

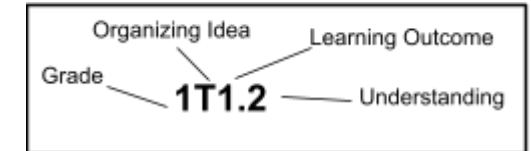
# Grade 1 ELAL Curriculum Comparison for the New Alberta Curriculum

## Guide to Using this Document

It is critical that users view the instructional video guide prior to engaging with this document.

Please access the [Numbered Curriculum document](#) and Numbered Curriculum document [video instructions](#), by clicking the hyperlink titles.

Note: The instructional video uses the Kindergarten Math curriculum as an exemplar though instructions are applicable to the ELAL documents.



## Important Links

Comparison of Current 2000 Curriculum or Draft 2021 [Changes](#)

March 2022 Comparison of [Multigrades](#) of new Curriculum

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<b>General Outcome 1: Explore thoughts, ideas, feelings and experiences</b>			
<b>1.1 Discover and Explore</b>			
<b>Express ideas and develop understanding</b> <ul style="list-style-type: none"> <li>share personal experiences that are clearly related to oral, print and other media texts</li> <li>talk with others about something recently learned</li> <li>make observations about activities, experiences with oral, print and other media texts</li> </ul>	<b>Oral Language:</b> <b>1O1.1 Oral traditions can provide opportunities to learn and think about kinship.</b>	<b>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</b>  <b>Kinship involves belonging and relationships.</b>  <b>Oral stories are highly valued in many communities.</b>  <b>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</b>	Practise listening and speaking skills through sharing oral stories.  Recognize kinship in a variety of oral stories.  Discuss special rules (protocols) about how, when, or with whom stories are shared.
<b>Experiment with language and forms</b> <ul style="list-style-type: none"> <li>experiment with different ways of exploring and developing stories, ideas and experiences</li> </ul>			
<b>Express preferences</b> <ul style="list-style-type: none"> <li>express preferences for a variety of oral, print and other media texts</li> </ul>			
<b>Set goals</b> <ul style="list-style-type: none"> <li>choose to read and write for and with others</li> </ul>			

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<b>1.2 Clarify and Extend</b>			
<b>Consider the ideas of others</b> <ul style="list-style-type: none"> <li>listen and respond appropriately to experiences and feelings shared by others</li> </ul>	<b>Oral Language:</b> <b>1O1.2 Listening and speaking can be used to share messages in a variety of situations.</b>	<b>Listening and speaking skills can be developed through</b> <ul style="list-style-type: none"> <li>discussions</li> <li>songs</li> </ul>	Share experiences, ideas, and information with appropriate volume, tone, and pace.  Adjust speaking volume, tone, and pace for a variety of

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		<ul style="list-style-type: none"> <li>poems</li> <li>stories</li> <li>dramatizations</li> <li>presentations</li> </ul> <p>The volume, emotional quality (tone), and rate of speech (pace) can affect the meaning or clarity of a message.</p> <p>The speaking voice is supported through full, deep breaths that can affect volume, tone, and pace.</p> <p>Speakers can indicate differences in character, key ideas, and events through changes in volume, tone, and pace.</p>	situations.  Present stories, songs, poems, or dramatizations individually or as part of a group.
	<b>Oral Language:</b> <b>1O1.4 Verbal and non-verbal language can be used to communicate messages.</b>	<p>Messages can be shared through sounds and words (verbally).</p> <p>Messages can be shared without sounds or words (non-verbally) through body language, such as</p> <ul style="list-style-type: none"> <li>eye contact</li> <li>movements</li> <li>facial expressions</li> </ul>	Examine verbal and non-verbal language that is appropriate for a variety of situations.  Adjust verbal or non-verbal language according to a variety of situations.
<b>Combine ideas</b> <ul style="list-style-type: none"> <li>group ideas and information into categories determined by determined by an adult</li> </ul>			

