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|  | **Grade 1 ELA** | **Big Ideas (Understand)** | | | | | | | | | | | | | | | | | | | | | | |
| Comprehend and Connect | **Curricular Competencies (Do)**  Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to: | Language and stories can be a source of creativity and joy.  Stories and other texts help us learn about ourselves and our families.  Stories and other texts can be shared through pictures and words.  Everyone has a unique story to share.  Through listening and speaking, we connect with others and share our world.  Playing with language helps us discover how language works.  Curiosity and wonder lead us to new discoveries about ourselves and the world around us. | | | | | | | | | | | | | | | | | | | | | | |
| **Stories and other texts can be told through pictures and words.** |  | | **Playing with language helps us discover how language works.** | | | | | | | **Writing** | | | | | | | Through listening and speaking, we connect with others and share our world. | | | | | |
| **Content (Know)** | | | | | | | | | | | | | | | | | | | | | | |
| elements of story | elements of story | vocabulary to talk about texts | reading strategies | concepts of print | literary elements and devices | oral language strategies | metacognitive strategies | sentence structure and grammar | conventions | writing processes | concepts of print | print awareness | letter-sound correspondence  (phonetic and phonological awareness) | letter formation | sentence structure and grammar | conventions | reading strategies | vocabulary to talk about texts | metacognitive strategies | print awareness | oral language strategies | letter-sound  correspondence  (phonemic and phonological awareness) |
| *Inquiry Question/Theme* | *Inquiry Question/Theme* | | *Inquiry Question/Theme* | | | | | | | *Inquiry Question/Theme* | | | | | | | *Inquiry Question/Theme* | | | | | |
| Read fluently at grade level |  |  | |  | | | | | | |  | | | | | | |  | | | | | |
| Use sources of information and prior knowledge to make meaning |  |  | |  | | | | | | |  | | | | | | |  | | | | | |
| Use developmentally appropriate reading, listening, and viewing strategies to make meaning |  |  | |  | | | | | | |  | | | | | | |  | | | | | |
| Use foundational concepts of print, oral, and visual texts |  |  | |  | | | | | | |  | | | | | | |  | | | | | |
| Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community |  |  | |  | | | | | | |  | | | | | | |  | | | | | |
| Recognize the importance of story in personal, family, and community identity |  |  | |  | | | | | | |  | | | | | | |  | | | | | |
|  | Use personal experience and knowledge to connect to stories and other texts to make meaning |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Recognize the structure and elements of story |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Show awareness of how story in First Peoples cultures connects people to family and community |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Exchange ideas and perspectives to build shared understanding |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Create and Communicate | Identify, organize, and present ideas in a variety of forms |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Create stories and other texts to deepen awareness of self, family, and community |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Plan and create a variety of communication forms for different purposes and audiences |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Communicate using letters and words and applying some conventions of Canadian spelling, grammar, and punctuation |  |  | |  | | | | | | | | | | | | | |  | | | | | |
| Explore oral storytelling processes |  |  | |  | | | | | | | | | | | | | |  | | | | | |