

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

English Language Arts and Literature Curriculum (*English Language Arts & Literature Subject Introduction* - <https://curriculum.learnalberta.ca/printable-curriculum/en/home>)

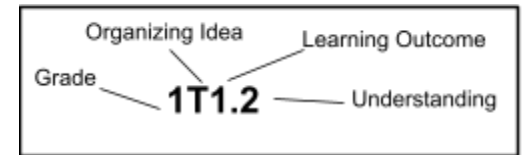
What Is English Language Arts and Literature?

Language is a uniquely structured system that forms the basis for thinking, communicating, and learning. Influenced by numerous cultures and languages over many centuries, English has grown to become a prominent language for international communication. English language arts and literature involves learning about historical aspects and contemporary applications of the English language through the interrelated strands of reading, writing, listening, speaking, viewing, and representing. Engagement with a wide variety of texts offers students opportunities to expand their thinking beyond personal experiences, to think critically about ideas and information, and to explore creative expression. Focusing on developing the ability of students to communicate effectively in a variety of contexts, to inform, persuade, or entertain, English language arts and literature also aims to spark the imagination, inspire a love for learning, and develop appreciation for the rich diversity of human experiences shared through language, literature, and story. Experiences in English language arts and literature help students develop deep understandings of others and themselves, build and strengthen interpersonal relationships, and engage in responsible citizenship.

Language, Literacy, and Literature

Oral language development is an active process that begins at birth and expands throughout a lifetime. Listening and speaking form the foundation for literacy development as students participate in oral language experiences and share in the oral traditions of their families and communities. These skills are further developed and applied in a variety of oral language experiences in English language arts and literature that include oral storytelling, discussions, drama, and presentations. Students learn to be active listeners, and they explore and purposefully select a variety of digital or non-digital forms and tools to enhance presentation delivery and capture the attention of an audience. Literacy involves acquiring and applying the understanding and skills necessary to decode, evaluate, and logically communicate ideas and build meaning. Foundational literacy focuses on clear and developmentally appropriate learning in the areas of phonological awareness and phonics. Students in English language arts and literature develop the ability to identify and manipulate sounds in oral language and understand relationships between sounds and the letters that represent them. A focus on fluency fosters, within students, the ability to read a range of texts accurately, automatically, and with expression. Students apply strategies to comprehend increasingly complex messages and they expand their verbal and written vocabulary through the study of word meanings, origins, and structures. Communicating well in a modern world involves understanding social practices, relationships, cultures, and information. Engaging with a variety of traditional, contemporary, and emerging texts enables students to see how text form and structure can influence the representation and interpretation of ideas and information. Analyzing media texts helps students understand how text creators seek to persuade and helps students become thoughtful consumers of media. In English language arts and literature, students differentiate between fact and opinion and discover the artistry of messages shared through poetry, image, and song. The study of quality literature empowers students to understand contextual nuances of time and place and gain insight into our inherited literary traditions. Local First Nations, Métis, Inuit, and Francophone stories reflect the diverse cultures, histories, and perspectives of the founding peoples of Alberta. By exploring stories from both local and global communities in English language arts and literature, students build empathy, broaden perspectives, and expand worldviews. As text creators, students explore ways to share their ideas, responding to texts they encounter and to the world around them. Throughout English language arts and literature, students apply writing processes and language conventions to organize ideas and communicate effectively in a variety of digital or non-digital contexts. They learn to form opinions based on quality research from multiple sources of information and to support their opinions with evidence and logical arguments. They develop ethical citizenship by learning about and following protocols for accessing information and citing sources. Students explore the English language to craft and shape ideas, instilling beauty or persuasion within compositions and presentations to reflect style and discover their own unique voice. The English language arts and literature curriculum provides solid foundations in language, literacy, and literature that will support Alberta's students in achieving personal and academic goals. Students will engage in formal and informal exchanges, demonstrating respect, humility, and responsibility as they seek to understand and be understood. By thinking critically, managing information ethically, and sharing ideas effectively, students will be able to adapt to changing conditions, persevere through challenges, and find creative solutions. As confident and competent communicators, Alberta's students will be better prepared to achieve successful and fulfilling lives while making meaningful contributions to their communities and the world.

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance



Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Text Forms and Structure: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.					
Guiding Question: How can the organization of ideas and information support the sharing of messages?					
Learning Outcome: 1T1 Students examine ways that messages can be organized and presented for different purposes.					
Understanding: 1T1.1 Ideas and information can be organized by purpose, form, or structure.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally through</p> <ul style="list-style-type: none"> reading writing listening speaking viewing 	<p>Discuss reasons for messages to be shared.</p> <p>Identify messages that provide enjoyment.</p> <p>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Discuss forms used to organize messages.</p> <p>Identify the beginning, middle, and ending in a message.</p> <p>Identify messages in a variety of environmental print.</p>	<p>Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally through</p> <ul style="list-style-type: none"> reading writing listening speaking viewing 	<p>Discuss reasons for messages to be shared.</p> <p>Identify messages that provide enjoyment.</p> <p>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Discuss forms used to organize messages.</p> <p>Identify the beginning, middle, and ending in a message.</p> <p>Identify messages in a variety of environmental print.</p>	<p>Messages can be shared for different reasons (purposes), including to learn, have fun, and stay safe.</p> <p>Messages can depict ideas and information that are imaginary (fiction) or real (non-fiction).</p> <p>Messages can be shared digitally or non-digitally through</p> <ul style="list-style-type: none"> reading writing listening speaking viewing 	<p>Discuss reasons for messages to be shared.</p> <p>Identify messages that provide enjoyment.</p> <p>Describe the differences between messages that are imaginary (fiction) or real (non-fiction).</p> <p>Discuss forms used to organize messages.</p> <p>Identify the beginning, middle, and ending in a message.</p> <p>Identify messages in a variety of environmental print.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

