

## Grade 1 Objectives at a Glance

<b>Listening</b>	<b>Speaking</b>
<ul style="list-style-type: none"> <li>• Participate in shared listening experiences</li> <li>• Listen attentively to a variety of oral texts for enjoyment and information</li> <li>• Follow step-by-step directions</li> <li>• Listen to factual information and tell what was learned by answering who, what, when, where, why, and how</li> <li>• Make connections between texts, prior knowledge, and personal experiences</li> <li>• Construct meaning by using the language cueing systems in oral texts including the phonemic system (hearing and segmenting initial, final, and medial sounds)</li> <li>• Retell stories by relating the sequence of story events</li> <li>• Tell what is learned by answering who, what, when, where, why, and how</li> <li>• Reflect upon own listening skills and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in shared language experiences (e.g., conversations, puppet plays, singing, chanting, finger plays, storytelling, choral speech activities)</li> <li>• Talk about ideas, experiences, and preferences related to texts and familiar topics</li> <li>• Share ideas and experiences in large and small groups</li> <li>• Recognize that speakers have a purpose for speaking</li> <li>• Make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others</li> <li>• Retell interesting or important aspects of favourite or familiar topics and stories</li> <li>• Talk to a familiar audience about topics of interest</li> <li>• Experiment with the rhythms and sounds of language</li> <li>• Reflect upon own speaking skills and strategies</li> </ul>
<b>Reading</b>	<b>Writing</b>
<ul style="list-style-type: none"> <li>• Participate in shared and guided reading experiences</li> <li>• Participate in individual, small group, and whole class reading of texts for emergent and early developing readers</li> <li>• Read many narrative and informational texts with supportive text features and recognize a variety of forms, such as plays and poems</li> <li>• Predict what text is about based on title, pictures, and background information presented by teacher</li> <li>• Attempt and practise reading behaviours</li> <li>• Make connections between text, prior knowledge, and personal experiences</li> <li>• Use the cueing systems in text to construct meaning</li> <li>• Use picture dictionaries and word wall as aids</li> <li>• Begin to self-correct</li> <li>• Identify ideas and information to make sense</li> <li>• Appreciate repetition, rhyme, and other interesting uses of language</li> <li>• Retell simple stories and informational texts</li> <li>• Share feelings evoked by particular texts</li> <li>• Reflect upon own reading skills and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in language experience, and patterned, shared, and guided writing</li> <li>• Recognize that writers have purposes for writing</li> <li>• Write stories and short informational texts with pictures about familiar events and experiences</li> <li>• Use, with teacher support, a writing process</li> <li>• Reread to ensure ideas make sense and add more information if necessary</li> <li>• Read and share writing with others</li> <li>• Develop and demonstrate an understanding of written language conventions including:               <ul style="list-style-type: none"> <li>○ write simple statements, showing awareness of capital letters and periods</li> <li>○ know that words have conventional spellings</li> <li>○ use a mixture of temporary (phonetic) and conventional spellings</li> <li>○ spell common sight words and some one-syllable words phonetically</li> </ul> </li> <li>• Print legibly and space letters, words, and sentences appropriately</li> <li>• Refer to classroom resources (e.g., word wall) to assist with and verify spelling</li> <li>• Reflect upon own writing skills and strategies</li> </ul>
<b>Viewing</b>	<b>Representing</b>
<ul style="list-style-type: none"> <li>• Participate in shared and guided viewing experiences</li> <li>• Use visual cueing systems in text to construct meaning</li> <li>• Share feelings and moods evoked by a variety of visual texts</li> <li>• Interpret illustrations and photographs</li> <li>• Interpret simple graphs and diagrams</li> <li>• Reflect upon own viewing skills and strategies such as looking for important details, and discovering similarities and differences in visual texts</li> </ul>	<ul style="list-style-type: none"> <li>• Use drama, pictures, sounds, simple charts, models, and drawings to illustrate and represent experiences and understanding</li> <li>• Contribute ideas from personal experiences for group and shared representations</li> <li>• Consider a variety of ways of representing events, ideas, and information</li> <li>• Recognize that representations have a purpose</li> <li>• Reflect upon own representing skills and strategies by checking details and the meaning portrayed by representations</li> </ul>

