

GRADE ONE
Curricular Expectations and Connections – page 1

AREA	CURRICULAR EXPECTATION	CONNECTIONS
ORAL	<p>Active Listening Strategies</p> <ul style="list-style-type: none"> 1.2: Demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (e.g., listen without interrupting, wait their turn to speak) <p>Interactive Strategies</p> <ul style="list-style-type: none"> 2.2: Demonstrate an understanding of appropriate speaking behaviour in a few different situations including paired sharing, small- and large- group discussions 	<p>1.2 and 2.2: Active and interactive strategies are addressed in read aloud, shared reading, guided reading contexts, as well as group discussions and presentation methods.</p>
READING	<p>Purpose</p> <ul style="list-style-type: none"> 1.2: identify a few different purposes for reading and choose reading materials appropriate for those purposes <p>Comprehension Strategies</p> <ul style="list-style-type: none"> 1.3: Identify a few reading comprehension strategies and use them before, during and after reading to understand texts <p>Demonstrating Understanding</p> <ul style="list-style-type: none"> 1.4: demonstrate understanding of a text by retelling the story or restating the information, including the main idea <p>Making Inferences/Interpreting Texts</p> <ul style="list-style-type: none"> 1.5: use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them <p>Extending Understanding</p> <ul style="list-style-type: none"> 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 <p>Analysing Texts</p> <ul style="list-style-type: none"> 1.7: identify the main ideas and a few elements of texts (narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs) <p>Responding to and Evaluating Texts</p> <ul style="list-style-type: none"> 1.8: express personal thoughts and feelings about what has been read <p>Point of View</p> <ul style="list-style-type: none"> 1.9: begin to identify the speaker and the point of view presented in a text and suggest a possible alternative perspective <p>Text Forms</p> <ul style="list-style-type: none"> 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 and informational text <p>Text Patterns</p> <ul style="list-style-type: none"> 2.2: recognize simple organizational patterns in texts of different types and explain how the patterns help readers understand the text <p>Text Features</p> <ul style="list-style-type: none"> 2.3: identify some text features and explain how they help readers understand the text (illustrations, page number, title, symbols) <p>Elements of Style</p> <ul style="list-style-type: none"> 2.4: identify some simple elements of style, including voice and word choice, and explain how they help readers understand the text (e.g., descriptive words for character and setting) <p>Metacognition</p> <ul style="list-style-type: none"> 4.1: begin to identify a few strategies they found helpful before, during, and after reading 	<p>1.2: Containing both fiction and non-fiction text forms, <i>Destiny's Purpose</i> allows the teacher to model and explicitly teach the reading behaviours and comprehension strategies important for both types of text.</p> <p>1.3: Before Reading: <u>Book Cover Walk</u>, <u>Prediction Chart</u>, and <u>KWL</u>. Teachers may decide if they wish to frontload vocabulary or vocabulary discovery through context, or use of the <i>Glossary</i> to teach its use through Think Aloud modelling as the story is read.</p> <p>1.3, 1.5, 1.6, 1.8, 1.9, 2.1, 2.2, 2.3, and 2.4: During Reading: <u>Prediction Chart</u>, <u>Read Aloud Guide</u>, <u>Visual Prediction</u>, <u>Word Meaning from Context</u>, <u>Five Senses Chart</u>, and <u>Event-Emotion Chart</u>, <u>Destiny Speaks</u> (point of view).</p> <p>1.4, 1.7, 2.1, and 2.2: After Reading: <u>KWL</u> (finalized), <u>Prediction Chart</u> (finalized), <u>Story Map</u>, <u>Place Mat</u> (main idea and character).</p> <p>4.1: <u>Questions to the Author/Illustrator</u></p>

GRADE ONE
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AREA	CURRICULAR EXPECTATION	CONNECTIONS
WRITING	<p>Purpose and Audience</p> <ul style="list-style-type: none"> 1.1: identify the topic, purpose, audience and form for writing <p>Developing Ideas</p> <ul style="list-style-type: none"> 1.2: generate ideas about a potential topic using a variety of strategies and resources <p>Research</p> <ul style="list-style-type: none"> 1.3: gather information to support ideas for writing in a variety of ways and/or from a variety of sources <p>Classifying Ideas</p> <ul style="list-style-type: none"> 1.4: sort ideas and information for their writing in a variety of ways <p>Organizing Ideas</p> <ul style="list-style-type: none"> 1.5: identify and order main ideas and supporting details using simple graphic organizers <p>Review</p> <ul style="list-style-type: none"> 1.6: determine, after consultation with the teacher and peers, whether the ideas and information they have gathered are suitable for the purpose <p>Form</p> <ul style="list-style-type: none"> 2.1: write short texts using a few simple forms (recount of personally significant experiences; simple report on topics of interest and identified in non-fiction reading; a story modelled on characters and events from stories read, a poster for the classroom) <p>Voice</p> <ul style="list-style-type: none"> 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 <p>Word Choice</p> <ul style="list-style-type: none"> 2.3: use familiar words and phrases to convey a clear meaning <p>Sentence Fluency</p> <ul style="list-style-type: none"> 2.4: write simple but complete sentences that make sense <p>Point of View</p> <ul style="list-style-type: none"> 2.5: begin to identify their point of view and one possible different point of view about a topic <p>Preparing for Revision</p> <ul style="list-style-type: none"> 2.6: identify elements of their writing that need improvement, including content, organization, and style, using feedback from teachers and peers <p>Revision</p> <ul style="list-style-type: none"> 2.7: make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies <p>Producing Drafts</p> <ul style="list-style-type: none"> 2.8: produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations 	<p><u>Destiny Speaks</u> (point of view)</p>

GRADE ONE
Curricular Expectations and Connections – page 3

AREA	CURRICULAR EXPECTATION	CONNECTIONS
WRITING	<p>Spelling Familiar Words</p> <ul style="list-style-type: none"> • 3.1: spell some high-frequency words correctly <p>Spelling Unfamiliar Words</p> <ul style="list-style-type: none"> • 3.2: spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings <p>Vocabulary</p> <ul style="list-style-type: none"> • 3.3: confirm spellings and word meanings or word choice using one or two resources <p>Punctuation</p> <ul style="list-style-type: none"> • 3.4: use punctuation to help communicate their intended meaning, with a focus on: capital letter at the beginning of a sentence, a period, question mark or exclamation mark at the end <p>Grammar</p> <ul style="list-style-type: none"> • 3.5: use parts of speech appropriately to communicate their meaning clearly with a focus on: nouns for names of people, places and things; personal subject pronouns; verbs to tell what they do and feel; some adjectives; and simple prepositions of place <p>Proofreading</p> <ul style="list-style-type: none"> • 3.6: proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher <p>Publishing</p> <ul style="list-style-type: none"> • 3.7: use of some elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout <p>Producing Finished Works</p> <ul style="list-style-type: none"> • 3.8: produce pieces of published work to meet criteria identified by the teacher, based on the expectations <p>Metacognition</p> <ul style="list-style-type: none"> • 4.1: identify some strategies they found helpful before, during and after writing 	<p>Teachers should pay special attention to grade specific expectations when teaching and assessing the writing tasks.</p>
MATH	<p>Measurement</p> <ul style="list-style-type: none"> • Relate temperature to experiences of the seasons 	<p><u>Seasonal Activities on an Alpaca Farm</u></p>