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<ul style="list-style-type: none"> representing <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> books stories pictures land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> beginning middle ending <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"> A book has a title and an author. Print is read from left to right and top to bottom with a return sweep. Each print word represents one spoken word when read aloud. 	<p>Identify the title and author or creator of a variety of digital or non-digital messages.</p> <p>Read print from left to right with a return sweep.</p> <p>Read print with accurate one-to-one word matching.</p> <p>Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.</p>	<ul style="list-style-type: none"> representing <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> books stories pictures land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> beginning middle ending <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"> A book has a title and an author. Print is read from left to right and top to bottom with a return sweep. Each print word represents one spoken word when read aloud. 	<p>Identify the title and author or creator of a variety of digital or non-digital messages.</p> <p>Read print from left to right with a return sweep.</p> <p>Read print with accurate one-to-one word matching.</p> <p>Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.</p>	<ul style="list-style-type: none"> representing <p>Messages can be shared in a variety of forms, including</p> <ul style="list-style-type: none"> books stories pictures land <p>Stories, both real and imaginary, can follow a structure, including</p> <ul style="list-style-type: none"> beginning middle ending <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"> A book has a title and an author. Print is read from left to right and top to bottom with a return sweep. Each print word represents one spoken word when read aloud. 	<p>Identify the title and author or creator of a variety of digital or non-digital messages.</p> <p>Read print from left to right with a return sweep.</p> <p>Read print with accurate one-to-one word matching.</p> <p>Examine sentences that start with a capital letter, have spaces between words, and end with punctuation.</p>

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Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> Sentences are made up of words. Words are separated by spaces in sentences. Punctuation marks can signal the end of a sentence. 		<ul style="list-style-type: none"> Sentences are made up of words. Words are separated by spaces in sentences. Punctuation marks can signal the end of a sentence. 		<ul style="list-style-type: none"> Sentences are made up of words. Words are separated by spaces in sentences. Punctuation marks can signal the end of a sentence. 	
Learning Outcome: 1T1 Students examine ways that messages can be organized and presented for different purposes.					
Understanding: 1T1.2 Messages can be clarified and organized using features.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Features that clarify and organize messages can be digital or non-digital, including <ul style="list-style-type: none"> colour, font, or bolding titles and headings 	Examine a variety of features that help clarify messages. Include a variety of features to help organize or clarify personal messages.	Features that clarify and organize messages can be digital or non-digital, including <ul style="list-style-type: none"> colour, font, or bolding titles and headings 	Examine a variety of features that help clarify messages. Include a variety of features to help organize or clarify personal messages.	Features that clarify and organize messages can be digital or non-digital, including <ul style="list-style-type: none"> colour, font, or bolding titles and headings 	Examine a variety of features that help clarify messages. Include a variety of features to help organize or clarify personal messages.
Learning Outcome: 1T1 Students examine ways that messages can be organized and presented for different purposes.					
Understanding: 1T1.3 Knowledge can be built and expanded by exploring stories and ideas that are imaginary (fictional)					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Imaginary (fictional) stories can include <ul style="list-style-type: none"> fairy tales 	Describe story elements within a variety of imaginary stories.	Imaginary (fictional) stories can include <ul style="list-style-type: none"> fairy tales 	Describe story elements within a variety of imaginary stories.	Imaginary (fictional) stories can include <ul style="list-style-type: none"> fairy tales 	Describe story elements within a variety of imaginary stories.

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> • fables • realistic stories <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"> • characters • setting • events <p>A narrator is the person or character telling a story.</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>	<ul style="list-style-type: none"> • fables • realistic stories <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"> • characters • setting • events <p>A narrator is the person or character telling a story.</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>	<ul style="list-style-type: none"> • fables • realistic stories <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"> • characters • setting • events <p>A narrator is the person or character telling a story.</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>Learning Outcome: 1T1 Students examine ways that messages can be organized and presented for different purposes.</p>					
<p>Understanding: 1T1.4 Messages that share ideas and information that are real or true (non-fiction) can encourage thinking and build knowledge.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Real information or ideas (non-fiction) can be shared through digital or non-digital forms, including</p> <ul style="list-style-type: none"> • personal stories • instructions • observations <p>Informational texts have structures, including</p>	<p>Examine ways that information can be organized and shared to support learning.</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"> • personal stories • instructions • observations <p>Informational texts have structures, including</p>	<p>Examine ways that information can be organized and shared to support learning.</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"> • personal stories • instructions • observations <p>Informational texts have structures, including</p>	<p>Examine ways that information can be organized and shared to support learning.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> main idea supporting details sequencing 		<ul style="list-style-type: none"> main idea supporting details sequencing 		<ul style="list-style-type: none"> main idea supporting details sequencing 	
Learning Outcome: 1T1 Students examine ways that messages can be organized and presented for different purposes.					
Understanding: 1T1.5 Poetry explores ideas and feelings and helps us to connect to our experiences.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Some poems rhyme and some do not.</p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p>Determine if a poem rhymes or if it does not.</p>	<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Some poems rhyme and some do not.</p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p>Determine if a poem rhymes or if it does not.</p>	<p>Poems can describe ideas and feelings in creative and joyful ways.</p> <p>Poems and songs can contain words and phrases that rhyme.</p> <p>Some poems rhyme and some do not.</p>	<p>Share connections between personal experiences and messages represented through poetry and song.</p> <p>Determine if a poem rhymes or if it does not.</p>

