal knowledge and understanding of a topic to discover research interests and needs.
 - Use the language of inquiry (e.g., "I want to find out if ...", "I know ...").
 - Ask questions to satisfy personal curiosity on a topic and discuss information needs.
 - Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.

Outcomes

CC1.1 continued

CC1.2 Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).

CC1.3 Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.

Indicators

- Answer questions using visual, multimedia, oral, and print sources.
 - Understand that resource centre materials have a specific organization system and use titles to locate information and ideas.
 - Recognize when information answers the questions asked.
 - Collect and organize relevant ideas and information.
 - Represent and tell key ideas and facts in own words.
 - Share with peers and teacher what was learned through inquiry.
- a. Understand that making pictures, illustrations, and other representations clarify and extend understanding.
 - b. Select and use the appropriate before, during, and after strategies when using various forms of representing to communicate meaning.
 - c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when using various forms of representing.
 - d. Check for details in work.
 - e. Dramatize a story (e.g., a traditional First Nations, Métis, or Inuit story).
 - f. Explore electronic technology to represent ideas and events.
- a. Use oral language to bring meaning to what is listened to, observed, felt, viewed, and read.
 - b. Select and use the appropriate before, during, and after strategies when speaking to communicate meaning.
 - c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when speaking.
 - d. Share and talk about what is being learned, and stay on topic when speaking.
 - e. Participate in small-group work.
 - f. Answer questions in complete sentences.
 - g. Give directions that include several sequenced steps.
 - h. Retell stories using a beginning, middle, and end, and include details regarding who, what, when, where, why, and how.

Outcomes

CC1.3 continued

CC1.4 Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.

Indicators

- i. Relate an important event or personal experience in a simple sequence.
 - j. Rehearse and deliver brief short poems, rhymes, songs, stories (including contemporary and traditional First Nations, Métis, and Inuit poems and stories) or lines from a play and oral presentations about familiar experiences or interests.
-
- a. Recognize that writing is a process focused upon conveying meaning to self and others.
 - b. Select and use the appropriate before, during, and after strategies when writing to communicate meaning.
 - c. Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when writing.
 - d. Write about familiar topics using the learned vocabulary to express ideas.
 - e. Create short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model.
 - f. Write brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.
 - g. Begin to include related details with main idea and edit with teacher support.
 - h. Attempt to choose interesting words in independent writing.
 - i. Write a complete sentence with six words or more using capitals, correct spacing, and some punctuation.
 - j. Share work with others for feedback.

Note: Grade 1 students usually write a single draft. They employ a simple writing process (e.g., pre-writing, drafting, and “fixing up”) with teacher support.

Assess and Reflect (AR). Students will develop their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers, and set goals for future improvement.

Outcomes

AR1.1 Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.

AR1.2 Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.

Indicators

- a. Reflect on viewing, listening, reading, speaking, writing, and other representing experiences in the context of teacher-led discussions.
- b. Co-reflect on viewing, listening, reading, speaking, writing, and other forms of representing to identify strengths and to discuss attributes of, and strategies used by, good viewers, listeners, readers, representers, speakers, and writers.
- c. Seek feedback from peers, teacher, and others.
- d. Consider and reflect upon pre-set goals.
- e. Self-check for meaning.

Assessment and Evaluation of Student Learning

Assessment involves the systematic collection of information about student learning with respect to:

- *achievement of provincial curricula outcomes*
- *effectiveness of teaching strategies employed*
- *student self-reflection on learning.*

Assessment and evaluation require thoughtful planning and implementation to support the learning process and to inform teaching. All assessment and evaluation of student achievement must be based on the outcomes in the provincial curriculum.

There are three interrelated purposes of assessment. Each type of assessment, systematically implemented, contributes to an overall picture of an individual student's achievement.

Assessment for learning involves the use of information about student progress to support and improve student learning, inform instructional practices, and:

- is teacher-driven for student, teacher, and parent use
- occurs throughout the teaching and learning process, using a variety of tools
- engages teachers in providing differentiated instruction, feedback to students to enhance their learning, and information to parents in support of learning.