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<b>Extend understanding</b>			
<ul style="list-style-type: none"> <li>ask questions to get additional ideas and information on topics of interest</li> </ul>			
<i>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</i>			
<b>2.1 Use Strategies and Cues</b>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<b>Use prior knowledge</b> <ul style="list-style-type: none"> <li>use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning</li> <li>use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts</li> <li>use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning</li> <li>use knowledge of print, pictures, book covers and title pages to construct and confirm meaning</li> </ul>	<b>Vocabulary:</b> 1V1.1 Learning new words improves comprehension and communication.	Vocabulary development includes learning (tier 2) words that are <ul style="list-style-type: none"> <li>unknown to most learners</li> <li>critical for comprehending new texts</li> <li>useful and may be encountered in the future</li> </ul> Vocabulary development includes some academic words (tier 3 words) from read alouds and texts. A synonym is a word that has a similar meaning to another word. An antonym is a word that has the opposite meaning of another word.	Confirm word meanings in a variety of ways. Identify the meaning of tier 2 words and use them in sentences. Use tier 3 words in discussions. Recognize that words can be replaced with synonyms. Investigate antonyms when comparing words. Transfer understandings of words to different situations.
	<b>Comprehension:</b> 1CP1.1 Understanding text can be enhanced by listening to messages read aloud.	Texts that are listened to can contain more formal or complex language than everyday language. Responses to messages listened to in texts include <ul style="list-style-type: none"> <li>discussions</li> <li>pictures with a few words or sentences</li> </ul>	Listen to a variety of fictional and informational texts that are read aloud. Respond to texts that have been read aloud. Understand words and phrases from texts that have been read aloud.
<b>Use comprehension strategies</b> <ul style="list-style-type: none"> <li>use language prediction skills to identify unknown words within the context of a sentence</li> <li>use a variety of strategies, such as making predictions, rereading and reading</li> </ul>	<b>Fluency:</b> 1F1.2 Fluency involves the ability to recognize high frequency words with accuracy and at an appropriate rate.	High-frequency words are common words that occur often in written language. Some words that appear often in print cannot be decoded and must be read by sight (e.g., the).	Read 125 high-frequency words automatically. Read 125 high-frequency words in sentences and texts.

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<p>on</p> <ul style="list-style-type: none"> <li>talk about print or other media texts previously read or viewed</li> <li>identify the main idea or topic of simple narrative and expository texts</li> <li>identify by sight some familiar words from favourite print texts</li> </ul>	<p><b>Comprehension:</b> 1CP1.2 Predictable and decodable print texts can be read and understood independently.</p>	<p>Understanding of messages in texts read independently can be shared through</p> <ul style="list-style-type: none"> <li>discussions</li> <li>pictures with a few words or sentences</li> </ul>	<p>Read simple, fully predictable, and decodable texts independently.</p> <p>Understand words and sentences from print texts read independently.</p> <p>Share understandings of print texts read independently.</p>
<ul style="list-style-type: none"> <li>identify high frequency words by sight</li> <li>read aloud with some fluency and</li> </ul>	<p><b>Comprehension:</b> 1CP1.3 Comprehension involves critical thinking through problem solving, monitoring, and self-correcting.</p>	<p>Word solving includes</p> <ul style="list-style-type: none"> <li>chunking</li> <li>stretching</li> </ul>	<p>Solve unknown words in a variety of ways.</p> <p>Self-correct when print text does not make sense.</p>

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p>accuracy, after rehearsal</p> <ul style="list-style-type: none"> <li>self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge</li> </ul>		<ul style="list-style-type: none"> <li>manipulating sounds</li> </ul> <p>Self-correcting includes</p> <ul style="list-style-type: none"> <li>altering speed</li> <li>rereading</li> <li>reading on</li> <li>seeking clarification</li> </ul>	
	<p><b>Comprehension:</b> 1CP1.4 Understanding texts involves determining the main idea, key ideas, and details.</p>	<p>The main idea of a text is the most important idea.</p> <p>Sequencing key ideas and details is important when summarizing texts.</p> <p>The moral or lesson of a text can be the main idea.</p>	<p>Discuss the main idea of a variety of texts.</p> <p>Identify key ideas and details from texts.</p> <p>Sequence four to six events from a text.</p> <p>Retell the beginning, middle, or ending of a text.</p> <p>Retell or dramatize a story, including characters and setting.</p> <p>Interpret information from illustrations or visuals in texts.</p> <p>Identify the moral or lesson of a story.</p>
	<p><b>Comprehension:</b> 1CP1.5 Comprehension of texts involves making connections.</p>	<p>Connections can be made between ideas and information in texts and background knowledge.</p> <p>Similarities and differences can be identified between texts.</p>	<p>Share personal connections to ideas or information in texts.</p> <p>Identify similarities and differences between two texts.</p>