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Organizing Idea: Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.					
Guiding Question: In what ways can listening and speaking be applied to develop oral communication?					
Learning Outcome: 1O1 Students develop listening and speaking skills through sharing stories and information.					
Understanding: 1O1.1 Oral traditions can provide opportunities to learn and think about kinship.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</p> <p>Kinship involves belonging and relationships.</p> <p>Oral stories are highly valued in many communities.</p> <p>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Practise listening and speaking skills through sharing oral stories.</p> <p>Recognize kinship in a variety of oral stories.</p> <p>Discuss special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</p> <p>Kinship involves belonging and relationships.</p> <p>Oral stories are highly valued in many communities.</p> <p>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Practise listening and speaking skills through sharing oral stories.</p> <p>Recognize kinship in a variety of oral stories.</p> <p>Discuss special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Stories that are shared through listening and speaking (oral traditions) can be handed down from generation to generation.</p> <p>Kinship involves belonging and relationships.</p> <p>Oral stories are highly valued in many communities.</p> <p>Communities may have special rules (protocols) about how, when, or with whom stories are shared.</p>	<p>Practise listening and speaking skills through sharing oral stories.</p> <p>Recognize kinship in a variety of oral stories.</p> <p>Discuss special rules (protocols) about how, when, or with whom stories are shared.</p>
Learning Outcome: 1O1 Students develop listening and speaking skills through sharing stories and information.					
Understanding: 1O1.2 Listening and speaking can be used to share messages in a variety of situations.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Listening and speaking skills	Share experiences, ideas, and information with	Listening and speaking skills	Share experiences, ideas, and information with	Listening and speaking skills	Share experiences, ideas, and information with

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>can be developed through</p> <ul style="list-style-type: none"> discussions songs poems stories dramatizations presentations <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>	<p>appropriate volume, tone, and pace.</p> <p>Adjust speaking volume, tone, and pace for a variety of situations.</p> <p>Present stories, songs, poems, or dramatizations individually or as part of a group.</p>	<p>can be developed through</p> <ul style="list-style-type: none"> discussions songs poems stories dramatizations presentations <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>	<p>appropriate volume, tone, and pace.</p> <p>Adjust speaking volume, tone, and pace for a variety of situations.</p> <p>Present stories, songs, poems, or dramatizations individually or as part of a group.</p>	<p>can be developed through</p> <ul style="list-style-type: none"> discussions songs poems stories dramatizations presentations <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>	<p>appropriate volume, tone, and pace.</p> <p>Adjust speaking volume, tone, and pace for a variety of situations.</p> <p>Present stories, songs, poems, or dramatizations individually or as part of a group.</p>
<p>Learning Outcome: 1O1 Students develop listening and speaking skills through sharing stories and information.</p>					
<p>Understanding: 1O1.3 Listening is an active process that supports understanding.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Listening involves maintaining attention and focus.	Ask questions to clarify information during discussions.	Listening involves maintaining attention and focus.	Ask questions to clarify information during discussions.	Listening involves maintaining attention and focus.	Ask questions to clarify information during discussions.

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Listening includes asking and responding to questions.	Respond orally to questions during discussions.	Listening includes asking and responding to questions.	Respond orally to questions during discussions.	Listening includes asking and responding to questions.	Respond orally to questions during discussions.
Discussions involve listening and contributing.	Contribute to discussions as a listener and speaker.	Discussions involve listening and contributing.	Contribute to discussions as a listener and speaker.	Discussions involve listening and contributing.	Contribute to discussions as a listener and speaker.
Listening processes can look different for individuals or within communities.	Listen to and follow two-step instructions.	Listening processes can look different for individuals or within communities.	Listen to and follow two-step instructions.	Listening processes can look different for individuals or within communities.	Listen to and follow two-step instructions.
Learning Outcome: 1O1 Students develop listening and speaking skills through sharing stories and information.					
Understanding: 1O1.4 Verbal and non-verbal language can be used to communicate messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Messages can be shared through sounds and words (verbally).	Examine verbal and non-verbal language that is appropriate for a variety of situations.	Messages can be shared through sounds and words (verbally).	Examine verbal and non-verbal language that is appropriate for a variety of situations.	Messages can be shared through sounds and words (verbally).	Examine verbal and non-verbal language that is appropriate for a variety of situations.
Messages can be shared without sounds or words (non-verbally) through body language, such as	Adjust verbal or non-verbal language according to a variety of situations.	Messages can be shared without sounds or words (non-verbally) through body language, such as	Adjust verbal or non-verbal language according to a variety of situations.	Messages can be shared without sounds or words (non-verbally) through body language, such as	Adjust verbal or non-verbal language according to a variety of situations.
<ul style="list-style-type: none"> eye contact movements facial expressions 		<ul style="list-style-type: none"> eye contact movements facial expressions 		<ul style="list-style-type: none"> eye contact movements facial expressions 	

