

GRADE 1: ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of Grade 1, students will:	
1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;	Throughout Levels 1 - 17
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	Throughout Levels 1 - 17
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.	

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 1, students will:	
<i>Purpose</i> 1.1 identify purposes for listening in a few different situations, formal and informal (e.g., to hear the sounds of language in songs, chants, and poems; to interact socially with classmates; to enjoy and understand a story read aloud by the teacher; to follow simple directions in large- and small-group settings; to exchange ideas with a peer in a paired sharing or small group)	
<i>Active Listening Strategies</i> 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions)	Throughout Levels 1 - 17
<i>Comprehension Strategies</i> 1.3 identify a few listening comprehension strategies and use them before, during, and after listening in order to understand and clarify the meaning of oral texts, initially with support and direction (e.g., use background knowledge, familiar word order, and context to make predictions about content or vocabulary before listening to an oral text; think about what known words might be related to the topic; ask questions to check understanding)	

Ontario Alphakids Grade 1 Curriculum Correlation

<p>during and after listening; create mental pictures while listening to a read-aloud and draw or talk about what they visualized; retell the important information presented in a class discussion or a think-pair-share activity)</p>	
<p><i>Demonstrating Understanding</i> 1.4 demonstrate an understanding of the information and ideas in oral texts by retelling the story or restating the information, including the main idea (e.g., use time-order words, such as <i>first, then, next, finally</i>, to retell a story they have heard; restate information from a movie about community workers, including a topic statement and several supporting details)</p>	<p>Where Is Boots?, My Farm, Run, Rabbit, Run, The Fox and the Snail, The Haircut, Goldilocks and the Three Bears, Sebastian’s New Sister, Billy Banana, Don’t Worry, Treasure Hunt, Busy Bird, My Pet Lamb, Silva the Seal, Making Pots with Dad, Whales, Spiders, Tigers</p>
<p><i>Making Inferences/ Interpreting Texts</i> 1.5 use stated and implied information and ideas in oral texts, initially with support and direction, to make simple inferences and reasonable predictions (e.g., attend to the words being spoken and also use personal experience and the speaker’s intonation and facial expression to understand what is being said)</p> <p><i>Teacher prompt:</i> “The boy said, ‘You broke my airplane!’ What helps you understand how he might be feeling? What do you think he might do next?”</p>	<p>Look at Me, Circus, Chairs, Balls, Let’s Make Pancakes, Taking Care of Crocodiles, Crabs, Skating Fast</p>
<p><i>Extending Understanding</i> 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them (e.g., make personal connections between their own ideas about a topic and the ideas in an oral text; identify other texts that have similar elements or content)</p>	<p>I’m on the Phone, When I Grow Up, Paint My Room!</p>
<p><i>Analysing Texts</i> 1.7 identify words or phrases that indicate whether an oral text is fact or fiction, initially with support and direction (e.g., a personal recount might start “Last year in the summer holidays…” while a fictional story might start “Once upon a time…”)</p>	<p>Sebastian Gets the Hiccups, The Stubborn Goat, Early One Morning, Lost in the Park, Looking After Chicks, Kim and the Clown</p>
<p><i>Point of View</i> 1.8 begin to identify, with support and direction, who is speaking in an oral text and the point of view expressed by the speaker (e.g., the narrator may be a character in a story or an expert on the topic of an informational talk; the speaker may be recounting a personal anecdote or sharing a personal opinion)</p> <p><i>Teacher prompts:</i> “Who is telling this story/presenting this information? What</p>	<p>Is It Time Yet?, Goldilocks and the Three Bears, Reptiles, Circus Boy</p>

Ontario Alphakids Grade 1 Curriculum Correlation

<p>words/clues helped you figure that out?” “What do we know about the speaker?” “How might the story be different if another character were telling it?”</p>	
<p>Presentation Strategies 1.9 begin to identify some of the presentation strategies used in oral texts and explain how they influence the audience (e.g., the use of differences in tone and pitch for different characters in a story; the use of props to engage the audience)</p> <p><i>Teacher prompts:</i> “How did the speaker use his/her voice to make you like/not like a character?” “Why do you think the speaker used the puppets when he was speaking?”</p>	