# Grade 1

## Learning Objectives Checklist

<b>Listening (Grade 1)</b>	
<b>Listen to a range of grade-level appropriate texts for a variety of purposes (foundational objective)</b>	
	participate in shared and guided listening experiences
	listen attentively to others and respond appropriately
	listen attentively to a variety of oral texts for enjoyment and information including stories, poems, non fiction, cassettes/CDs, or software
	follow step-by-step directions
	listen to factual information and tell what has been learned by answering who, what, when, where, why, and how questions
<b>Learn about and practise the skills and strategies of effective listeners</b>	
<b>Before</b>	
	identify and share personal knowledge related to upcoming listening experience
	predict what they might hear
	set purpose for listening such as to hear what might be said and to answer own questions
<b>During</b>	
	attend without distracting others
	make connections between texts, prior knowledge, and personal experiences
	demonstrate active listening behaviours (e.g., giving non-verbal acknowledgement, asking questions)
	form sensory images while listening
	make and check predictions using prior knowledge and oral text features to understand information
	group and sort ideas and information to make sense (e.g., similarities, differences, sequences)
	construct meaning by using the language cueing systems in oral texts, including the phonemic system (by hearing and segmenting initial, final, and medial sounds)
	recognize repetition, rhyme, and rhythm in shared language experiences (e.g., action songs, word play)
	ask questions to satisfy personal curiosity and to make sense of oral language
	recognize that individuals adjust oral language use according to situation
<b>After</b>	
	compare and contrast ideas heard
	share feelings evoked by oral texts and experiences
	retell stories by relating the sequence of story events
	tell what is learned by answering who, what, when, where, why, and how questions
	relate aspects of stories and characters from oral texts to personal feelings and experiences
	explain why an oral text is a personal favourite
	decide if text is real or make-believe
<b>Assess personal strengths and set goals for future growth</b>	
	reflect upon own listening skills and strategies including listening quietly and taking turns
<b>Speaking (Grade 1)</b>	
<b>Speak to express thoughts, information, feelings, and experiences in a variety of forms for a variety of purposes and audiences</b>	
	participate in shared language experiences, conversations, puppet plays, singing, chanting, finger plays, storytelling, and choral speech activities
	talk about ideas, experiences, and preferences related to texts and familiar topics
	share ideas and experiences in large and small groups
	recognize that speakers have a purpose for speaking
	make comments, ask and answer questions related to topics under discussion, and ask questions to gather information from others
	recall and retell directions
	retell interesting or important aspects of favourite or familiar topics and stories
	talk about interesting or useful aspects of new learning
	talk to a familiar audience about topics of interest
	experiment with the rhythms and sounds of language

**Note:** The objectives already checked are those that were selected for teaching or reinforcement in the grade one sample unit. The number in parentheses indicates the number of lessons in which the objective is taught or reinforced.

<b>Learn about and practise the skills and strategies of effective speakers</b>	
<b>Before</b>	
	identify personal knowledge related to a topic or experience
	recognize and use gathered information as a basis for communication
	organize pictures to express ideas and tell stories
	choose to speak to and for others when reporting for a group
<b>During</b>	
	present information and ideas in complete statements
	use descriptive words when speaking about people, places, things, and events
	tell key facts and ideas in own words
	relate the beginning, middle, and end of a variety of texts
	make sounds of letters correctly
	contribute ideas to group work
	experiment with different word combinations and patterns
	share information, ideas, and feelings in a brief presentation to a familiar audience
	use illustrations and other materials to aid presentation
	take turns sharing information and ideas in groups
	contribute ideas when creating group products
	demonstrate respect for values and beliefs of others
	help others and ask others for help
	notice audience response
<b>After</b>	
	listen to feedback from others
	answer questions from audience
<b>Assess personal strengths and set goals for future growth</b>	
	reflect upon own speaking skills and strategies, including speaking loudly enough for everyone to hear and taking turns
<b>Reading (Grade 1)</b>	
<b>Read a range of grade-level appropriate print texts in a variety of situations for a variety of purposes</b>	
	participate in shared and guided reading experiences
	experience the work of Saskatchewan and Canadian authors, including Aboriginal authors
	participate in individual, small group, and whole class reading of emergent and beginning texts
	read many narrative and informational texts with supportive text features including poems, pattern books, children's reference books, traditional tales, predictable books, word lists, labels, experience charts, songs, nonsense verse
	practise using expression and phrasing through oral reading
	read familiar texts aloud with some fluency and accuracy
	read to and with others
	read for enjoyment
<b>Learn about and practise the skills and strategies of effective readers</b>	
<b>Before</b>	
	activate and build upon prior knowledge and experiences
	predict what the text is about based on title, pictures, and background information presented by teacher
	determine question(s) to be answered by reading text
	set purpose for reading
<b>During</b>	
	attempt and practise reading behaviours
	make connections between text, prior knowledge, and personal experiences
	make and check predictions using prior knowledge and text features (such as illustrations, titles) to understand information
	use a variety of strategies to construct and confirm meaning (e.g., ask questions, reread, read ahead)
	use the cueing systems to construct meaning: pragmatic (e.g., "once upon a time"), textual (e.g., beginning, middle, and end patterns), syntactic (e.g., differentiating between sentence structures), semantic (e.g., "does it make sense?"), and graphophonic (e.g., recognize key sight words, sound-letter relationships, initial and final consonants, word families)
	use pictionaries and word wall as aids
	begin to self-correct
	identify ideas and information to make sense
	recognize a variety of forms of texts such as poetry and plays