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

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Organizing Idea: Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.					
Guiding Question: How can vocabulary and morphological awareness work together to increase knowledge of words?					
Learning Outcome: 1V1 Students analyze word formation and meaning.					
Understanding: 1V1.1 Learning new words improves comprehension and communication.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> unknown to most learners critical for comprehending new texts useful and may be encountered in the future <p>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.</p> <p>An antonym is a word that has the opposite meaning of another word.</p>	<p>Confirm word meanings in a variety of ways.</p> <p>Identify the meaning of tier 2 words and use them in sentences.</p> <p>Use tier 3 words in discussions.</p> <p>Recognize that words can be replaced with synonyms.</p> <p>Investigate antonyms when comparing words.</p> <p>Transfer understandings of words to different situations.</p>	<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> unknown to most learners critical for comprehending new texts useful and may be encountered in the future <p>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.</p> <p>An antonym is a word that has the opposite meaning of another word.</p>	<p>Confirm word meanings in a variety of ways.</p> <p>Identify the meaning of tier 2 words and use them in sentences.</p> <p>Use tier 3 words in discussions.</p> <p>Recognize that words can be replaced with synonyms.</p> <p>Investigate antonyms when comparing words.</p> <p>Transfer understandings of words to different situations.</p>	<p>Vocabulary development includes learning (tier 2) words that are</p> <ul style="list-style-type: none"> unknown to most learners critical for comprehending new texts useful and may be encountered in the future <p>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.</p> <p>An antonym is a word that has the opposite meaning of another word.</p>	<p>Confirm word meanings in a variety of ways.</p> <p>Identify the meaning of tier 2 words and use them in sentences.</p> <p>Use tier 3 words in discussions.</p> <p>Recognize that words can be replaced with synonyms.</p> <p>Investigate antonyms when comparing words.</p> <p>Transfer understandings of words to different situations.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 1V1 Students analyze word formation and meaning.					
Understanding: 1V1.2 Word meanings can change by adding or removing morphemes.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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 <s> or <es> to the ending of a word can indicate more than one (plural).</p> <p>Adding the suffix <ed> 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</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>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 <s> or <es> to the ending of a word can indicate more than one (plural).</p> <p>Adding the suffix <ed> 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</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>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 <s> or <es> to the ending of a word can indicate more than one (plural).</p> <p>Adding the suffix <ed> 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</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>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
word.		word.		word.	

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Phonological Awareness: Foundational literacy is supported by the ability to identify and manipulate sounds in oral language.					
Guiding Question: How does the manipulation of sound in oral language support phonological awareness?					
Learning Outcome: 1PA1 Students manipulate sounds in words in oral language.					
Understanding: 1PA1.1 Sounds in words (phonemes) can be repeated for effect.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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.	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.	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.
Learning Outcome: 1PA1 Students manipulate sounds in words in oral language.					
Understanding: 1PA1.2 Rhyming words can be present in a variety of oral language contexts.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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.	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.	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.

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 1PA1 Students manipulate sounds in words in oral language.					
Understanding: 1PA1.3 Separating words into syllables or phonemes (segmentation) supports the ability to hear and manipulate sounds in words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>
Learning Outcome: 1PA1 Students manipulate sounds in words in oral language.					
Understanding: 1PA1.4 Words can be formed by blending words, parts of words, or sounds.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 1PA1 Students manipulate sounds in words in oral language.					
Understanding: 1PA1.5 Sounds in words can be added, deleted, or substituted (manipulated).					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.					