Assessment as learning actively involves student reflection on learning, monitoring of her/his own progress, and:

- supports students in critically analyzing learning related to curricular outcomes
- is student-driven with teacher guidance
- occurs throughout the learning process.

Assessment of learning involves teachers' use of evidence of student learning to make judgements about student achievement and:

- provides opportunity to report evidence of achievement related to curricular outcomes
- occurs at the end of a learning cycle using a variety of tools
- provides the foundation for discussions on placement or promotion.

Evaluation compares assessment information against criteria based on curriculum outcomes for the purpose of communicating to students, teachers, parents/caregivers, and others about student progress and to make informed decisions about the teaching and learning process.

The following pages show a sample holistic rubric for assessment and evaluation of the Comprehending and Responding and Composing and Creating Goals for English language arts with the Assessing and Reflecting Goal embedded.

Table 8. Grade One Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 1 | | |
|---|---|---|
| Exceeding Expectations | | |
| Comprehension | Use of Strategies | Cues and Conventions |
| Has a significant understanding and recall of what one views, listens to, and reads and provides insightful interpretations with evidence to support responses. | Feels confident using task-relevant strategies before, during, and after viewing, listening, or reading. | Uses confidently and consistently the cues and conventions of communication and language to construct meaning. |
| <p>Views and explains explicit messages, identifies key features, and makes inferences about feelings.</p> <p>Listens and retells and elaborates independently the key ideas (who, what, when, where, how, why) of a text. Carries out directions with more than six steps.</p> <p>Reads and retells independently, using inferences, the key events and ideas of a story and of an informational text.</p> | <p>Uses, independently, before, during, and after viewing, listening, and reading strategies (e.g., thinking about topic, setting purpose, predicting, making connections, identifying key messages and details, drawing inferences).</p> <p>Sets goals for viewing, listening, and reading.</p> <p>Reads smoothly and uses voice to make the reading sound more interesting.</p> | <p>Identifies and explains independently the purpose of a text.</p> <p>Recognizes, independently, the text structures and elements in oral presentation, fiction, informational texts, poems, and plays including the beginning, middle, and end.</p> <p>Understands what a sentence is.</p> <p>Has extensive sight-word vocabulary. Applies topic-related vocabulary to new situations.</p> <p>Knows sounds and letters. Identifies initial, medial, and final sounds; diphthongs; and digraphs in spoken words (e.g., ship, chicken, beep, playing).</p> <p>Uses visual cues such as colour, form, shape, size, movement, and space to construct and confirm meaning in a variety of texts.</p> |

Table 8. (Continued) Grade One Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 1 Meeting Expectations | | |
|--|--|---|
| Comprehension | Use of Strategies | Cues and Conventions |
| Has a good understanding and recall of what one views, listens to, and reads. Provides adequate interpretations and gives reasonable evidence to support responses. | Uses, with practice and teacher support, before, during, and after strategies relevant to the task. | Uses the cues and conventions of communication and language to construct meaning. |
| <p>Views and explains explicit messages, and recognizes feelings and specific features of a text.</p> <p>Listens and retells the sequence and key points (who, what when, where, how, and why) of a text; follows directions with four to six simple steps.</p> <p>Reads and retells the sequence and key points (who, what, when, where, how, why) of a text; shows understanding of story elements, character, problem, and solution; answers literal and inferential questions.</p> | <p>Uses, with guidance, viewing, listening, and reading strategies before, during, and after (e.g., considering what is known, making connections, predicting, drawing inferences, looking for details, justifying what might happen, and recalling key ideas and events in a logical order).</p> <p>Listens to the ideas of others.</p> <p>Identifies what good viewers, listeners, and readers do.</p> <p>Explains favourites.</p> <p>Sets goals, with teacher guidance, for viewing, listening, and reading.</p> <p>Uses eye tracking most of the time.</p> <p>Reads according to the punctuation and is beginning to use phrasing.</p> <p>Reads at a reasonable rate with fluent pacing.</p> | <p>Identifies the purpose of the text.</p> <p>Identifies the beginning, middle, and end, the type of text (e.g., poem, fiction, non-fiction), and some key elements of the text.</p> <p>Recognizes basic statement and question sentences and understands what a sentence and its punctuation do to communicate meaning.</p> <p>Understands new concept words and identifies word families in texts; knows 100 commonly used words in print.</p> <p>Understands and identifies all the letters and most Grade 1 sounds; identifies initial, medial, and final sounds in spoken words (e.g., cat).</p> <p>Uses visual cues such as colour, form, shape, size, movement, and space to construct meaning from texts.</p> |