2. Speaking to Communicate

By the end of Grade 1, students will:	
<p>Purpose 2.1 identify a few purposes for speaking (e.g., to express needs to peers and the teacher; to establish positive personal and learning relationships with peers; to activate prior knowledge and make connections before listening; to retell stories and recount personal experiences to the class; to ask questions or explore solutions to problems in small-group and paired activities; to share ideas and information that contribute to understanding in large and small groups; to manipulate the sounds of language in songs, chants, and poems)</p>	
<p>Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a few different situations, including paired sharing and small- and large-group discussions (e.g., give other group members an opportunity to speak; respond positively to the contributions of others; stay on topic and speak to the point)</p>	Throughout Levels 1 - 17
<p>Clarity and Coherence 2.3 communicate ideas and information orally in a clear, coherent manner (e.g., use a logical framework such as a beginning, middle, and end sequence to retell a story read aloud by the teacher)</p>	Where is Boots?, Matt Can Read, Matt’s Plant, Run, Rabbit, Run, Making Spaghetti, Who’s That Knocking at My Door?, Sebastian’s New Sister, the Grizzlegrots, Stop That Dog!, Our Class Pet
<p>Appropriate Language 2.4 choose appropriate words to communicate their meaning accurately and engage the interest of their audience (e.g., choose words relevant to the topic from the full range of their vocabulary, including new words used regularly in the classroom; use descriptive adjectives to clarify and</p>	Throughout Levels 1 - 17

Ontario Alphakids Grade 1 Curriculum Correlation

add interest to a narrative; use inclusive language that conveys respect for all people)	
Vocal Skills and Strategies 2.5 begin to identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately to help communicate their meaning (e.g., increase volume to emphasize important points or to communicate to a large audience)	My Fish Bowl, Hamburger, Signs, Matt’s Plant, Run, Rabbit Run, Lizard’s New Tail, Grandpa’s Train Set, Hiding in the Sea, Dinosaurs, Making Spaghetti, Goldilocks and the Three Bears, Circus Boy, Sebastian’s New Sister, Billy Banana, Spiders, My Trip, Let’s Make Pancakes, Treasure Hunt, Tigers, Growing Strawberries, Busy Bird, Stuck in the Barn, Fantastic Frog Facts, Saving the Rain Forest
Non-Verbal Cues 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning	Look at Me, Circus, Chairs, Balls, Taking Care of Crocodiles, Crabs, Skating Fast
Visual Aids 2.7 use one or more appropriate visual aids (e.g., pictures, photographs, props, puppets, masks) to support or enhance oral presentations (e.g., use a set of plastic animals during an oral recount about a visit to a zoo)	Painting, Cats, Shut the Gate!, Dinosaurs, Circus Boy, Mice in Space, Fantastic Frog Facts, Making Pots With Dad, Saving the Rain Forest

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 1, students will:	
Metacognition 3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking <i>Teacher prompts:</i> “How do you know what to listen for?” “What could you do after you listen to check and see if you understood what you heard?” “What could you do if you didn’t understand what you heard?” “What do you think about before you begin to talk?” “When you are talking, how can you tell if the audience understands?” “What could you do to help the audience understand what you are saying?”	
Interconnected Skills 3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills <i>Teacher prompts:</i> “How do you learn new words that you can use when you are speaking?” “What words have you learned in the books you are reading that help you understand what you hear or that you can use while you are speaking?”	

GRADE 1: READING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:	
1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;	Throughout Levels 1 - 17
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;	Throughout Levels 1 - 17
3. use knowledge of words and cueing systems to read fluently;	Throughout Levels 1 - 17
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.	