	recognize that individuals adjust language use according to situation
	appreciate repetition, rhyme, and other interesting uses of language
	practise skills of effective readers
<b>After</b>	
	retell simple narrative stories and informational texts (e.g., story maps, pictographs)
	compare and contrast texts
	reread favourite stories
	discuss and explain response to how, why, and what-if questions
	recall details, events, characters, setting, and sequence of events
	compare and contrast stories
	relate aspects of stories and characters from print texts to personal experiences
	share feelings evoked by particular texts
	explain why a particular text is a personal favourite
	represent and tell key facts and ideas
	respond to texts in various ways (e.g., questioning, discussing, performing skits or puppet shows, or creating pictures, songs, and dances)
	answer questions
	tell what they enjoyed or did not enjoy
	tell own stories that relate to topic of text being read
	enjoy reading texts independently
<b>Assess personal strengths and set goals for future growth</b>	
	reflect upon own reading skills and strategies including checking for meaning and sounding out words
<b>Writing (Grade 1)</b>	
<b>Write to express thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences</b>	
	participate in language experience, and patterned, shared, and guided writing
	recognize that writers have purposes for writing
	write stories and short informational texts with pictures about familiar objects, events, and experiences
	use, with teacher support, a writing process (before, during, and after)
	reread to ensure ideas make sense and add more information if necessary
	revise messages for meaning
	read and share writing with others
<b>Learn about and practise the skills and strategies of effective writers</b>	
<b>Before</b>	
	consider personal experiences, classroom activities, and other related information
	talk, draw, or dramatize to find and organize ideas before writing
	identify (with teacher guidance) a purpose for writing
<b>During</b>	
	create original texts to communicate
	demonstrate understanding of forms and techniques
	organize print and pictures to express ideas and tell stories
	present information and ideas in sentences
	experiment with word combinations and patterns
	write about key facts, ideas, information, and events using own words
	use personal word books, print texts, and environmental print to assist with writing
	develop an understanding of written language conventions including: <ul style="list-style-type: none"> <li>◦ write simple statements, showing awareness of capital letters and periods</li> <li>◦ know that words have conventionally accepted spelling</li> <li>◦ use a mixture of temporary (phonetic) and conventional spellings</li> <li>◦ spell common sight words correctly and some one-syllable words phonetically</li> <li>◦ capitalize the first words of sentences, names of people, and the pronoun "I"</li> </ul>
	print legibly and space letters, words, and sentences appropriately
	request help with spelling and simple punctuation
	refer to classroom resources (e.g., word wall) to assist with and verify spelling
	strive for consistency in letter size and shape; print letters legibly from left to right horizontally, using lines on a page as a guide (beginning two lines high and gradually reducing)
	use appropriate spacing between letters in words and between words in sentences
	explore and use the keyboard to produce text