Table 8. (Continued) Grade One Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 1 Beginning to Meet Expectations | | |
|---|--|---|
| Comprehension | Use of Strategies | Cues and Conventions |
| Comprehends the basic ideas and understands most of what one views, listens to, and reads. Gives some interpretation and provides some evidence to support it. | Uses, with prompting and support, a few before, during, and after viewing, listening, and reading strategies. Does not always know when to apply them to a new task. | Uses some of the cues and conventions of communication and language to construct meaning. |
| Views and understands the basic message in a visual text. Listens and retells with some detail the basic ideas of a text. Follows two- and three-step instructions. Reads and retells stories and informational text by relating most key points. | Uses, with prompting, some before, during, and after viewing, listening, and reading strategies to construct meaning. Makes appropriate personal connections. Listens attentively and with respect. Works towards more fluency but reads mostly word-for-word. Identifies, with teacher guidance, what good viewers, listeners, and readers do. | Begins to recognize a purpose for viewing, listening, and reading. Identifies, with prompting, the beginning, middle, and end and type of text (e.g., poem, fiction, non-fiction). Recognizes sentence boundaries (e.g., capital letter beginning and period ending). Understands specific key words; has a bank of words that are readily recognized in print. Recognizes letter names and letter sounds of the alphabet as well as some phonic generalizations such as "ee," "sh," "ch," "ing"; identifies rhymes within a shared text; identifies initial and final sounds in a spoken word; manipulates phonemes by deleting and substituting. Uses, with prompting, visual cues such as colour, form, shape, size, movement, and space to construct meaning from texts. |

Table 8. (Continued) Grade One Rubric - Comprehend and Respond

| Comprehend and Respond (Viewing, Listening, Reading): Grade 1 Not Yet Meeting Expectations | | |
|--|--|---|
| Comprehension | Use of Strategies | Cues and Conventions |
| Understands some or little of what one views, listens to, and reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses. | Requires repeated modelling of before, during, and after viewing, listening, and reading strategies and continuous coaching on when and how to use them. | Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning. |
| Views and grasps part of the meaning from the visuals in texts. Listens and retells a few or little of ideas or details in the text. Follows one-step oral directions correctly. Reads and retells some ideas in simple narrative and informational texts. | Uses, with much prompting, some before, during, and after strategies when viewing, listening, and reading such as looking for details, making connections, and predicting. Makes some personal connections. Listens, with prompting. Takes turns most of the time. Reads slowly and “sounds out” frequently used words; pauses or stops frequently when reading. Reflects, with teacher guidance, on viewing, listening, and reading experiences. | Recognizes, with explicit guidance, a purpose for viewing, listening, and reading. Identifies a beginning and end; understands that what can be said can be read. Recognizes a basic sentence and identifies and attends to periods when used at the end of sentences. Knows some sight words (e.g., I, a, the); understands some general concept words; identifies some rhymes; knows that spaces separate words. Recognizes most letter names and letter sounds, and begins to use initial sounds to decode words; identifies most initial sounds in a spoken word. Uses, with explicit direction and modelling, visual cues such as colour, form, shape, size, movement, and space to construct meaning from texts. |