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	<b>Comprehension:</b> 1CP1.6 Comprehension involves asking and answering questions.	Questions that guide comprehension of texts include <ul style="list-style-type: none"> <li>• Who?</li> <li>• What?</li> <li>• Where?</li> <li>• When?</li> <li>• Why?</li> <li>• How?</li> </ul> Texts can contain information that answers questions.  The same words can be in both the question and the answer (literal recall).	Ask questions to clarify information in texts.  Answer questions requiring literal recall and understanding of examples, details, or facts in texts.  Answer questions that require giving opinions about information in texts.  Locate information in texts to answer questions.
	<b>Comprehension:</b>		

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	1CP1.7 Comprehension can be enhanced by making predictions.	Predicting includes imagining an outcome based on a combination of information, including <ul style="list-style-type: none"> <li>• title</li> <li>• pictures</li> <li>• details within the text</li> <li>• background knowledge</li> </ul>	Make predictions prior to and while reading, viewing, or listening to a text.  Compare actual outcomes to predictions made.
<b>Use textual cues</b> <ul style="list-style-type: none"> <li>• preview book cover, pictures and location of text to assist with constructing and confirming meaning</li> <li>• use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading</li> </ul>	<b>Fluency:</b> 1F1.1 Fluency involves the ability to decode new words with accuracy and at an appropriate rate.	Letters can be recognized quickly and accurately. Sounds in words can be blended quickly and accurately.  Words consisting of three phonemes (three sounds) can be blended quickly and accurately.	Identify all 26 letters of the alphabet quickly and accurately.  Blend sounds in words with speed and accuracy to decode unfamiliar words.

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<p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"> <li>segment and blend sounds in words spoken or heard</li> <li>use phonic knowledge and skills to read unfamiliar words in context</li> <li>use analogy to generate and read phonically regular word families</li> <li>associate sounds with letters and some letter clusters</li> </ul>	<p><b>Vocabulary:</b> 1V1.2 Word meanings can change by adding or removing morphemes.</p>	<p>A base is the main morpheme (the smallest unit of a word that holds meaning) in a word.</p> <p>Suffixes are morphemes located at the ending of words.</p> <p>Adding the suffix &lt;s&gt; or &lt;es&gt; to the ending of a word can indicate more than one (plural).</p> <p>Adding the suffix &lt;ed&gt; to the ending of a word indicates it already happened (changes the tense).</p> <p>A compound word is formed when two individual words are put together to make a new word.</p> <p>The meaning of a compound word can be similar to or different from the two individual words that were combined to form the word.</p>	<p>Identify words according to their base.</p> <p>Recognize suffixes in oral or written language.</p> <p>Add or remove suffixes to make words plural or singular.</p> <p>Add or remove suffixes to change the tense of words.</p> <p>Recognize compound words.</p> <p>Describe changes in meaning that occur when two words are combined to form a compound word..</p>
	<p><b>Phonics:</b> 1P1.2 Letter combinations represent units of sound within a word.</p>	<p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p> <p>Two or more letters can represent a single sound.</p> <p>Letters in words can be silent.</p>	<p>Associate sounds to letters and letter sequences.</p> <p>Experiment with letters, sounds, and words to create new words.</p> <p>Read one- to two-syllable words that include the 60 most frequent letter-sound correspondences.</p> <p>Recognize and use long and short vowel sounds in</p>

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		<p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by &lt;r&gt; can make a new sound (e.g., ti-ger, tum, and bird).</p>	<p>words.</p> <p>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that represent them.</p> <p>Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.</p> <p>Identify short vowel sounds in words and identify the letters that represent them.</p> <p>Identify long vowel sounds in words and identify the letters that represent them.</p> <p>Recognize how the letter &lt;r&gt; can influence the vowel sound.</p>

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	<b>Fluency:</b> 1F1.3 Fluent and phrased reading can increase the ability to comprehend written messages.	Phrased reading sounds like spoken language.  Fluent reading includes stopping at periods and pausing at commas.  Expression includes purposeful movement of the voice (pitch), including <ul style="list-style-type: none"> <li>• loud and soft stresses of words</li> <li>• raising the voice as a response to question marks</li> <li>• alternating the voice to show excitement as a response to exclamation marks</li> </ul>	Read phrases smoothly, taking punctuation into consideration.  Read texts aloud, with appropriate expression.
<b>Use references</b> <ul style="list-style-type: none"> <li>• use a displayed alphabet as an aid when writing</li> <li>• use personal word books, print texts and environmental print to assist with writing</li> <li>• name and match the upper and lower case forms of letters</li> </ul>			
<b>2.2 Respond to Texts</b>			
<b>Experience various texts</b> <ul style="list-style-type: none"> <li>• participate in shared listening, reading and viewing experiences, using oral, print</li> </ul>			