<b>After</b>	
	reread to see if they have included everything they wanted to say
	add titles to own stories
	add more information
	read their writings to teacher or classmates and share their drawings
	publish (share) their writing
<b>Assess own writing and set goals for future growth</b>	
	reflect upon own writing skills and strategies including making suggestions for enhancement of own written work
<b>Viewing (Grade 1)</b>	
<b>View a range of grade-level appropriate texts in a variety of situations for a variety of purposes.</b>	
	participate in shared and guided viewing experiences including illustrated books, dances, puppet shows
	share feelings and moods evoked by a variety of visuals
	interpret illustrations and photographs
	interpret simple graphs and diagrams
<b>Learn about and practise the skills and strategies of effective viewers</b>	
<b>Before</b>	
	access and make connections to their background knowledge
	set purpose for viewing such as to learn what might happen next or discover what the text may be about
<b>During</b>	
	demonstrate active viewing behaviours such as looking at the text or asking questions
	use visual cues to construct and confirm meaning
	make connections between visuals, prior knowledge, and personal experiences
	use visual clues to predict and to draw inferences
	use a variety of strategies to confirm understanding (e.g., check understanding with others)
	respond to questions or tasks using visual information sources
	make and check predictions using prior knowledge and visual text features (e.g., opening shots in video programs) to understand information
	recognize a variety of forms of visual texts (e.g., video programs, cartoons)
	recognize a number of icons on a computer
<b>After</b>	
	show appreciation for works of others
	compare and contrast ideas and elements seen
	explain why a particular visual text is a personal favourite
	share personal experiences and family traditions related to various visuals
	share feelings and moods evoked by a variety of visuals
	recall, talk about, and record ideas, information, and events (e.g., create story maps, pictographs)
	retell interesting and important aspects of visual texts
	tell or represent the beginning, middle, and end of visual or multimedia texts
	identify medium used for illustrations
<b>Assess personal strengths and set goals for future growth</b>	
	reflect upon viewing skills and strategies such as looking for important details and discovering similarities and differences in visual texts
<b>Representing (Grade 1)</b>	
<b>Represent to express thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences</b>	
	use drama, pictures, simple charts, graphs, and drawings to represent experiences and understanding
	illustrate and enact stories, rhymes, and songs
	contribute ideas from personal experiences for group and shared representations
	recognize that representations have a purpose
	depict key ideas and events visually in sequence and with detail
<b>Learn about and practise the skills and strategies of effective representers</b>	
<b>Before</b>	
	use gathered information as a basis for representations
	represent key facts and ideas in own ways
	sort ideas and information to make sense
	consider a variety of ways of representing events, ideas, and information
<b>During</b>	
	represent the beginning, middle, and end of a variety of texts
	create original representations to communicate and demonstrate understanding (e.g., painting, drawing)

	share ideas and experiences using various forms such as pattern stories, illustrations for particular audiences
	organize print, pictures, and 3-dimensional objects, and dramatize scenes to express ideas and tell stories
	take turns sharing information, ideas, and representations
<b>After</b>	
	add captions to own drawings
	check for completeness of work and add details
	demonstrate interest in others' work
<b>Assess personal and group strengths and set goals for future growth.</b>	
	reflect upon own representing skills and strategies by checking details and the sequence and clarity of visuals

## Language Cues and Conventions

Most students in Grade one are expected to understand the following concepts about the language cues and conventions.

<b>Pragmatic Cues and Conventions (Grade 1)</b>	
	Recognize that individuals adjust language use according to the situation.
	Use language to sustain social interactions (e.g., making comments and answering questions related to topic).
	Use language to make requests and to seek information.
	Demonstrate active listening and viewing behaviours.
	Work in partnerships and groups.
	Take turns sharing information and ideas.
	Help others and asks others for help.
	Talk to familiar audience about topic of interests using appropriate volume, tone, and language.
<b>Textual Cues and Conventions (Grade 1)</b>	
	Follow simple directions.
	Deliver brief recitations and oral presentations about familiar experiences and interests.
	Improvise short dialogues for puppet shows or role-plays.
	Group and sort ideas and information to make sense.
	Write name, date, and simple lists.
	Write labels or captions for drawings.
	Construct a few related sentences that tell about an experience or express a need.
	Write a short text using repetitive structures.
	Write an ending to a story previously heard or composed as a group.
	Create short written texts following a model (e.g., story, poem, play).
	Write original stories with beginning middle, and ending.
	Demonstrate an understanding of simple texts (recognizing central idea and key events or facts).
	Retell the most important information (e.g., details, events, sequence).
	Group and sort related ideas and information to make sense (e.g., sequence, similar, different).
	Write a simple expository piece (e.g., an explanation, a learning journal).
	Use materials from various media (e.g., drawings, music, photographs) to clarify and enhance oral and written messages.
<b>Syntactical Cues and Conventions (Grade 1)</b>	
	Recognize that a sentence is made up of words that are linked by meaning.
	Use simple phrasing to make requests, inform, and explain.
	Count words in spoken sentences.
	Experiment with words and sentence patterns (e.g., using a pocket chart).
	Answer questions in complete sentences.
	Ask and answer simple questions about familiar topics (e.g., the weather, a routine request).
	Use expression and phrasing in oral reading of a sentence.
	Recognize the role of spaces between words in a sentence.
	Use period, question mark, capitalize first word of sentence, names of people, and pronoun "I".
	Use model to verify order of words in a sentence.
	Use sentence frames [p. 262].
	Write two or three word sentence patterns using personal and reading vocabulary (e.g., Joe can run.) by end of grade one.
<b>Semantic Cues and Conventions (Grade 1)</b>	
	Use appropriate words or expressions to speak about the world around him or her.
	Use descriptive words when speaking about people, places, things, and events.
	Identify the feelings of people.
	Understand basic attributes of print <ul style="list-style-type: none"> <li>• moves left to right</li> <li>• points to words</li> <li>• words are separated from each other by spaces</li> <li>• matches words.</li> </ul>
	Segment and blend words into their onsets and rimes.
	Recognize labels, signage, and other environmental print.
	Explore topic-related vocabulary.
	Use words displayed in the environment.
	Copy a word correctly from model provided.
	Use knowledge of letters and sound patterns; initiate problem solving of unknown words using beginning letter(s) to predict and monitor; confirm and discount word choice using meaning and visual information.