Table 9. Grade One Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 1 | | |
|--|---|--|
| Exceeding Expectations | | |
| Message | Use of Strategies | Cues and Conventions |
| Compositions and presentations are original and insightful. | Uses, confidently, task-relevant strategies before, during, and after a speaking, writing, or other form of representing task. | Demonstrates confident control of the elements of expressive language. Language is rich and varied. |
| <p>Representing: Represents key ideas and events with elaboration and details that enhance the message.</p> <p>Speaking: Generates and contributes ideas on particular topics with appropriate facts and details.</p> <p>Writing: Writes original stories and informational texts to narrate, explain, and describe.</p> | <p>Considers and chooses independently various ways (e.g., drama, pictures, simple charts, models, drawings, written compositions) to communicate ideas and understanding to class.</p> <p>Speaks when appropriate; contributes suitable details; sticks to topic; paraphrases.</p> <p>Uses planning strategies such as making a plan, sketch, or map.</p> <p>Organizes ideas with a clear beginning, middle, and end.</p> <p>Adds to what is drafted.</p> <p>Edits own writing and “fixes up.”</p> <p>Sets, independently, goals for speaking, writing, and other forms of representing.</p> | <p>Identifies and maintains, independently, a clear purpose and focus.</p> <p>Chooses an appropriate form; sticks to topic; organizes from beginning to middle to end and strives to have one part flow smoothly into the next part; uses details that are pertinent and specific.</p> <p>Uses complete sentences with capital letters and periods consistently.</p> <p>Chooses and uses words (including strong verbs and descriptive words) to add interest and detail; spells correctly common sight words and applies spelling conventions in independent writing.</p> <p>Forms letters fluently and automatically. Uses upper and lower case letters correctly and consistently.</p> <p>Speaks clearly, using correct phrasing, modulation, pitch, and tone.</p> <p>Experiments and elaborates with colour, shape, movement, sound, and space with thought and a clear purpose.</p> |

Table 9. (Continued) Grade One Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 1 Meeting Expectations | | |
|---|--|---|
| Message | Use of Strategies | Cues and Conventions |
| Compositions and presentations are clear and thoughtful. | Uses, with practice and teacher support, the important before, during, and after speaking, writing, and other forms of representing strategies. | Demonstrates control over the elements of communication and language. Few errors. Errors do not interfere with communication. |
| <p>Representing: Represents key ideas and events with elaboration.</p> <p>Speaking: Talks about ideas, experiences, and preferences related to texts and familiar topics.</p> <p>Writing: Writes stories and short informational texts about familiar events and experiences, with a minimum of five sentences.</p> | <p>Considers and chooses the best way to present ideas; presents to the class.</p> <p>Uses, with support, planning strategies such as making a plan, sketching, or mapping.</p> <p>Begins to organize a main idea with related detail and stays on topic; takes turns when speaking; contributes ideas in order and with appropriate pacing in a variety of shared language experiences.</p> <p>Edits, with teacher support, for completeness and adds detail.</p> <p>Sets goals, with teacher guidance, for speaking, writing, and other forms of representing.</p> | <p>Establishes a purpose and a focus.</p> <p>Sticks to the topic and makes sense; begins to organize a main idea with related detail; tells things in order; uses some details that are specific and makes ideas clear.</p> <p>Makes requests and answers questions in complete sentences; uses complete sentences with six words or more using capitals, correct spacing, and some punctuation.</p> <p>Uses appropriate and descriptive words in a variety of situations.</p> <p>Spells correctly grade-appropriate high-frequency words; represents most beginning and ending consonant digraphs and regular short vowels; uses a mixture of conventional and temporary (phonetic) strategies to spell three- or four- letter words.</p> <p>Uses consistently appropriate letter formation and spacing on lined page in independent writing; uses upper and lower case letters correctly and consistently (e.g., name); speaks clearly using appropriate pitch, volume, and articulation; chooses elements (e.g., colour, shape, movement, sound, and space) with thought and reflection.</p> |