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and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons <ul style="list-style-type: none"> <li>• illustrate and enact stories, rhymes and songs</li> <li>• remember and retell familiar stories and rhymes</li> </ul>			

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<p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"> <li>• relate aspects of stories and characters to personal feelings and experiences</li> <li>• retell interesting or important aspects of oral, print and other media texts</li> <li>• tell or represent the beginning, middle and end of stories</li> <li>• tell, represent or write about experiences similar or related to those in oral, print and other media texts</li> <li>• tell what was liked or disliked about oral, print and other media texts</li> </ul>	<p><b>Text Forms and Structure:</b> 11.3 Knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional).</p>	<p><b>Imaginary (fictional) stories can include</b></p> <ul style="list-style-type: none"> <li>• fairy tales</li> <li>• fables</li> <li>• realistic stories</li> </ul> <p>A fable is a short story that has a moral and often includes animals as characters.</p> <p>Stories have structures (elements), including</p> <ul style="list-style-type: none"> <li>• characters</li> <li>• setting</li> <li>• events</li> </ul> <p>A narrator is the person or character telling a story.</p>	<p>Describe story elements within a variety of imaginary stories.</p> <p>Create imaginative representations or dramatizations of stories that include characters, setting, and events.</p> <p>Examine information provided by the narrator in a story or message.</p>
<p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>• identify how words can imitate sounds and create special effects</li> <li>• experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts</li> </ul>			
<p><b>2.3 Understand Forms, Elements and Techniques</b></p>			
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>• distinguish differences in the ways various oral, print and other media texts are organized</li> </ul>			

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<ul style="list-style-type: none"> <li>identify various forms of media texts</li> </ul>			
<b>Understand techniques and elements</b> <ul style="list-style-type: none"> <li>know that stories have beginnings, middles and endings</li> <li>tell what characters do or what happens to them in a variety of oral, print and other media texts</li> </ul>			
<b>Experiment with language</b> <ul style="list-style-type: none"> <li>demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play</li> </ul>	<b>Phonological Awareness:</b> 1PA1.1 Sounds in words (phonemes) can be repeated for effect.	A series of words or phrases that begin with the same sound can be combined for humorous effect (alliteration) (e.g., tongue twisters).	Generate alliterative words. Generate alliterative phrases.
	<b>Phonological Awareness:</b> 1PA1.2 Rhyming words can be present in a variety of oral language contexts.	Words that rhyme can have more than one syllable.	Generate rhyming words that have up to three syllables. Recall simple songs or poems that contain words that rhyme.
<b>2.4 Create Original Text</b>			
<b>Generate ideas</b> <ul style="list-style-type: none"> <li>generate and contribute ideas for individual or group oral, print and other media texts</li> </ul>			
<b>Elaborate on the expression of ideas</b> <ul style="list-style-type: none"> <li>change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts</li> </ul>	<b>Text Forms and Structure:</b> 1T1.5 Poetry explores ideas and feelings and helps us to connect to our experiences.	Poems can describe ideas and feelings in creative and joyful ways. Poems and songs can contain words and phrases that rhyme. Some poems rhyme and some do not.	Share connections between personal experiences and messages represented through poetry and song. Determine if a poem rhymes or if it does not.
<b>Structure texts</b> <ul style="list-style-type: none"> <li>write, represent and tell brief narratives about own ideas and experiences</li> <li>recall and retell or represent favourite</li> </ul>	<b>Writing:</b> 1W1.2 Creative expression can inspire imaginative thinking and fun.	Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression. Writing can support creative expression of ideas through	Collect ideas that are inspired by a variety of experiences. Apply creative thinking to create or make changes to a representation of a message.