	<p><b>Break words into smaller parts and use knowledge of word endings</b></p> <ul style="list-style-type: none"> <li>• verb endings (-ing, -ed, -s)</li> <li>• plurals (-s, -es)</li> <li>• comparisons (-er, -est)</li> <li>• contractions (e.g., it's)</li> <li>• possessives</li> <li>• compound words (e.g., snowman, sunshine).</li> </ul>
	Segment familiar compound words into the component words.
	Recognize high-frequency words and expand vocabulary.
<b>Graphophonic Cues and Conventions (Grade 1)</b>	
	Speak clearly using proper phrasing, pitch, and modulation.
	Hear, identify, and manipulate sounds in spoken words.
	Play with words and sounds (e.g., riddles, tongue twisters, rhymes, jump rope rhymes, songs, chants, choral readings).
	Segment and blend words and sounds (e.g., Count the Words, Clap the Syllables, Blend and Segment Compound Words, Blend and Segment Syllables, Blend and Segment Phonemes).
	Delete initial and final consonant sounds (e.g., Say jeep. Say it again without the j. Say jeep. Say it again without the p.).
	Represent phonemes with concrete materials (e.g., Elkonian Boxes, Letter Chips) [p. 245].
	Recognize onsets and rimes [p. 245].
	Know alphabet and beginning consonant sounds.
	Understand the basic attributes of print.
	Understand the concept of first and last, beginning and ending of a word.
	Copy letters and words.
	Form letters independently.
	Spell and print own first name.
	Understand and use knowledge of letters and sound patterns (e.g., use /m/, /t/, /s/, and /b/ correctly in initial and final position).
	<p>Print correctly a three- or four-letter word using the short vowel /a/ and consonants that have been taught.</p> <p>Use /p/, /h/, /l/, and /f/ correctly in initial and final positions in a one-syllable word.</p> <p>Print correctly a three- or four-letter phonetic word using short /o/ and consonants taught.</p> <p>Use /d/, /g/, /r/, /c/, and /n/ correctly in both initial and final positions.</p> <p>Print correctly a three- or four-letter phonetic word using short /i/ and consonants taught.</p> <p>Use /w/, /j/, /k/, and /v/ correctly in both initial and final positions in a phonetic word.</p> <p>Print correctly a four- to five-letter phonetic word using short /u/ and consonants learned.</p> <p>Use /q/, /z/, and /y/ in initial positions only.</p> <p>Begin to discern difference between short /e/ and short /l/.</p> <p>Use /x/ and /z/ correctly in final position.</p> <p>Write one-syllable phonetic words correctly.</p> <p>Use the word endings of /s/, /ing/, and /ed/ when the root requires no changing.</p> <p>Use digraphs /sh/, /th/, and /ch/ in initial positions.</p> <p>Spell long vowel sounds in long /a/ (a_e), long /e/ (e_e), long /i/ (i_e), long /o/ (o_e), and long /u/ (u_e).</p> <p>Unite two-syllable phonetic words correctly.</p>
	Spell common sight words (e.g., the, was, said) and familiar words according to Canadian spelling conventions.
	Develop and use word banks and beginning personal dictionaries.
<b>Other Cues and Conventions (Grade 1)</b>	
	Print legibly and space letters, words, and sentences appropriately, using upper and lowercase letters and leaving space between words.
	Explore and use a keyboard to produce text.
	Recognize and locate key information in illustrations, pictures, charts, and other visual forms.
	Ensure audience can see visual supports and gestures.
	Distinguish between daily life and life depicted in television shows, cartoons, and videos.