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Guiding Question: How can understanding relationships between sounds and letters (phonics) increase knowledge of words?					
Learning Outcome: 1P1 Students recognize and analyze letters and sounds in words.					
Understanding: 1P1.1 Letters represent sounds in words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>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>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>
Learning Outcome: 1P1 Students recognize and analyze letters and sounds in words.					
Understanding: 1P1.2 Letter combinations represent units of sound within a word.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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</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</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</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</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</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</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., ti-ger, tum, and bird).</p>	<p>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 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 <r> can influence the vowel sound.</p>	<p>silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., ti-ger, tum, and bird).</p>	<p>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 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 <r> can influence the vowel sound.</p>	<p>silent.</p> <p>Some letters have variable pronunciations.</p> <p>A vowel that is followed by <r> can make a new sound (e.g., ti-ger, tum, and bird).</p>	<p>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 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 <r> can influence the vowel sound.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Fluency: Comprehension and literary appreciation are improved by the ability to read a range of texts accurately, automatically, and with expression.					
Guiding Question: How does reading prosody (expression) support understanding?					
Learning Outcome: 1F1 Students apply accuracy, appropriate rate, and expression in the development of fluency.					
Understanding: 1F1.1 Fluency involves the ability to decode new words with accuracy and at an appropriate rate.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Letters can be recognized quickly and accurately.</p> <p>Sounds in words can be blended quickly and accurately.</p> <p>Words consisting of three phonemes (three sounds) can be blended quickly and accurately.</p>	<p>Identify all 26 letters of the alphabet quickly and accurately.</p> <p>Blend sounds in words with speed and accuracy to decode unfamiliar words.</p>	<p>Letters can be recognized quickly and accurately.</p> <p>Sounds in words can be blended quickly and accurately.</p> <p>Words consisting of three phonemes (three sounds) can be blended quickly and accurately.</p>	<p>Identify all 26 letters of the alphabet quickly and accurately.</p> <p>Blend sounds in words with speed and accuracy to decode unfamiliar words.</p>	<p>Letters can be recognized quickly and accurately.</p> <p>Sounds in words can be blended quickly and accurately.</p> <p>Words consisting of three phonemes (three sounds) can be blended quickly and accurately.</p>	<p>Identify all 26 letters of the alphabet quickly and accurately.</p> <p>Blend sounds in words with speed and accuracy to decode unfamiliar words.</p>
Learning Outcome: 1F1 Students apply accuracy, appropriate rate, and expression in the development of fluency.					
Understanding: 1F1.2 Fluency involves the ability to recognize high-frequency words with accuracy and at an appropriate rate.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>High-frequency words are common words that occur often in written language.</p> <p>Some words that appear often in print cannot be decoded and must be read</p>	<p>Read 125 high-frequency words automatically.</p> <p>Read 125 high-frequency words in sentences and texts.</p>	<p>High-frequency words are common words that occur often in written language.</p> <p>Some words that appear often in print cannot be decoded and must be read</p>	<p>Read 125 high-frequency words automatically.</p> <p>Read 125 high-frequency words in sentences and texts.</p>	<p>High-frequency words are common words that occur often in written language.</p> <p>Some words that appear often in print cannot be decoded and must be read</p>	<p>Read 125 high-frequency words automatically.</p> <p>Read 125 high-frequency words in sentences and texts.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
by sight (e.g., the).		by sight (e.g., the).		by sight (e.g., the).	
Learning Outcome: 1F1 Students apply accuracy, appropriate rate, and expression in the development of fluency.					
Understanding: 1F1.3 Fluent and phrased reading can increase the ability to comprehend written messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Phrased reading sounds like spoken language.</p> <p>Fluent reading includes stopping at periods and pausing at commas.</p> <p>Expression includes purposeful movement of the voice (pitch), including</p> <ul style="list-style-type: none"> • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks 	<p>Read phrases smoothly, taking punctuation into consideration.</p> <p>Read texts aloud, with appropriate expression.</p>	<p>Phrased reading sounds like spoken language.</p> <p>Fluent reading includes stopping at periods and pausing at commas.</p> <p>Expression includes purposeful movement of the voice (pitch), including</p> <ul style="list-style-type: none"> • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks 	<p>Read phrases smoothly, taking punctuation into consideration.</p> <p>Read texts aloud, with appropriate expression.</p>	<p>Phrased reading sounds like spoken language.</p> <p>Fluent reading includes stopping at periods and pausing at commas.</p> <p>Expression includes purposeful movement of the voice (pitch), including</p> <ul style="list-style-type: none"> • loud and soft stresses of words • raising the voice as a response to question marks • alternating the voice to show excitement as a response to exclamation marks 	<p>Read phrases smoothly, taking punctuation into consideration.</p> <p>Read texts aloud, with appropriate expression.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Comprehension: Text comprehension is supported through applying varied strategies and processes, and considering both particular contexts and universal themes.					
Guiding Question: What messages are conveyed through ideas and information within texts?					
Learning Outcome: 1CP1 Students investigate meaning communicated in texts.					
Understanding: 1CP1.1 Understanding text can be enhanced by listening to messages read aloud.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Texts that are listened to can contain more formal or complex language than everyday language.</p> <p>Responses to messages listened to in texts include</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>Listen to a variety of fictional and informational texts that are read aloud.</p> <p>Respond to texts that have been read aloud.</p> <p>Understand words and phrases from texts that have been read aloud.</p>	<p>Texts that are listened to can contain more formal or complex language than everyday language.</p> <p>Responses to messages listened to in texts include</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>Listen to a variety of fictional and informational texts that are read aloud.</p> <p>Respond to texts that have been read aloud.</p> <p>Understand words and phrases from texts that have been read aloud.</p>	<p>Texts that are listened to can contain more formal or complex language than everyday language.</p> <p>Responses to messages listened to in texts include</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>Listen to a variety of fictional and informational texts that are read aloud.</p> <p>Respond to texts that have been read aloud.</p> <p>Understand words and phrases from texts that have been read aloud.</p>