Table 9. (Continued) Grade One Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 1 | | |
|--|--|---|
| Beginning to Meet Expectations | | |
| Message | Use of Strategies | Cues and Conventions |
| Compositions and presentations are straightforward and unrefined. | Uses, with prompting and support, only a few before, during, and after speaking, writing, and other forms of representing strategies but does not always know when to employ them. | Demonstrates some control over the elements of expressive language and a basic use of the conventions. Errors interfere somewhat with communication. |
| <p>Representing: Represents ideas and events with few details.</p> <p>Speaking: Conveys own thoughts clearly when relating own events and retelling a story; asks appropriate questions; participates in group experiences.</p> <p>Writing: Creates short text with own ideas following a model.</p> | <p>Uses a step-by-step process, with teacher direction, to communicate ideas; presents to a small group with support.</p> <p>Stays on topic generally; takes turns; contributes ideas in order and with appropriate pacing.</p> <p>Follows modelled or patterned writing and attempts to write independently; shares writing with peers and teacher willingly.</p> <p>Identifies, with teacher guidance, what good speakers, writers, and representers do.</p> | <p>Has a limited awareness of audience and/or task. Attempts to establish the purpose.</p> <p>Shows some awareness of format; lacks a smooth flow from beginning to middle to end and details are not specific enough to add to the clarity of ideas or may simply be listed or repeated.</p> <p>Writes complete sentences in three to four words (e.g., This is my house.) but sometimes uses incomplete sentences.</p> <p>Chooses and uses environmental print to assist in independent writing; uses some appropriate words and experiments with descriptive words.</p> <p>Uses initial and final sounds in own writing; incorporates vowel sounds taught; spells some high-frequency words correctly.</p> <p>Speaks but not always clearly or always using appropriate pitch and articulation.</p> <p>Uses appropriate letter formation with spaces between words in independent writing consistently.</p> <p>Has some awareness of some visual formats and elements.</p> |

Table 9. (Continued) Grade One Rubric - Compose and Create

| Compose and Create (Speaking, Writing, and Other Forms of Representing): Grade 1 | | |
|--|--|---|
| Not Yet Meeting Expectations | | |
| Message | Use of Strategies | Cues and Conventions |
| <p>Compositions and presentations are basic. They are limited, unfocused, and/or unclear.</p> | <p>Requires repeated modelling of before, during, and after speaking, writing, and other forms of representing strategies and requires continuous coaching on when and how to use them.</p> | <p>Demonstrates an uncertain and simplistic grasp of the basic elements of expressive language. Errors interfere with communication.</p> |
| <p>Representing: Represents basic ideas and events with limited details.</p> <p>Speaking: Talks about basic ideas and experiences; recalls and retells directions; asks permission.</p> <p>Writing: Draws pictures and attempts to add print to communicate ideas following teacher modelling.</p> | <p>Follows a step-by-step process with direction and modelling to communicate basic ideas and understanding.</p> <p>Does not always take turns sharing ideas; tries to make connections.</p> <p>Follows a step-by-step format in patterned and shared writing, with direction, to convey meaning through pictures, letters/words, and symbols.</p> <p>Shares with others what was composed or created but does not always understand or reflect on what effective speakers, writers, or representers do.</p> | <p>Has little or no awareness of audience and/or task and is not clear about purpose or focus.</p> <p>Follows a given format but details are lacking, inappropriate, or random; does not stick to the topic or always make sense and does not clearly organize communications.</p> <p>Presents ideas in simple sentences or incomplete sentences; copies a three- to four-word sentence frame and includes own choice of a word to fill in the blank.</p> <p>Relies on basic vocabulary to convey meaning; chooses words correctly from a model (e.g., brainstormed list, environmental print).</p> <p>Represents most initial and final consonant sounds (e.g., ran, tub) and is beginning to use some vowels in word families.</p> <p>Has difficulty articulating some words.</p> <p>Forms, in a legible manner, all upper and lower case letters taught. Begins to use lower case letters correctly in writing. Follows a given format for a specific purpose; begins to use a range of elements (e.g., colour, shape, movement, sound, and space) to represent ideas and understanding.</p> |

Progress Reporting

Effective language arts programs employ appropriate assessment, evaluation, and reporting processes. In English language arts, assessment and evaluation should:

- reflect the three K-12 goals of English language arts and the grade-level learning outcomes associated with each goal
- focus on what students have learned and can do
- be congruent with instruction and based on meaningful tasks
- be based on appropriate criteria that students know and understand
- inform students and parents in a clear, accurate, and practical way.