SPECIFIC EXPECTATIONS

1. Reading for Meaning

By the end of Grade 1, students will:	
<i>Variety of Texts</i> 1.1 read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts (e.g., calendars, environmental print, signs), and informational texts (e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels)	Throughout Levels 1 - 17
<i>Purpose</i> 1.2 identify a few different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest)	Throughout Levels 1 - 17
<i>Comprehension Strategies</i> 1.3 identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if...?, What if...? Why did...?; identify important ideas in a text)	

Ontario Alphakids Grade 1 Curriculum Correlation

<p><i>Teacher prompt:</i> “What do you think is the most important thing to remember so far about this text/topic? Why do you think it is important?”</p>	
<p><i>Demonstrating Understanding</i> 1.4 demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props)</p>	<p>Where Is Boots?, My Farm, Run, Rabbit, Run, The Fox and the Snail, The Haircut, Goldilocks and the Three Bears, Sebastian’s New Sister, Billy Banana, Don’t Worry, Treasure Hunt, Busy Bird, My Pet Lamb, Silva the Seal, Making Pots With Dad</p>
<p><i>Making Inferences/ Interpreting Texts</i> 1.5 use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them</p> <p><i>Teacher prompt:</i> “The text tells us that the girl broke her brother’s toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?”</p>	<p>Look at Me, Circus, Big and Small, I Am at the Zoo, Balls, My Dog, My Town, Riding My Bike, What a Mess!, Lizard’s New Tails, Hiding in the Sea, The Haircut, Who’s That Knocking at My Door?, The Mouse’s Tale, The Picnic, Billy Banana, Let’s Make Pancakes, Treasure Hunt, My Pet Lamb, Taking Care of Crocodiles, Silva the Seal, The Last Muffin</p>
<p><i>Extending Understanding</i> 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (e.g., identify personally significant events in stories, such as losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips)</p> <p><i>Teacher prompts:</i> “What does this text remind you of in your life?” “Now that we have researched [topic X], what have we learned?” “Does this book remind you of a story that you have been told?”</p>	<p>Where Is Boots?, My Town, The Boat, Matt Can Read, The Best Pizza in the World, The Three Bears, Matt’s Plant, In a Cold, Cold Place, Run, Rabbit, Run, My Brother’s Birthday, the Fox and the Snail, What a Mess!, Lizard’s New Tail, Grandpa’s Train Set, Flea’s Plan, The Haircut, Is It Time Yet?, Goldilocks and the Three Bears, Who’s That Knocking at My Door?, Sebastian’s New Sister, The Mouse’s Tale, The Picnic, Billy Banana, Don’t Worry, The Grizzlegrots, Stop That Dog!, Busy Bird, Our Class Pet, Elephant’s Trunk, Stuck in the Barn, The Last Muffin, Mice in Space, The Three Wishes, Princess Jo, Dancing Dudley</p>
<p><i>Analysing Texts</i> 1.7 identify the main idea and a few elements of texts, initially with support and direction (e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs)</p>	<p>Dinosaurs, Whales, Reptiles, Spiders, looking Like Plants, Let’s Make Pancakes, Treasure Hunt, Tigers, Trail Riding, Our Class Pet, Taking Care of Crocodiles, Sea Horses, Hunting in the Dark, Fantastic Frog Facts, Seashore Plants, Crabs, Animals That Sting, Stuck in the Barn, The Last Muffin</p>
<p><i>Responding to and Evaluating Texts</i> 1.8 express personal thoughts and feelings about what has been read (e.g., through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the text)</p> <p><i>Teacher prompts:</i> “How does the ending of this story make you feel?” “Do you think there are recycling ideas in the text that we could use in our classroom?” “Show me how you were feeling when...” “What</p>	<p>Throughout Levels 1 - 17</p>

Ontario Alphakids Grade 1 Curriculum Correlation

<p>would you say if you were...?”</p> <p>Point of View 1.9 begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective (e.g., dramatize the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text)</p> <p><i>Teacher prompts:</i> “Who is talking in this story? Would the story be different if someone else were talking?” “What is the author telling us about this topic?”</p>	<p>When I Grow Up, Last One Picked, Paint My Room!</p>
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2. Understanding Form and Style