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stories		<p>organization and word choice.</p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> <li>• people</li> <li>• places</li> <li>• things</li> <li>• stories</li> <li>• images</li> <li>• information</li> </ul> <p>Creative ideas can be organized in a variety of ways.</p> <p>In creative writing, word choice can paint a picture in the reader's mind.</p> <p>Creative ideas can be clarified by adding words that describe things that can be seen, heard, smelled, tasted, or touched (sensory language).</p>	<p>Express ideas and information through a variety of written forms.</p> <p>Identify effective use of sensory language in stories, songs, or print texts.</p> <p>Include sensory language to enhance ideas in creative writing.</p>
<b>General Outcome 3: Manage Ideas and Information</b>			
<b>3.1 Plan and Focus</b>			
<p><b>Focus attention</b></p> <ul style="list-style-type: none"> <li>• explore and share own ideas on topics of discussion and study</li> <li>• connect information from oral, print and other media texts to topics of study</li> </ul>			
<p><b>Determine information needs</b></p> <ul style="list-style-type: none"> <li>• ask and answer questions to satisfy information needs on a specific topic</li> </ul>			
<p><b>Plan to gather information</b></p> <ul style="list-style-type: none"> <li>• follow spoken directions for gathering ideas and information</li> </ul>			
<b>3.2 Select and Process</b>			

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Use a variety of sources	Writing:		
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<ul style="list-style-type: none"> <li>find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips</li> </ul>	<p>1W1.3 Research processes can be used to gather and record factual information.</p>	<p>Factual information can be gathered to support sharing ideas about things that are real.</p> <p>Factual information can come from a variety of digital or non-digital sources, including</p> <ul style="list-style-type: none"> <li>people</li> <li>places</li> <li>print</li> <li>images</li> <li>observations</li> </ul> <p>Organizational tools, such as graphic organizers, can be used to record factual information.</p>	<p>Ask questions to identify research topics.</p> <p>Gather factual information from a variety of digital or non-digital sources.</p> <p>Use organizational tools to record information.</p> <p>Record factual information in various ways.</p>
<p><b>Access information</b></p> <ul style="list-style-type: none"> <li>use text features, such as illustrations, titles and opening shots in video programs, to access information</li> <li>use questions to find specific information in oral, print and other media texts</li> <li>understand that library materials are organized systematically</li> </ul>	<p><b>Text Forms and Structure:</b></p> <p>1T1.4 Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge.</p>	<p>Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including</p> <ul style="list-style-type: none"> <li>personal stories</li> <li>instructions</li> <li>observations</li> </ul> <p>Informational texts have structures, including</p> <ul style="list-style-type: none"> <li>main idea</li> <li>supporting details</li> <li>sequencing</li> </ul>	<p>Examine ways that information can be organized and shared to support learning.</p>
<p><b>Evaluate sources</b></p> <ul style="list-style-type: none"> <li>match information to research needs</li> </ul>			

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<b>3.3 Organize, Record and Evaluate</b>			
<b>Organize information</b> <ul style="list-style-type: none"> <li>identify or categorize information according to sequence, or similarities and differences</li> <li>list related ideas and information on a topic, and make statements to accompany pictures</li> </ul>	<b>Text Forms and Structure:</b> 1T1.1 Ideas and information can be organized by <b>purpose, form, or structure.</b>	<b>Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.</b>  <b>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</b>  <b>Messages can be shared digitally or non-digitally through</b> <ul style="list-style-type: none"> <li>reading</li> <li>writing</li> <li>listening</li> <li>speaking</li> </ul>	Discuss reasons for messages to be shared.  Identify messages that provide enjoyment.  Describe the differences between messages that are imaginary (fiction) or real (non-fiction).  Discuss forms used to organize messages.  Identify the beginning, middle, and ending in a message.  Identify messages in a variety of environmental print.

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		<ul style="list-style-type: none"> <li>viewing</li> <li>representing</li> </ul> <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> <li>books</li> <li>stories</li> <li>pictures</li> <li>land</li> </ul> <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> <li>beginning</li> <li>middle</li> <li>ending</li> </ul> <p>Environmental print includes signs, symbols, and words.</p> <p>Books and other forms of print are organized in specific ways (concepts of print):</p> <ul style="list-style-type: none"> <li>A book has a title and an author.</li> <li>Print is read from left to right and top to bottom with a return sweep.</li> <li>Each print word represents one spoken word when read aloud.</li> <li>Sentences are made up of words.</li> <li>Words are separated by spaces in sentences.</li> <li>Punctuation marks can signal the end of a sentence.</li> </ul>	Identify the title and author or creator of a variety of digital or non-digital messages.  Read print from left to right with a return sweep.  Read print with accurate one-to-one word matching.  Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.