In addition to newsletters, folders, and portfolios, report cards and parent-student-teacher interviews are part of school communication with parents. Although report card formats vary, there should be space for feedback on the language arts K-12 goals and strands (see sample form below).

Table 10. Sample Feedback Form

| English Language Arts K-12 Goals | Outcomes | Achievement Level | Comments (Strengths, Needs, Next Steps) |
|--|-----------------------------------|----------------------|--|
| Comprehends and responds competently and confidently to a range of texts. | Views. | | |
| | Listens. | | |
| | Reads. | | |
| Composes and creates competently and confidently in a variety of forms. | Speaks. | | |
| | Writes. | | |
| | Uses other forms of representing. | | |
| Assesses and reflects on learning. | Assesses strengths and needs. | | |
| | Sets goals. | | |

How teachers determine grades, marks, or comments should be based on the grade-level outcomes and reflect the knowledge, process, and product evaluations used throughout the reporting period.

Connections with Other Areas of Study

There are many possibilities for connecting Grade 1 English Language Arts learning with the learning occurring in other subject areas. When making such connections, however, teachers must be cautious not to lose the integrity of the learning in any of the subjects. Making connections between subject areas gives students experience with transferring knowledge, skills, and strategies and provides rich contexts in which students are able to initiate, make sense of, and extend their learnings. When students and teachers make connections between subject areas, the possibilities for transdisciplinary inquiries and deeper understanding arise.

All areas of study share a common interest in students developing their abilities to communicate their learning through speaking, writing, and other forms of representing (Compose and Create Goal). All areas of study require students to apply their skills and strategies for viewing, listening, and reading (Comprehend and Respond Goal). All areas of study require students to develop their abilities to reflect upon their knowledge, skills, and strategies (Assess and Reflect Goal). Students should have many opportunities in each area of study to apply authentically what they are learning in English language arts.

English language arts also provides many opportunities for students to apply learning from other subject areas. The contexts, units, questions for deeper understanding, and oral, print, and other texts in the English language arts program provide many opportunities for meaningful connections and possible integration with other areas of study. Some examples are shown in Table 11.

Table 11. Connections to Other Areas of Study

| Context | Opportunities to Make Connections With ... |
|---|--|
| Personal and Philosophical | Health Education, Physical Education, Arts Education |
| Social, Cultural, and Historical | Social Studies, Arts Education, Physical Education, Health Education |
| Imaginative and Literary | Arts Education |
| Communicative | Arts Education, Social Studies, Science, Health Education, Physical Education, Mathematics |
| Environmental and Technological | Science, Health Education, Physical Education |

By using a particular context and identifying a common theme to use as an organizer, teachers can ensure that the outcomes from more than one subject area can be achieved and students can make connections. Integrated, interdisciplinary instruction in a thematic, inquiry, author/genre, or interdisciplinary unit, however, must be more than just a series of activities. An integrated unit must facilitate students' learning of the related disciplines and students' understanding of the conceptual connections. The unit must support understanding of ways of knowing the world. In addition, it is necessary to address each subject area's outcomes. If deep understanding is to occur, the unit cannot be based on superficial or arbitrarily connected activities (Brophy & Alleman, 1991). The outcomes and activities of one area of study must not be obscured by the outcomes or activities of another area of study (Education Review Office, 1996, p. 13).

Glossary

Contexts are broad organizers for balancing an English language arts program by ensuring different perspectives and ways of knowing are included at each grade level. All instructional units should be related to one or more of the five contexts identified in the English language arts curriculum. The five contexts are (i) personal and philosophical, (ii) social, cultural, and historical, (iii) imaginative and literary, (iv) communicative, and (v) environmental and technological. These contexts also allow for interdisciplinary integration.

Convention is an accepted practice or agreed-upon rule in representational, spoken, or written language.

Cueing Systems are sets of cues or clues built into the structure or patterns of communication texts.

Discourse is a continuous stretch of communication longer than a sentence.