<p>By the end of Grade 1, students will:</p> <p>Text Forms 2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (e.g., characters, setting, events, problem/solution), graphic texts such as a calendar (e.g., names of months and days, a grid, numbers), and informational texts such as a simple “All About _____” book (e.g., labels, headings, pictures)</p>	<p>Throughout Levels 1 – 17</p>
<p>Text Patterns 2.2 recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., signal words such as <i>first</i>, <i>second</i>, <i>then</i>, <i>finally</i> help to identify time order or sequence)</p>	<p>Look at Me, Circus, Big and Small, Chairs, I Am at the Zoo, Balls, We Can Make Music, My Fish Bowl, Painting, My Dinner, Hamburger, My chocolate Milkshake, Signs, In the Ocean, The Three Bears, In the Cold, Cold Place, Shut the Gate!</p>
<p>Text Features 2.3 identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts</p> <p><i>Teacher prompts:</i> “How does the title help you understand what you are going to be reading?” “How does an illustration or photograph help you understand what you are reading?”</p>	<p>Dinosaurs, Whales, Reptiles, Spiders, Looking Like Plants, Let’s Make Pancakes, Treasure Hunt, Tigers, Trail Riding, Our Class Pet, Taking Care of Crocodiles, Sea Horses, Hunting in the Dark, Fantastic Frog Facts, Seashore Plants, Crabs, Animals That Sting</p>
<p>Elements of Style 2.4 identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts (e.g., descriptive words help the reader make better mind pictures of the characters or setting in a story)</p> <p><i>Teacher prompt:</i> “What words in the text helped you make a picture in your head?”</p>	<p>Throughout Levels 1 – 17</p>

Ontario Alphakids Grade 1 Curriculum Correlation

3. Reading With Fluency

By the end of Grade 1, students will:	
<p>Reading Familiar Words 3.1 automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts)</p>	Throughout Levels 1 – 17
<p>Reading Unfamiliar Words 3.2 predict the meaning of and solve unfamiliar words using different types of cues, including:</p> <ul style="list-style-type: none"> • semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language); • syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation); • graphophonic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words) <p><i>Teacher prompt</i> (for cross-checking of cues): “It looks right and sounds right, but does it make sense?”</p>	Big and Small, I Am at the Zoo, Balls, Painting, Cats, Hamburger, My Town, The Three Bears, Matt’s Plant, Shut the Gate!, My Farm, Run, Rabbit, Run, Working with Dad, Grandpa’s Train Set, Mammals, Making Spaghetti, The Haircut, Is It Time Yet?, Reptiles, Circus Boy, Sebastian’s New Sister, The Mouse’s Tale, My Trip, Looking Like Plants, Don’t Worry!, Let’s Make Pancakes, The Grizzlegrots, Stop That Dog!, Growing Strawberries, Trail Riding, Our Class Pet, Hunting in the Dark, Animals That Sting, Dancing Dudley
<p>Reading Fluently 3.3 read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader (e.g., make oral reading of a role in a simple readers’ theatre script sound like natural speech)</p>	My Dinner, My Dog, Where Is Boots?, My Town, The Boat, In the Ocean, The Three Bears, Riding My Bike, In a Cold, Cold Place, Shut the Gate!, Alphabet Party, My Brother’s Birthday, What a Mess!, Lizard’s New Tail, Flea’s Plan, The Haircut, Is It Time Yet?, Sebastian’s New Sister, Billy Banana, Don’t Worry!, Stop That Dog!, Tigers, My Pet Lamb, Elephant’s Trunk, Stuck in the Barn, Mice in Space, The Three Wishes, Skating Fast, Princess Jo, Dancing Dudley

4. Reflecting on Reading Skills and Strategies

By the end of Grade 1, students will:	
<p>Metacognition 4.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after reading</p> <p><i>Teacher prompts:</i> “What do you do to get ready to read a new text?” “What do you do if your reading doesn’t make sense to you?” “When you come to a word you</p>	

