



Language Arts Learning Expectations– Grade 1

Oral Language

Listening and Speaking - *Uses listening and speaking strategies for different purposes*

- Listen attentively and considerately and respond in small and large group situations
- Listen to and remember some specific information and identify what they have learned
- Listen to others in class, ask relevant questions and follow instructions
- Predict likely outcomes when listening to texts read aloud
- Demonstrate the ability to remember and follow simple directions
- Respond to stories (e.g., relates information to own life; describes character, setting, plot)
- Give and respond to oral directions
- Memorize and join in with poems, rhymes and songs
- Begin to communicate in more than one language
- Ask questions for clarification and understanding
- Stay on topic when speaking
- Follow rules of conversation and group discussion (e.g., takes turns, raises hand to speak, stays on topic, focuses attention on speaker)
- Make contributions in class and group discussions (e.g., reports on ideas and personal knowledge about a topic, initiates conversations, connects ideas and experiences with those of others)
- Use level-appropriate vocabulary in speech (e.g., number words; words that describe people, places, things, events, location, actions)
- Present part of traditional stories, their own stories or work drawn from different parts of the curriculum for members of their own class

Written Language - Reading

Reading Process - *Uses the general skills and strategies of the reading process*

- Match oral words to printed words
- Identify the title and author of a reading selection
- Identify letters, words, and sentences
- Read aloud familiar stories, poems, and passages with increasing fluency (Read aloud with fluency in a manner that sounds like natural speech)
- Use self-correction strategies (e.g., searches for cues, identifies miscues, rereads, asks for help)
- Use basic elements of phonetic analysis (e.g., common letter/sound relationships, beginning and ending consonants, vowel sounds, blends, word patterns) to decode unknown words
- Distinguish initial, medial, and final sounds in single-syllable words
- Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite)
- Create and state a series of rhyming words, including consonant blends

- Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an)
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat)
- Segment single-syllable words into their components (e.g., cat = /c/a/t/; splat = /s/p/l/a/t/; rich = /r/i/ch/)
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words
- Read common, irregular sight words (e.g., the, have, said, come, give, of)
- Read compound words and contractions
- Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking)
- Read common word families (e.g., -ite, -ate)
- Understand level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions; high frequency words such as said, was, and where)
- Apply reading behaviors (decoding the text while reading aloud, listening to others) during guided reading
- Enjoy an increasing range of books

Understanding a Text - *Use reading skills and strategies to understand, interpret and respond to a variety of texts and can provide evidence from the text to support their understanding*

- Distinguish fiction from non-fiction text
- Identify the elements of plot, character, and setting in a favorite story
- Recollect, talk, and write about books read during the school year
- Describe the roles of authors and illustrators
- Use mental images based on pictures and print to aid in comprehension of text
- Use reading skills and strategies to understand a variety of familiar literary passages and texts (e.g., fiction, nonfiction, predictable, poems)
- Use reading skills and strategies to understand a variety of informational texts (e.g., written directions, signs, captions, informational books)
- Summarize information (simple level) found in texts (e.g., retells in own words)
- Relate new information to prior knowledge
- Use meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behaviour)
- Respond to who, what, when, where, and how questions
- Relate stories to personal experiences (e.g., events, characters, conflicts, themes)

Written Language - Writing

Writing Process - *Uses the general skills and strategies of the writing process (prewriting, writing, revising, editing, publishing)*

- Independently choose what to write about, plan and follow it through

- Respond orally to the work of others
- Use prewriting strategies to plan written work (discuss ideas with peers, draws pictures to generate ideas, writes key thoughts, questions and observations)
- Read their own writing to the teacher and to classmates

Creating and shaping texts - *Write independently and creatively for purpose, pleasure and learning. Use and adapt a range of forms, suited to different purposes and readers.*

- Use writing and other methods (e.g., using letters or phonetically spelled words, telling, dictating, making lists) to describe familiar persons, places, objects, or experiences
- Use strategies to organize written work (e.g., includes a beginning, middle, and ending; uses a sequence of events)

Grammar and mechanics - *Uses grammatical and mechanical conventions in written compositions*

- Use verbs in written compositions (e.g., verbs for a variety of situations, action words)
- Use descriptive words when writing
- Identify and correctly use singular and plural nouns
- Use simple complete sentences in written compositions
- Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly
- Use a period, exclamation point or question mark at the end of a sentence
- Capitalize the first word of a sentence, names of people, and the pronoun *I*
- Print legibly and space letters, words, and sentences appropriately