Learning Outcome: 1CP1 Students investigate meaning communicated in texts.					
Understanding: 1CP1.2 Predictable and decodable print texts can be read and understood independently.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Understanding of messages in texts read independently can be shared through</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>Read simple, fully predictable, and decodable texts independently.</p> <p>Understand words and sentences from print texts read independently.</p>	<p>Understanding of messages in texts read independently can be shared through</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>Read simple, fully predictable, and decodable texts independently.</p> <p>Understand words and sentences from print texts read independently.</p>	<p>Understanding of messages in texts read independently can be shared through</p> <ul style="list-style-type: none"> discussions pictures with a few words or sentences 	<p>Read simple, fully predictable, and decodable texts independently.</p> <p>Understand words and sentences from print texts read independently.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
	Share understandings of print texts read independently.		Share understandings of print texts read independently.		Share understandings of print texts read independently.
Learning Outcome: 1CP1 Students investigate meaning communicated in texts.					
Understanding: 1CP1.3 Comprehension involves critical thinking through problem solving, monitoring, and self-correcting.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Word solving includes</p> <ul style="list-style-type: none"> chunking stretching manipulating sounds <p>Self-correcting includes</p> <ul style="list-style-type: none"> altering speed rereading reading on seeking clarification 	<p>Solve unknown words in a variety of ways.</p> <p>Self-correct when print text does not make sense.</p>	<p>Word solving includes</p> <ul style="list-style-type: none"> chunking stretching manipulating sounds <p>Self-correcting includes</p> <ul style="list-style-type: none"> altering speed rereading reading on seeking clarification 	<p>Solve unknown words in a variety of ways.</p> <p>Self-correct when print text does not make sense.</p>	<p>Word solving includes</p> <ul style="list-style-type: none"> chunking stretching manipulating sounds <p>Self-correcting includes</p> <ul style="list-style-type: none"> altering speed rereading reading on seeking clarification 	<p>Solve unknown words in a variety of ways.</p> <p>Self-correct when print text does not make sense.</p>
Learning Outcome: 1CP1 Students investigate meaning communicated in texts.					
Understanding: 1CP1.4 Understanding texts involves determining the main idea, key ideas, and details.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>The main idea of a text is the most important idea.</p> <p>Sequencing key ideas and details is important when</p>	<p>Discuss the main idea of a variety of texts.</p> <p>Identify key ideas and details from texts.</p>	<p>The main idea of a text is the most important idea.</p> <p>Sequencing key ideas and details is important when</p>	<p>Discuss the main idea of a variety of texts.</p> <p>Identify key ideas and details from texts.</p>	<p>The main idea of a text is the most important idea.</p> <p>Sequencing key ideas and details is important when</p>	<p>Discuss the main idea of a variety of texts.</p> <p>Identify key ideas and details from texts.</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>summarizing texts.</p> <p>The moral or lesson of a text can be the main idea.</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>summarizing texts.</p> <p>The moral or lesson of a text can be the main idea.</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>summarizing texts.</p> <p>The moral or lesson of a text can be the main idea.</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>
Learning Outcome: 1CP1 Students investigate meaning communicated in texts.					
Understanding: 1CP1.5 Comprehension of texts involves making connections.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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>	<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>	<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>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 1CP1 Students investigate meaning communicated in texts.					
Understanding: 1CP1.6 Comprehension involves asking and answering questions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Questions that guide comprehension of texts include</p> <ul style="list-style-type: none"> Who? What? Where? When? Why? How? <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</p> <p>Answer questions that require giving opinions about information in texts.</p> <p>Locate information in texts to answer questions.</p>	<p>Questions that guide comprehension of texts include</p> <ul style="list-style-type: none"> Who? What? Where? When? Why? How? <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</p> <p>Answer questions that require giving opinions about information in texts.</p> <p>Locate information in texts to answer questions.</p>	<p>Questions that guide comprehension of texts include</p> <ul style="list-style-type: none"> Who? What? Where? When? Why? How? <p>Texts can contain information that answers questions.</p> <p>The same words can be in both the question and the answer (literal recall).</p>	<p>Ask questions to clarify information in texts.</p> <p>Answer questions requiring literal recall and understanding of examples, details, or facts in texts.</p> <p>Answer questions that require giving opinions about information in texts.</p> <p>Locate information in texts to answer questions.</p>
Learning Outcome: 1CP1 Students investigate meaning communicated in texts.					
Understanding: 1CP1.7 Comprehension can be enhanced by making predictions.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Predicting includes imagining an outcome based on a combination of information, including</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Compare actual outcomes</p>	<p>Predicting includes imagining an outcome based on a combination of information, including</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Compare actual outcomes</p>	<p>Predicting includes imagining an outcome based on a combination of information, including</p>	<p>Make predictions prior to and while reading, viewing, or listening to a text.</p> <p>Compare actual outcomes</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> • title • pictures • details within the text • background knowledge 	to predictions made.	<ul style="list-style-type: none"> • title • pictures • details within the text • background knowledge 	to predictions made.	<ul style="list-style-type: none"> • title • pictures • details within the text • background knowledge 	to predictions made.