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	<b>Text Forms and Structure:</b> 1T1.2 Messages can be clarified and organized using text features.	Features that clarify and organize messages can be digital or non-digital, including <ul style="list-style-type: none"> <li>• colour, font, or bolding</li> <li>• titles and headings</li> </ul>	Examine a variety of features that help clarify messages.  Include a variety of features to help organize or clarify personal messages.
<b>Record information</b> <ul style="list-style-type: none"> <li>• represent and explain key facts and ideas in own words</li> </ul>	<b>Writing:</b> 1W1.1 Ideas and information can be shared through written messages.	Processes that can be used to support writing messages include <ul style="list-style-type: none"> <li>• planning</li> <li>• writing</li> <li>• editing</li> <li>• sharing</li> </ul>	Create written messages that align with an intended audience or purpose.  Create written messages in a variety of forms to represent ideas or information.  Generate ideas that can be expressed through

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		Planning involves thinking or talking about <ul style="list-style-type: none"> <li>• why you are writing a message (purpose)</li> <li>• who will be reading the message (audience)</li> <li>• the form the message will take</li> <li>• ideas</li> </ul> Messages can be written in sentences that contain complete thoughts.  Several sentences can be written to expand on one idea.  Editing involves correcting errors in spelling, grammar, and punctuation.  Messages can be created by individuals or groups.  Messages are owned by their creators.	messages.  Combine ideas in a logical sequence to create sentences.  Write sentences that contain complete thoughts and make sense.  Edit written work for spelling, grammar, and punctuation.  Add images or features to written messages.  Share messages with others.  Include own name on messages created.  Identify individuals or groups that have created messages.
<b>Evaluate information</b> <ul style="list-style-type: none"> <li>• recognize and use gathered information to communicate new learning</li> </ul>	<b>Writing:</b> 1W1.4 Written messages can be created using a variety of digital or non-digital methods or tools.	Digital or non-digital methods or tools used to create written messages include printing and keyboarding.	Print letters and words with appropriate size and spacing.  Consistently grasp writing tools correctly.  Locate letter keys on a keyboard to type messages.

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<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <ul style="list-style-type: none"> <li>share ideas and information from oral, print and other media texts with familiar audiences</li> <li>answer questions directly related to texts</li> </ul>			
<b>Review research process</b> <ul style="list-style-type: none"> <li>talk about information gathering experiences by describing what was interesting, valuable or helpful</li> </ul>			
<i>General Outcome 4 : Enhance the clarity and artistry of communication</i>			
<b>4.1 Enhance and Improve</b>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<b>Appraise own and others' work</b> <ul style="list-style-type: none"> <li>ask or respond to questions or comments related to the content of own or others' pictures, stories or talk</li> </ul>			
<b>Revise and edit</b> <ul style="list-style-type: none"> <li>rephrase by adding or deleting words, ideas or information to make better sense</li> <li>check for obvious spelling errors and missing words</li> </ul>	<b>Conventions:</b> 1CV1.2 Language has structures (grammar) that can help express messages.	Sentence types include telling (declarative) or asking (interrogative).  Sentences include a noun and a verb.  A noun is a person, a place, a thing, or an animal.  A verb is an action word.	Recognize sentences in oral or written language that include a complete thought or idea.  Differentiate between telling and asking sentences.  Differentiate between nouns and verbs.

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<p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>• print letters legibly from left to right, using lines on a page as a guide</li> <li>• use appropriate spacing between letters in words and between words in sentences</li> <li>• explore and use the keyboard to produce text</li> </ul>			
<p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>• identify and use an increasing number of words and phrases related to personal interests and topics of study</li> <li>• experiment with letters, sounds, words and word patterns to learn new words</li> </ul>	<p><b>Phonics:</b> 1P1.1 Letters represent sounds in words.</p>	<p>The English alphabet consists of a set of 26 letters that represent sounds.</p> <p>Letters can be upper case or lower case.</p>	<p>Recognize both upper case and lower case letters of the alphabet fluently.</p> <p>Distinguish between letters that are consonants and letters that are vowels.</p> <p>Make connections between letters and sounds in words.</p>
<p><b>Enhance artistry</b></p> <ul style="list-style-type: none"> <li>• use words and pictures to add sensory detail in oral, print and other media texts</li> </ul>			
<p><b>4.2 Attend to Conventions</b></p>			
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>• speak in complete statements, as</li> </ul>			

