



# Grade 1 - Big Ideas

Language and story can be a source of creativity and joy.

Stories and other texts help us learn about ourselves and our families.

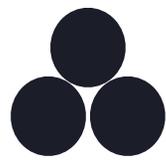
Stories and other texts can be shared through pictures and words.

Everyone has a unique story to share.

Through listening and speaking, we connect with others and share our world.

Playing with language helps us discover how language works.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.



# Grade 1 – Big Ideas Elaborations

## story/stories:

narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.

## text/texts:

- *Text* and *texts* are generic terms referring to all forms of oral, written, visual, and digital communication:
  - † oral texts include speeches, poems, plays, and oral stories
  - † written texts include novels, articles, and short stories
  - † visual texts include posters, photographs, and other images
  - † digital texts include electronic forms of all of the above
  - † oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)

# Grade 1 - Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

## Comprehend and connect (reading, listening and viewing)

- ▶ Read fluently at grade level
  - reading with comprehension, phrasing, and attention to punctuation
- ▶ Use sources of information and prior knowledge to make meaning
  - personal stories and experiences
- ▶ Use developmentally appropriate reading, listening, and viewing strategies to make meaning
  - examples include making predictions, making connections, making simple inferences, asking questions, engaging in conversation with peers and adults, showing respect for the contribution of others
- ▶ Use foundational concepts of print, oral and visual texts
  - concepts include directionality of text, difference between letter and word, difference between writing and drawing, spacing, letter-sound relationship, understanding that pictures convey meaning, taking turns, expressing ideas and needs, role-playing, and phonological awareness
- ▶ Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
  - connecting to personal knowledge, experiences, and traditions; participating in community and cultural traditions and practices; asking questions related to the topic at hand
- ▶ Recognize the importance of story in personal, family, and community identity
- ▶ Use personal experience and knowledge to connect to stories and other texts to make meaning
- ▶ Recognize the structure and elements of story
  - students can use the vocabulary needed to talk about a story, such as *beginning, middle, end* and *main character*, and can follow events in sequence
- ▶ Show awareness of how story in First Peoples' cultures connects people to family and community
  - Traditional and contemporary First Peoples' stories take many forms (e.g., prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes:
    - › teaching (e.g., life lessons, community responsibilities, rites of passage)
    - › sharing creation stories
    - › recording personal, family, and community histories
    - › “mapping” the geography and resources of an area
    - › ensuring cultural continuity (e.g. knowledge of ancestors, language)
    - › healing
    - › entertainment

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

## Create and communicate (writing, speaking, representing)

- ▶ Exchange ideas and perspectives to build shared understanding
  - involves taking turns in offering ideas related to the topic at hand, focusing on the speaker without interrupting, and generally contributing to the discussion
- ▶ Identify, organize, and present ideas in a variety of forms
- ▶ Create stories and other texts to deepen awareness of self, family, and community
- ▶ Plan and create a variety of communication forms for different purposes and audiences
  - examples include lists, journals, notes, simple stories, digital presentations, oral presentations, pictures, and drama (e.g., puppet shows, dance, plays, storyboards) used to communicate ideas and information
- ▶ Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation
  - common practices in writing, such as correct use of capitals and small letters printed legibly; familiar words spelled correctly; and correct use of periods, question marks, and capitals (including capitalized *I*); introduction to Canadian spelling
- ▶ Explore oral storytelling processes
  - creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text

Students are expected to know the following:

## ◆ Story/text

- elements of story
  - ✦ setting, character, events (few details)
- literary elements and devices
  - ✦ poetic language, figurative language, sound play, images, colour, symbols
- vocabulary to talk about texts
  - ✦ book, page, chapter, author, title, illustrator, pictures, web page, website and search box

## ◆ Strategies and processes:

- reading strategies
  - ✦ using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual
- oral language strategies
  - ✦ adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; and making relevant contributions to discussion
- metacognitive strategies
  - ✦ talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and writer
- writing processes
  - ✦ may include revising, editing, considering audience



Students are expected to know the following:

## ◆ Language features, structures, and conventions:

### • concepts of print

- ✦ the conventional features of written English, such as:
  - ▶ the symbolic nature of writing
  - ▶ the correspondence of spoken words to printed words (one-to-one matching)
  - ▶ the association of letters and sounds
  - ▶ the distinct features of letters and words
  - ▶ the correspondence between uppercase and lowercase letters
  - ▶ left-to-right directionality
  - ▶ the use of space to mark word boundaries
  - ▶ the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark)

### • print awareness

- ✦ understanding of the nature and uses of print, including letters and print symbols; children's print awareness is closely associated with their word awareness (the ability to recognize words as distinct elements of oral and written communication) and is an important precursor to literacy development and early reading achievement

### • phonemic and phonological awareness

- ✦ phonological refers to the sounds of words (as opposed to their meanings)
  - ▶ phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., c/a/t) and to blend phonemes into words indicates a developing phonemic awareness
  - ▶ phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as "chunks" in spoken words

### • letter formation

- ✦ legible printing with spacing between letters and words

### • sentence structure

- ✦ the structure of simple sentences

### • conventions

- ✦ common practices in punctuation (e.g., the use of a period or question mark at the end of sentence) and in capitalization (e.g. capitalizing the first letter of the first word at the start of a sentence, people's names, and the pronoun *I*)