Ontario Alphakids Grade 1 Curriculum Correlation

<p>don't know, what do you do?" "What strategies help you the most when you are reading?"</p>	
<p><i>Interconnected Skills</i> 4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read (e.g., reading a text independently is easier after hearing it read aloud and/or talking about it in class)</p> <p><i>Teacher prompts:</i> "How does listening to someone else read help you become a better reader?" "How does talking to someone else about what you are reading help you as a reader?" "How does looking at the illustrations help you make sense of what you are reading?"</p>	

GRADE 1: WRITING

OVERALL EXPECTATIONS

By the end of Grade 1, students will:	
1. generate, gather, and organize ideas and information to write for an intended purpose and audience;	My Fish Bowl, Painting, My Chocolate Milkshake, The Pond, Alphabet Party, Hiding in the Sea, Goldilocks and the Three Bears, Elephant’s Trunk, Silva the Seal, The Last Muffin
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;	Throughout Levels 1 - 17
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	Throughout Levels 1 - 17
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.	

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

By the end of Grade 1, students will:	
<p>Purpose and Audience 1.1 identify the topic, purpose, audience, and form for writing, initially with support and direction (e.g., a personal recount of a past experience, including pictures, to share with family or friends; an “All About the Seasons” book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation)</p> <p><i>Teacher prompts:</i> “What is your writing about?” “Why are you writing?” “Whom are you writing for?”</p>	Look at Me, Circus, Big and Small, I am at the Zoo, Balls, My Fish Bowl, Painting, My Dinner, Hamburger, Where Is Boots?, My Chocolate Milkshake, Signs, the Boat, In the Ocean, Matt Can Read, The Best Pizza in the world, The Three Bears, Riding My Bike, The Pond, Matt’s Plant, Shut the Gate, My Farm, Run, Rabbit, Run, Working with Dad, Fishing, The Fox and the Snails, What a Mess!, Lizard’s New Tails, Grandpa’s Train Set, Hiding in the Sea, Mammals,, Flea’s Plan, Dinosaurs, Making Spaghetti, Is it Time Yet?, Goldilocks and the Three Bears, Reptiles, Circus Boy, Who’s That Knocking at My Door?, Billy Banana, My Trip, Let’s Make Pancakes, The Grizzlegrots, Tigers Trail Riding, Busy Bird, Elephant’s Trunk, Taking Care of Crocodiles, Stuck in the Barn, Sea Horses, Hunting in the Dark, Silva the Seal, the Last Muffin, Mice in Space, Crabs, The Three Wishes, Skating Fast, Making Pots with Dad, princess Joe, Saving the Rain Forest, Dancing Dudley
<p>Developing Ideas 1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class)</p>	My Farm, What a Mess!, Mammals, The Stubborn Goat
<p>Research 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from listening to stories told by family members; from paired sharing with a peer;</p>	Mammals, Dinosaurs, Whales

Ontario Alphakids Grade 1 Curriculum Correlation

from observations; from various texts, including teacher read-alouds, mentor texts, and shared, guided-, and independent-reading texts)	
<p>Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers such as a web, a list, or a five-W’s framework: who, what, when, where, why)</p>	Whales, The Haircut, Sebastian’s New Sister, I’m on the Phone,
<p>Organizing Ideas 1.5 identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers (e.g., a story ladder, sequence chart) and simple organizational patterns (e.g., time order: first, then, next, finally; order of importance; beginning, middle, and end)</p>	Last One Picked, Early One Morning, Lost in the Park, Making Bread
<p>Review 1.6 determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose (e.g., use pictures and words to explain their material to a classmate and ask for feedback)</p>	When I Grow Up, Weather Watching, Trash or Treasure, The Bakery