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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p>appropriate</p> <ul style="list-style-type: none"> <li>write simple statements, demonstrating awareness of capital letters and periods</li> </ul>			
<p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing</li> <li>spell phonically irregular high frequency words in own writing</li> <li>use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing</li> <li>know that words have conventionally accepted spellings</li> </ul>	<p><b>Phonological Awareness:</b> 1PA1.3 Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.</p>	<p>Compound words can be separated into two individual words.</p> <p>Words can be separated into syllables.</p> <p>Words can be separated into sounds.</p> <p>Sounds can be identified at the beginning, in the middle, or at the ending of spoken words.</p>	<p>Identify individual words in compound words.</p> <p>Identify syllables in words that have three or more syllables.</p> <p>Segment the sounds of words containing up to five phonemes.</p>
	<p><b>Phonological Awareness:</b> 1PA1.4 Words can be formed by blending words, parts of words, or sounds.</p>	<p>Two separate words can be blended to form a new word (compound word).</p> <p>Syllables can be blended to form new words.</p> <p>Sounds (phonemes) can be blended to form words.</p>	<p>Blend two words to form compound words.</p> <p>Blend syllables in words that have two to three syllables.</p> <p>Blend sounds in words that have up to five phonemes.</p>
	<p><b>Phonological Awareness:</b> 1PA1.5 Sounds in words can be added, deleted, or substituted (manipulated).</p>	<p>Sounds can be added to the beginning, middle, or ending of words.</p> <p>Sounds can be deleted from the beginning, middle, or ending of words.</p> <p>Sounds can be substituted for different sounds at the beginning, middle, or ending of words.</p>	<p>Recognize the position of letters in words.</p> <p>Add sounds to the beginning, middle, or ending of words.</p> <p>Delete sounds from the beginning, middle, or ending of words.</p> <p>Substitute one sound for another in one-syllable words.</p>
	<p><b>Phonics:</b> 1P1.2 Letter combinations represent units of sound within a word.</p>	<p>There is a relationship between written letters (graphemes) and the sounds they represent (phonemes).</p> <p>Two or more letters can represent a single sound.</p> <p>Letters in words can be silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by &lt;r&gt; can make a new sound (e.g., ti-ger, tum, and bird).</p>	<p>Associate sounds to letters and letter sequences.</p> <p>Experiment with letters, sounds, and words to create new words.</p> <p>Read one- to two-syllable words that include the 60 most frequent letter-sound correspondences.</p> <p>Recognize and use long and short vowel sounds in words.</p> <p>Read and write consonant sounds in the beginning, middle, and ending of words using the letters that</p>

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			<p>represent them.</p> <p>Read and write two consonant letters that represent one sound at the beginning, middle, and ending of words.</p> <p>Identify short vowel sounds in words and identify the letters that represent them.</p> <p>Identify long vowel sounds in words and identify the letters that represent them.</p> <p>Recognize how the letter &lt;r&gt; can influence the vowel sound.</p>
	<p><b>Conventions:</b> 1CV1.3 Spelling patterns can support the spelling of unfamiliar words.</p>	<p>Spelling patterns can look the same or sound the same (word families).</p> <p>Spelling patterns include</p> <ul style="list-style-type: none"> <li>• vowel-consonant (VC) (e.g., at)</li> <li>• consonant-vowel-consonant (CVC) (e.g., top)</li> <li>• vowel-consonant-silent "e" (VCe) (e.g., ice)</li> </ul> <p>Some words can be made plural by adding an &lt;s&gt; or &lt;es&gt;.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> <li>• short vowel sounds (e.g., mat)</li> <li>• long vowel sounds (e.g., green)</li> </ul> <p>Some words are not spelled in predictable ways (e.g., walk).</p>	<p>Recognize letter patterns in words.</p> <p>Apply spelling patterns to spell unfamiliar words.</p> <p>Spell 125 high-frequency words.</p> <p>Examine words that are not spelled in predictable ways.</p>