Efficacy is producing or ensuring the desired effect; power or capacity to produce desired effect; effectiveness in operation; effective as a means of addressing an issue, question, challenge, or problem.

Genre is an identifiable category used to classify texts, usually by form, technique, or content (e.g., novel).

Grade-appropriate Texts are oral, visual, multimedia (including electronic), and print texts designated as being appropriate for shared, guided, and independent viewing, listening, and reading at a specific grade level. These texts are intended to reflect curriculum outcomes at different levels of difficulty, in different genres, and from different cultural and social perspectives.

Gradual Release of Responsibility (Scaffolding) is instructional support that moves students in stages from a high level of teacher support to independent practice.

Graphic Organizer is a visual means by which the relationships between and among ideas are portrayed (e.g., a Venn diagram).

Graphophonic Cues and Conventions refer to the sounds of speech (phonology) and how these sounds are organized in patterns, pronounced, and graphically represented (spelled).

Guided Reading is when the teacher uses a before, during, and after structure to guide students as they read a selected text and the teacher models key reading strategies.

Guided Writing is writing in which the teacher teaches a procedure, strategy, or skill and the students then use what they have learned to do their own writing.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. Indicators represent the breadth and the depth of the outcome. The list provided in the curriculum is not an exhaustive list. Teachers may develop additional and/or alternative indicators but those teacher-developed indicators must be reflective of and consistent with the breadth and depth that is defined by the given indicators.

Inquiry involves students in some type of “research” on a specific topic, problem, or issue for learning and action. Inquiry is a way of opening up spaces for students’ interests and involving them in as many different aspects of a topic, problem, or issue as students can find.

Interactive Writing is when the teacher and students create the text and share the pen to do the writing and talk about the conventions.

Language Literacy, in a contemporary view, is broader and more demanding than the traditional definitions that were limited to the ability to read and write. Literacy now includes the capacity to accomplish a wide range of viewing, listening, reading, representing, speaking, writing, and other language tasks associated with everyday life. It is multimodal in that meaning can be represented and communicated through multiple channels – linguistic (including print), visual, audio, and multimedia (including digital media).

Listening is attending to and getting meaning from what is heard using cognitive processing including associating ideas, organizing, imagining, and appreciating what is heard – the receptive form of oral language.

Metacognition is the ability to think about and reflect on one's own thinking and learning processes.

Modelled Reading is when the teacher or other fluent reader reads aloud to the students.

Modelled Writing is when the teacher demonstrates in front of students, creating the text and thinking aloud about the writing strategies and skills being used.

Multimedia Texts are texts that use a combination of two or more media (i.e., audio, images, video, animation, graphics, print text, digital applications). Multimedia texts can encompass interactive texts and complex interactive simulations.

Onsets are part of the single-syllable word that precedes the vowel.

Other Cues and Conventions associated with effective communication include handwriting, font choices, graphics, illustrations, layout, and additional enhancements such as colour, sound, and movement.

Outcome is a statement of what students are expected to know and be able to do by the end of a course in a particular area of study at a particular grade level.

Phoneme is the smallest unit of sound in the language.

Phonemic awareness is to consciously attend to the sounds in the language.

Portfolio Assessment is a compilation of evidence collected over time of a student's learning. It demonstrates the student's efforts, progress, and achievement. A portfolio can be cumulative, working/developmental, or showcase in nature.

Pragmatic Cues and Conventions refer to the style of language that is used in a given context and take into consideration the communication purpose, situation, and audience. The pragmatic cueing system is often considered to be the social aspect of language.

Questions for Deeper Understanding are questions that are thought provoking, probe a matter of considerable importance, and require movement beyond present understanding and studying. They often lead to other questions posed by students.

Reading is an interactive-constructive process in which readers comprehend, interpret, and respond to print text using the cues and conventions of that text.

Register (language) is a socially defined variety of language such as conversational, informal, formal, frozen, or slang.

Representing is conveying information or expressing oneself using verbal or written means as well as non-verbal means such as drawings, models, graphics, photography, dramatization, video, or physical performance.

Rimes are part of the single syllable word that includes the vowel and all succeeding consonants.