2. Using Knowledge of Form and Style in Writing

By the end of Grade 1, students will:	
<p>Form 2.1 write short texts using a few simple forms (e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; “How to” books identifying the steps in a procedure such as “How to Make Applesauce”, including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom)</p>	Look at Me, Circus, Big and Small, I am at the Zoo, Balls, My Fish Bowl, Painting, My Dinner, Hamburger, Where Is Boots?, My Chocolate Milkshake, Signs, the Boat, In the Ocean, Matt Can Read, The Best Pizza in the world, the Three Bears, Riding My Bike, The Pond, Matt’s Plant, Shut the Gate, My Farm, Run, Rabbit, Run, Working with Dad, Fishing, The Fox and the Snails, What a Mess!, Lizard’s New Tails, Grandpa’s Train Set, Hiding in the Sea, Mammals,, Flea’s Plan, Dinosaurs, Making Spaghetti, Is it Time Yet?, Goldilocks and the Three Bears, Reptiles, Circus Boy, Who’s That Knocking at My Door?, Billy Banana, My Trip, Let’s Make Pancakes, The Grizzlegrots, Tigers Trail Riding, Busy Bird, Elephant’s Trunk, Taking Care of Crocodiles, Stuck in the Barn, Sea Horses, Hunting in the Dark, Silva the Seal, the Last Muffin, Mice in Space, Crabs, The Three Wishes, Skating Fast, Making Pots with Dad, princess Joe, Saving the Rain Forest, Dancing Dudley
<p>Voice 2.2 begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (e.g., use pictures and words that project interest or enthusiasm)</p>	Sebastian Tidies Up, Animal Diggers, Is It Time Yet?
<p>Word Choice 2.3 use familiar words and phrases to convey a clear meaning (e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.)</p>	My Fish Bowl, Painting, My Chocolate Milkshake, The Pond, Alphabet Party, Hiding in the Sea, Goldilocks and the Three Bears, Elephant’s Trunk, Silva the Seal, The Last Muffin
<p>Sentence Fluency 2.4 write simple but complete sentences that make sense</p>	Throughout Levels 1 - 17
<p>Point of View 2.5 begin to identify, with support and direction,</p>	Circus Boy, Rosie Moon

Ontario Alphakids Grade 1 Curriculum Correlation

<p>their point of view and one possible different point of view about the topic</p> <p><i>Teacher prompts:</i> “How do you feel about this topic?” “How do you think your friend feels about this topic?” “How can you convey your feelings to your audience?”</p>	
<p>Preparing for Revision</p> <p>2.6 identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers</p> <p><i>Teacher prompts:</i> “Does this writing make sense to you?” “Does it say what you wanted to say?”</p>	
<p>Revision</p> <p>2.7 make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (e.g., cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest)</p>	
<p>Producing Drafts</p> <p>2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations</p>	Throughout Levels 1 - 17

3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively

By the end of Grade 1, students will:	
<p>Spelling Familiar Words</p> <p>3.1 spell some high-frequency words correctly (e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts)</p>	Chairs, I Am at the Zoo, My Town, Signs, Matt Can Read, The Three Bears, In a Cold, Cold Place, My Farm, Run, Rabbit, Run, Alphabet Party, Working with Dad, Flea’s Plan, Whales, Making Spaghetti, Goldilocks and the Three Bears, Reptiles, Who’s That Knocking at My Door?, The Picnic, Spiders, Looking Like Plants, Let’s Make Pancakes, The Grizzlegrots, Our Class Pet, Elephant’s Trunk, Stuck in the Barn, Seahorses, Hunting in the Dark, The Last Muffin, Mice in Space, The Three Wishes, Making Pots with Dad, Animals That Sting
<p>Spelling Unfamiliar Words</p> <p>3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings (e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling)</p>	My Fish Bowl, Cats, My Dog, Where Is Boots?, My Chocolate Milkshake, In the Ocean Throughout Levels 6 - 17
<p>Vocabulary</p> <p>3.3 confirm spellings and word meanings or word choice using one or two resources (e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom)</p>	Chairs, I Am at the Zoo, My Town, Signs, Matt Can Read, The Three Bears, In a Cold, Cold Place, My Farm, Run, Rabbit, Run, Alphabet Party, Working with Dad, Flea’s Plan, Whales, Making Spaghetti, Goldilocks and the Three Bears, Reptiles, Who’s That Knocking at My Door?, The Picnic, Spiders, Looking Like Plants, Let’s Make Pancakes, The Grizzlegrots, Our Class Pet, Elephant’s Trunk, Stuck in the Barn, Seahorses,