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	<p><b>Conventions:</b>  <b>1CV1.4 Spelling words correctly helps written messages to be understood.</b></p>	<p>Words have correct spellings.</p> <p><b>Every word and every syllable contains a vowel.</b></p> <p><b>Articulating words slowly can help to identify sounds.</b></p> <p><b>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</b></p> <p><b>Digital or non-digital supports can be used to help spell words correctly, including</b></p> <ul style="list-style-type: none"> <li>• <b>personal word lists</b></li> <li>• <b>dictionaries</b></li> </ul>	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell unfamiliar words.</p> <p>Include a vowel in every word.</p> <p>Attempt to spell unknown words using letter-sound relationships.</p> <p>Say words slowly to identify sounds when spelling words.</p> <p>Use visualization to help spell words.</p> <p>Use a variety of supports to spell and check the spelling</p>
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Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
		<ul style="list-style-type: none"> <li>• <b>environmental print</b></li> <li>• <b>peers, teachers, or parents/guardians</b></li> <li>• </li> </ul>	of words.
<p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"> <li>• capitalize the first letter of names and the pronoun “I” in own writing</li> <li>• identify periods, exclamation marks and question marks when reading, and use them to assist comprehension</li> </ul>	<p><b>Conventions:</b>            Capitalization and punctuation can support the meaning of a message.</p>	<p><b>Capitalization is used for</b></p> <ul style="list-style-type: none"> <li>• <b>first and last names</b></li> <li>• <b>first word of a sentence</b></li> <li>• <b>names of places</b></li> <li>• <b>days of the week</b></li> <li>• <b>months</b></li> </ul> <p>Punctuation marks can signal the end of a sentence and make ideas clear.</p> <p>Punctuation includes</p> <ul style="list-style-type: none"> <li>• a period</li> <li>• a question mark</li> <li>• an exclamation mark</li> </ul>	<p>Apply capital letters when writing first and last names.</p> <p>Apply capital letters when writing the first word of a sentence.</p> <p><b>Apply capital letters when writing names of places.</b></p> <p><b>Apply capital letters when writing days of the week and months.</b></p> <p>Identify and use end punctuation in sentences.</p>

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<b>4.3 Present and Share</b>			
<b>Present information</b> <ul style="list-style-type: none"> <li>present ideas and information to a familiar audience, and respond to questions</li> </ul>			
<b>Enhance presentation</b> <ul style="list-style-type: none"> <li>add such details as labels, captions and pictures to oral, print and other media texts</li> </ul>			
<b>Use effective oral and visual communication</b> <ul style="list-style-type: none"> <li>speak in a clear voice, with appropriate volume, to an audience</li> </ul>	<b>Oral Language:</b> <b>1O1.3 Listening is an active process that supports understanding.</b>	<b>Listening involves maintaining attention and focus.</b> <b>Listening includes asking and responding to questions.</b> <b>Discussions involve listening and contributing.</b> <b>Listening processes can look different for individuals or within communities.</b>	<b>Ask questions to clarify information during discussions.</b> <b>Respond orally to questions during discussions.</b> <b>Contribute to discussions as a listener and speaker.</b> <b>Listen to and follow two-step instructions.</b>
<b>Demonstrate attentive listening and viewing</b>			

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<ul style="list-style-type: none"> <li>ask questions to clarify information</li> <li>be attentive and show interest during listening or viewing activities</li> </ul>			
<b>General Outcome 5.1 : Respect Others and Strengthen Community</b>			
<b>5.1 Respect Others and Strengthen Community</b>			
<b>Appreciate diversity</b> <ul style="list-style-type: none"> <li>share personal experiences and family traditions related to oral, print and other media texts</li> </ul>			

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<p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"> <li>share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishment</li> </ul>			
<p><b>Use language to show respect</b></p> <ul style="list-style-type: none"> <li>use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns</li> </ul>			
<p><b>5.2 Work within a Group</b></p>			
<p><b>Cooperate with others</b></p> <ul style="list-style-type: none"> <li>work in partnerships and groups</li> <li>help others and ask others for help</li> </ul>			
<p><b>Work in groups</b></p> <ul style="list-style-type: none"> <li>ask questions and contribute ideas related to class investigations on topics of interest</li> <li>take turns sharing ideas and information</li> </ul>			

Outcomes (2000 Curriculum)	Understandings (2022 Curriculum) (highlighted = new)	Knowledge (highlighted = new)	Skills and Procedures (highlighted = new)
<p><b>Evaluate group process</b></p> <ul style="list-style-type: none"> <li>recognize personal contributions to group process</li> </ul>			