Rubrics offer criteria that describe student performance at various levels of proficiency. They provide guidelines for judging quality and make expectations explicit. Holistic (yield a single score or rating) and analytic (yield feedback on specific dimensions or features) rubrics can be used to judge the degree, understanding, or proficiency revealed through students' products or presentations.

Semantic, Lexical, and Morphological Cues and Conventions refer to the meaning and structure of words.

Shared Reading is reading aloud by the teacher while the students follow along using individual copies, a class chart, or a big book.

Shared Writing/Language Experience is when the teacher and students create the text together; the teacher does the actual writing, and the students assist with spelling.

Skill is an acquired ability to perform well and proficiently.

Speaking is the act of communicating through oral language. It is the act of transmitting and exchanging information, ideas, and experiences using oral language in formal and informal situations. Speech is the expressive form of oral language.

Strand is one of the core elements of an integrated English language arts program. The six language strands identified in this curriculum are viewing, listening, reading, representing, speaking, and writing.

Strategy is a systematic plan for solving a problem or executing a task.

Syntactical Cues and Conventions refer to the structure (word order) and parts of sentences, and the rules that govern the sentences (e.g., subject-verb agreement).

Text is any form of communication, whether visual, oral, written, or multimedia (including digital media), that constitutes a coherent, identifiable unit or artefact (e.g., poem, poster, conversation, model) with a definable communicative function. It refers to visual communications such as illustrations, video, and computer displays; oral communications, including conversations, speeches, dramatizations; and printed communications in their varied forms.

Textual Cues and Conventions refer to the type or kind of text and the features that are associated with its organization.

Theme is an overarching idea, question, or topic that is developed in a unit and provides a focus and frame for the unit. The theme acts as a unifying concept through which all the content, skills, strategies, materials, and actions for both teachers and students can be organized.

Unit (an instructional unit) is a focused and organized block of time that helps students through a variety of experiences, lessons, and texts. It is planned to help students achieve a set of curriculum outcomes. A multi-genre thematic or topical unit is built around a theme or topic and includes a range of visual, oral, print, and multimedia (including electronic) texts. A multi-genre inquiry unit is built around important questions or issues that students want to learn more about through research. A genre unit is focused on a specific genre of text (e.g., narrative) and an author unit is focused on the work of a particular author or illustrator.

Viewing is attending to and getting meaning from visual representation including pictures, signs, videos, charts, drawings, diagrams, sculptures, mime, tableaux, drama/dance, and other performances.

WCPM stands for Words Correct per Minute.

Writing is a recursive process of recording language graphically by hand or other means to explore and communicate ideas, information, and experiences; the writing process consists of many aspects including planning, drafting, revising, and publishing.

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Feedback Form

The Ministry of Education welcomes your response to this curriculum and invites you to complete and return this feedback form.

Grade 1 English Language Arts Curriculum

1. Please indicate your role in the learning community:

- parent teacher resource teacher
 guidance counsellor school administrator school board trustee
 teacher librarian school community council member
 other _____

What was your purpose for looking at or using this curriculum?

2. a) Please indicate which format(s) of the curriculum you used:

- print
 online

b) Please indicate which format(s) of the curriculum you prefer:

- print
 online

4. Please respond to each of the following statements by circling the applicable number.

| The curriculum content is: | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------|----------------|-------|----------|-------------------|
| appropriate for its intended purpose | 1 | 2 | 3 | 4 |
| suitable for your use | 1 | 2 | 3 | 4 |
| clear and well organized | 1 | 2 | 3 | 4 |
| visually appealing | 1 | 2 | 3 | 4 |
| informative | 1 | 2 | 3 | 4 |

5. Explain which aspects you found to be:

Most useful:

Least useful:

6. Additional comments:

7. Optional:

Name: _____

School: _____

Phone: _____ Fax: _____

Thank you for taking the time to provide this valuable feedback.

Please return the completed feedback form to:

Executive Director
Curriculum and E-Learning Branch
Ministry of Education
2220 College Avenue
Regina SK S4P 4V9
Fax: 306-787-2223