Ontario Alphakids Grade 1 Curriculum Correlation

	Hunting in the Dark, The Last Muffin, Mice in Space, The Three Wishes, Making Pots with Dad, Animals That Sting
<p>Punctuation 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end</p>	Throughout Levels 1 - 17
<p>Grammar 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to)</p>	Throughout Levels 1 - 17
<p>Proofreading 3.6 proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference (e.g., Can I read it? Does it “sound right”? Does it make sense? Are my word wall words spelled correctly?)</p>	
<p>Publishing 3.7 use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout (e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words)</p>	Throughout Levels 1 - 17
<p>Producing Finished Works 3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations</p>	

4. Reflecting on Writing Skills and Strategies

By the end of Grade 1, students will:	
<p>Metacognition 4.1 identify some strategies they found helpful before, during, and after writing (e.g., during a regular writing conference, respond to teacher prompts about what strategies helped at a specific phase in the writing process; identify strategies used before, during, and after writing on a class anchor chart; identify a strategy for future use on a strategy bookmark or chart)</p> <p><i>Teacher prompts:</i> “What strategy helped you organize your ideas?” “How did you know what words were missing?” “What helped you know what to do when you finished your first draft?”</p>	
<p>Interconnected Skills 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers</p> <p><i>Teacher prompts:</i> “How does what you know about reading and different kinds of books help you when you are writing?” “In what way do you</p>	

Ontario Alphakids Grade 1 Curriculum Correlation

think listening to someone else's ideas might help you with your writing?"	
Portfolio 4.3 select pieces of writing they think show their best work and explain the reasons for their selection	Throughout Levels 1 - 17

GRADE 1: MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 1, students will:	
1. demonstrate an understanding of a variety of media texts;	Throughout Levels 1 - 17
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;	Throughout Levels 1 - 17
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	Throughout Levels 1 - 17
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.	

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 1, students will:	
<p><i>Purpose and Audience</i> 1.1 identify the purpose and intended audience of some simple media texts (e.g., this movie tells a story to entertain children; this sign gives information to travellers)</p> <p><i>Teacher prompt:</i> “Who would watch/listen to this? Why?”</p>	Throughout Levels 1 - 17
<p><i>Making Inferences/ Interpreting Messages</i> 1.2 identify overt and implied messages, initially with support and direction, in simple media texts (e.g., <ul style="list-style-type: none"> • overt message of a toy advertisement showing two boys playing with a car: This toy is fun; implied message: This toy is for boys) • overt message of a cartoon: the violence here is funny and doesn’t hurt anyone; implied message: violence is acceptable) <i>Teacher prompt:</i> “Let’s try to think of an advertisement made for a specific audience - for example, for girls or boys, for mothers, or for teenagers. How do we know that the advertisement is for that audience?”</p>	Throughout Levels 1 - 17
<p><i>Responding to and Evaluating Texts</i> 1.3 express personal thoughts and feelings about some simple media works (e.g., state whether they like or dislike a character in a cartoon, song, or movie; draw a picture of the character in a song)</p>	Whales, Spiders, Tigers