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.					
Guiding Question: How can writing be used to communicate meaning?					
Learning Outcome: 1W1 Students create messages through the application of writing processes.					
Understanding: 1W1.1 Ideas and information can be shared through written messages.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Processes that can be used to support writing messages include <ul style="list-style-type: none"> • planning • writing • editing • sharing Planning involves thinking or talking about <ul style="list-style-type: none"> • why you are writing a message (purpose) • who will be reading 	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 messages. Combine ideas in a logical sequence to create	Processes that can be used to support writing messages include <ul style="list-style-type: none"> • planning • writing • editing • sharing Planning involves thinking or talking about <ul style="list-style-type: none"> • why you are writing a message (purpose) • who will be reading 	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 messages. Combine ideas in a logical sequence to create	Processes that can be used to support writing messages include <ul style="list-style-type: none"> • planning • writing • editing • sharing Planning involves thinking or talking about <ul style="list-style-type: none"> • why you are writing a message (purpose) • who will be reading 	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 messages. Combine ideas in a logical sequence to create

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>the message (audience)</p> <ul style="list-style-type: none"> the form the message will take ideas <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on one idea.</p> <p>Editing involves correcting errors in spelling, grammar, and punctuation.</p> <p>Messages can be created by individuals or groups.</p> <p>Messages are owned by their creators.</p>	<p>sentences.</p> <p>Write sentences that contain complete thoughts and make sense.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Add images or features to written messages.</p> <p>Share messages with others.</p> <p>Include own name on messages created.</p> <p>Identify individuals or groups that have created messages.</p>	<p>the message (audience)</p> <ul style="list-style-type: none"> the form the message will take ideas <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on one idea.</p> <p>Editing involves correcting errors in spelling, grammar, and punctuation.</p> <p>Messages can be created by individuals or groups.</p> <p>Messages are owned by their creators.</p>	<p>sentences.</p> <p>Write sentences that contain complete thoughts and make sense.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Add images or features to written messages.</p> <p>Share messages with others.</p> <p>Include own name on messages created.</p> <p>Identify individuals or groups that have created messages.</p>	<p>the message (audience)</p> <ul style="list-style-type: none"> the form the message will take ideas <p>Messages can be written in sentences that contain complete thoughts.</p> <p>Several sentences can be written to expand on one idea.</p> <p>Editing involves correcting errors in spelling, grammar, and punctuation.</p> <p>Messages can be created by individuals or groups.</p> <p>Messages are owned by their creators.</p>	<p>sentences.</p> <p>Write sentences that contain complete thoughts and make sense.</p> <p>Edit written work for spelling, grammar, and punctuation.</p> <p>Add images or features to written messages.</p> <p>Share messages with others.</p> <p>Include own name on messages created.</p> <p>Identify individuals or groups that have created messages.</p>
Learning Outcome: 1W1 Students create messages through the application of writing processes.					
Understanding: 1W1.2 Creative expression can inspire imaginative thinking and fun.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression.	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or make changes to a</p>	Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression.	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or make changes to a</p>	Creative thinking involves using imagination and combining materials or ideas in different ways for personal expression.	<p>Collect ideas that are inspired by a variety of experiences.</p> <p>Apply creative thinking to create or make changes to a</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> ● people ● places ● things ● stories ● images ● information <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>representation of a message.</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>	<p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> ● people ● places ● things ● stories ● images ● information <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>representation of a message.</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>	<p>Writing can support creative expression of ideas through organization and word choice.</p> <p>Creative ideas for expression can be inspired by personal experiences with</p> <ul style="list-style-type: none"> ● people ● places ● things ● stories ● images ● information <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>representation of a message.</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>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Learning Outcome: 1W1 Students create messages through the application of writing processes.					
Understanding: 1W1.3 Research processes can be used to gather and record factual information.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<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"> • people • places • print • images • observations <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>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"> • people • places • print • images • observations <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>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"> • people • places • print • images • observations <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>
Learning Outcome: 1W1 Students create messages through the application of writing processes.					
Understanding: 1W1.4 Written messages can be created using a variety of digital or non-digital methods or tools.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Digital or non-digital methods or tools used to	Print letters and words with appropriate size and	Digital or non-digital methods or tools used to	Print letters and words with appropriate size and	Digital or non-digital methods or tools used to	Print letters and words with appropriate size and

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
create written messages include printing and keyboarding.	spacing. Consistently grasp writing tools correctly. Locate letter keys on a keyboard to type messages.	create written messages include printing and keyboarding.	spacing. Consistently grasp writing tools correctly. Locate letter keys on a keyboard to type messages.	create written messages include printing and keyboarding.	spacing. Consistently grasp writing tools correctly. Locate letter keys on a keyboard to type messages.