Ontario Alphakids Grade 1 Curriculum Correlation

<p><i>Teacher prompt:</i> “What do you like/not like about the story told in this movie? What was your favourite part? How did it make you feel?” “Did the characters in this cartoon use violence to solve problems? Was the violence funny? Is this a good way to solve problems?”</p>	
<p>Audience Responses 1.4 describe how different audiences might respond to specific media texts</p> <p><i>Teacher prompt:</i> “Would your friends or parents like the same songs, movies, stories, games that you like? Why? Why not?”</p>	
<p>Point of View 1.5 begin to identify, with support and direction, whose point of view is presented in a simple media text and suggest a possible alternative perspective (e.g., a cartoon told from the point of view of a mouse might be told from a cat’s viewpoint)</p>	
<p>Production Perspectives 1.6 identify, with support and direction, who makes some of the simple media texts with which they are familiar, and why those texts are produced (e.g., the government has traffic signs made to protect the safety of travellers and pedestrians; film companies hire manufacturers to produce toys and other products based on popular children’s movies and television programs to sell to children)</p> <p><i>Teacher prompt:</i> “Your doll is the main character from your favourite TV show. Do you think the same people who make the TV show made the doll, too? Are there any marks on your doll that tell us who made it?”</p>	

2. Understanding Media Forms, Conventions, and Techniques

<p>By the end of Grade 1, students will:</p>	
<p>Form 2.1 identify some of the elements and characteristics of a few simple media forms (e.g., cartoon: colour, music, animation; picture book: cover, printed words, pictures)</p> <p><i>Teacher prompt:</i> “How are books different from cartoons? How are they the same?”</p>	<p>Painting, Cats, Shut the Gate!, Dinosaurs, Circus Boy, Mice in Space, Fan-Dad, Saving the Rain Forest</p>
<p>Conventions and Techniques 2.2 identify, initially with support and direction, the conventions and techniques used in some familiar media forms (e.g., specific pictures and colours are used in traffic signs to make messages immediately recognizable to drivers and pedestrians; icons are used on computer screens instead of words to help users locate computer functions; jingles and slogans are used in television advertisements to make the messages memorable; background music may be used in a movie to communicate a mood such as suspense)</p>	<p>Signs</p>

Ontario Alphakids Grade 1 Curriculum Correlation

<p>or happiness)</p> <p><i>Teacher prompts:</i> “How do colour and size help you notice a sign?” “What happens to the music when the villain appears? What does that tell you? How does it affect you?”</p>	
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3. Creating Media Texts

By the end of Grade 1, students will:	
<p><i>Purpose and Audience</i> 3.1 identify the topic, purpose, and audience for media texts they plan to create (e.g., a media text to explain the importance of hand-washing to a Kindergarten class, or to tell the story of a class trip to parents or visitors)</p> <p><i>Teacher prompt:</i> “How can we use photographs to tell the story of our trip? What could we use in addition to the photographs to help visitors understand what we did on our trip?”</p>	Throughout Levels 1 - 17
<p><i>Form</i> 3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create</p> <p><i>Teacher prompt:</i> “Which would be a better way to tell the school about an upcoming book sale - a poster or a P.A. announcement by a student? Why?”</p>	Throughout Levels 1 - 17
<p><i>Conventions and Techniques</i> 3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create (e.g., tape-recorded music to reflect the changing scenes or moods in a picture book)</p> <p><i>Teacher prompt:</i> “How will the music help people understand the book?”</p>	Painting, Cats, Shut the Gate!, Dinosaurs, Circus Boy, Mice in Space, Fan-Dad, Saving the Rain Forest
<p><i>Producing Media Texts</i> 3.4 produce some short media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g.,</p> <ul style="list-style-type: none"> • a tape-recorded soundtrack for a story • a sequence of pictures and/or photographs that tells a story • a sign or poster for their classroom or the school • a selection of images downloaded from the Internet to accompany a science project • a collage of items a story character might enjoy or own • an enactment of a scene about a character from a favourite movie) 	Painting, Cats, Shut the Gate!, Dinosaurs, Circus Boy, Mice in Space, Fan-Dad, Saving the Rain Forest

4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 1, students will:	
<i>Metacognition</i>	

Ontario Alphakids Grade 1 Curriculum Correlation

<p>4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts</p> <p><i>Teacher prompts:</i> “How did thinking about your audience help you create your poster?” “How did looking at other posters help you come up with ideas for this poster?”</p>	
<p>Interconnected Skills</p> <p>4.2 begin to explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p> <p><i>Teacher prompts:</i> “How did talking about the project with other students help you create a better poster?” “What language skills did you use in creating this media text?”</p>	