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Organizing Idea: Conventions: Understanding grammar, spelling, and punctuation makes it easier to communicate clearly, to organize thinking, and to use language for desired effects.					
Guiding Question: How do the functions of conventions support literacy development?					
Learning Outcome: 1CV1 Students examine and apply use of grammar, spelling, and punctuation in oral and written language.					
Understanding: 1CV1.1 Capitalization and punctuation can support the meaning of a message.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Capitalization is used for <ul style="list-style-type: none"> first and last names first word of a sentence names of places days of the week months Punctuation marks can signal the end of a sentence and make ideas clear.	Apply capital letters when writing first and last names. Apply capital letters when writing the first word of a sentence. Apply capital letters when writing names of places. Apply capital letters when writing days of the week and months.	Capitalization is used for <ul style="list-style-type: none"> first and last names first word of a sentence names of places days of the week months Punctuation marks can signal the end of a sentence and make ideas clear.	Apply capital letters when writing first and last names. Apply capital letters when writing the first word of a sentence. Apply capital letters when writing names of places. Apply capital letters when writing days of the week and months.	Capitalization is used for <ul style="list-style-type: none"> first and last names first word of a sentence names of places days of the week months Punctuation marks can signal the end of a sentence and make ideas clear.	Apply capital letters when writing first and last names. Apply capital letters when writing the first word of a sentence. Apply capital letters when writing names of places. Apply capital letters when writing days of the week and months.

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
Punctuation includes <ul style="list-style-type: none"> a period a question mark an exclamation mark 	Identify and use end punctuation in sentences.	Punctuation includes <ul style="list-style-type: none"> a period a question mark an exclamation mark 	Identify and use end punctuation in sentences.	Punctuation includes <ul style="list-style-type: none"> a period a question mark an exclamation mark 	Identify and use end punctuation in sentences.
Learning Outcome: 1CV1 Students examine and apply use of grammar, spelling, and punctuation in oral and written language.					
Understanding: 1CV1.2 Language has structures (grammar) that can help express messages					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
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.	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.	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.
Learning Outcome: 1CV1 Students examine and apply use of grammar, spelling, and punctuation in oral and written language.					
Understanding: 1CV1.3 Spelling patterns can support the spelling of unfamiliar words.					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
Spelling patterns can look the same or sound the same (word families). Spelling patterns include	Recognize letter patterns in words. Apply spelling patterns to spell unfamiliar words.	Spelling patterns can look the same or sound the same (word families). Spelling patterns include	Recognize letter patterns in words. Apply spelling patterns to spell unfamiliar words.	Spelling patterns can look the same or sound the same (word families). Spelling patterns include	Recognize letter patterns in words. Apply spelling patterns to spell unfamiliar words.

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<ul style="list-style-type: none"> vowel-consonant (VC) (e.g., at) consonant-vowel-consonant (CVC) (e.g., top) vowel-consonant-silent "e" (VCe) (e.g., ice) <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> short vowel sounds (e.g., mat) long vowel sounds (e.g., green) <p>Some words are not spelled in predictable ways (e.g., walk).</p>	<p>Spell 125 high-frequency words.</p> <p>Examine words that are not spelled in predictable ways.</p>	<ul style="list-style-type: none"> vowel-consonant (VC) (e.g., at) consonant-vowel-consonant (CVC) (e.g., top) vowel-consonant-silent "e" (VCe) (e.g., ice) <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> short vowel sounds (e.g., mat) long vowel sounds (e.g., green) <p>Some words are not spelled in predictable ways (e.g., walk).</p>	<p>Spell 125 high-frequency words.</p> <p>Examine words that are not spelled in predictable ways.</p>	<ul style="list-style-type: none"> vowel-consonant (VC) (e.g., at) consonant-vowel-consonant (CVC) (e.g., top) vowel-consonant-silent "e" (VCe) (e.g., ice) <p>Some words can be made plural by adding an <s> or <es>.</p> <p>Spelling patterns in one-syllable words include</p> <ul style="list-style-type: none"> short vowel sounds (e.g., mat) long vowel sounds (e.g., green) <p>Some words are not spelled in predictable ways (e.g., walk).</p>	<p>Spell 125 high-frequency words.</p> <p>Examine words that are not spelled in predictable ways.</p>
<p>Learning Outcome: 1CV1 Students examine and apply use of grammar, spelling, and punctuation in oral and written language.</p>					
<p>Understanding: 1CV1.4 Spelling words correctly helps written messages to be understood.</p>					
Knowledge	Skills & Procedures	Knowledge	Skills & Procedures	Knowledge	Skills & Procedures
<p>Words have correct spellings.</p> <p>Every word and every</p>	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell</p>	<p>Words have correct spellings.</p> <p>Every word and every</p>	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell</p>	<p>Words have correct spellings.</p> <p>Every word and every</p>	<p>Apply knowledge of known words, word parts, and word patterns to attempt to spell</p>

Grade 1 ELAL Curriculum (2022) - Sample Year-at-a-Glance

Term 1 (Sept-Nov)		Term 2 (Dec-Mar)		Term 3 (Apr-June)	
<p>syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	<p>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 of words.</p>	<p>syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	<p>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 of words.</p>	<p>syllable contains a vowel.</p> <p>Articulating words slowly can help to identify sounds.</p> <p>Thinking about how letters in a word look can help with spelling (visual spelling strategy).</p> <p>Digital or non-digital supports can be used to help spell words correctly, including</p> <ul style="list-style-type: none"> personal word lists dictionaries environmental print peers, teachers, or parents/guardians 	<p>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 of words.</p>