

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;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
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.	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>

SPECIFIC EXPECTATIONS

1. Listening to Understand

By the end of Grade 1, students will:	
Purpose 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)	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and</i>

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<p>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)</p>	<p><i>Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Active Listening Strategies 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)</p>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Comprehension Strategies 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 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>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Today; Wheels Turn Round; Crocodiles Swim in the Swamp; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; Being Active Is Fun; Mandi and Her Dad Go Shopping; Too Many Questions; Keeping Clean, Getting Dirty; This Big Tree; Will the Sun Shine?</i></p>
<p>Demonstrating Understanding 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><i>First Comes Red; Today; My Dad Is Sick; I am Glad I am Not an Alligator; Being Active Is Fun; Mandi and Her Dad Go Shopping</i></p>
<p>Making Inferences/Interpreting Texts 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: "The boy said, 'You broke my airplane!'"</i></p>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Today; Wheels Turn Round; Crocodiles Swim in the Swamp; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; Being Active Is Fun; Mandi and Her Dad Go Shopping; Too Many Questions; Keeping Clean, Getting Dirty; This Big Tree; Will the Sun Shine?</i></p>

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<p>What helps you understand how he might be feeling? What do you think he might do next?"</p>	
<p>Extending Understanding 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>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Today; Wheels Turn Round; Crocodiles Swim in the Swamp; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; Being Active Is Fun; Mandi and Her Dad Go Shopping; Too Many Questions; Keeping Clean, Getting Dirty; This Big Tree; Will the Sun Shine?</i></p>
<p>Analysing Texts 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>Point of View 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 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><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Today; Wheels Turn Round; Crocodiles Swim in the Swamp; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; Being Active Is Fun; Mandi and Her Dad Go Shopping; Too Many Questions; Keeping Clean, Getting Dirty; This Big Tree; Will the Sun Shine?</i></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>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; Today; Wheels Turn Round; Crocodiles Swim in the Swamp; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; Being Active Is Fun; Mandi and Her Dad Go Shopping; Too Many Questions; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>

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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><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></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>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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>	<p><i>I'm Hiding; Who Will Help?; Jen Stays Inside; Today; I Like Being Me!; The Silver Egg; The End of the Line; Hector's Sandwich; Some Towers; This Big Tree; Will the Sun Shine?</i></p>
<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 add interest to a narrative; use inclusive language that conveys respect for all people)</p>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>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)</p>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; This Big Tree; Whales Have Tails</i></p>

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<p>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</p>	<p><i>Too Many Questions</i></p>
<p>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)</p>	<p><i>Who Will Help?; I Like Being Me!; Whales Have Tails</i></p>

3. Reflecting on Oral Communication Skills and Strategies

By the end of Grade 1, students will:	
<p>Metacognition 3.1 begin to identify, with support and direction, a few strategies they found helpful before, during, and after listening and speaking</p> <p><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?”</p>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Interconnected Skills 3.2 begin to identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills</p> <p><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?”</p>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>

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;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
3. use knowledge of words and cueing systems to read fluently;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>

SPECIFIC EXPECTATIONS

1. Reading for Meaning

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By the end of Grade 1, students will:	
<p>Variety of Texts 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)</p>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Purpose 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)</p>	<p><i>First Comes Red; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Wheels Turn Round; In the Desert; Getting a Haircut; I Like Being Me!; The Silver Egg; On the Beach; Some Towers; Water and Ice; This Big Tree; Whales Have Tails</i></p>
<p>Comprehension Strategies 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)</p> <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>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Demonstrating Understanding 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><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Making Inferences/Interpreting Texts 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</p>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>

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<p>the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?"</p>	
<p>Extending Understanding 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><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Analysing Texts 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><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Responding to and Evaluating Texts 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 would you say if you were...?"</p>	<p><i>First Comes Red; Who Will Help?; Jen Stays Inside; Today; In the Desert; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; I am Glad I am Not an Alligator; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></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>I'm Hiding; Jen Stays Inside; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; My Dad's Fire Truck; On the Beach; Being Active Is Fun; Too Many Questions</i></p>

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<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>	
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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><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></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, second, then, finally</i> help to identify time order or sequence)</p>	<p><i>First Comes Red; I’m Hiding; A Fox Has Fangs; Jen Stays Inside; In the Desert; Crocodiles Swim in the Swamp; We Need Farms; I Like Being Me!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; On the Beach; Mandi and Her Dad Go Shopping</i></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><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></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><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>

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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>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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 <u>right</u> and sounds <u>right</u>, but does it make sense?"</p>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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>	<p><i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>

4. Reflecting on Reading Skills and Strategies

By the end of Grade 1, students will:

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<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 don’t know, what do you do?” “What strategies help you the most when you are reading?”</p>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Interconnected Skills 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>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></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;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
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.	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>

SPECIFIC EXPECTATIONS

1. Developing and Organizing Content

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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>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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; from observations; from various texts, including teacher read-alouds, mentor texts, and shared, guided-, and independent-reading texts)</p>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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>	<p><i>A Fox Has Fangs; Jen Stays Inside; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; Hector’s Sandwich; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; This Big Tree; Whales Have Tails</i></p>
<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>	<p><i>First Comes Red; Who Will Help?; Jen Stays Inside; Wheels Turn Round; I Like Being Me!; Pink Cat! Green Cat!; Hector’s Sandwich; Mandi and Her Dad Go Shopping; This Is Where I Live; This Big Tree</i></p>

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<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>	<p><i>First Comes Red; Today; Wheels Turn Round; In the Desert; I Like Being Me!; My Dad Is Sick; Some Towers; Mandi and Her Dad Go Shopping; This Big Tree</i></p>
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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>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<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>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Sentence Fluency 2.4 write simple but complete sentences that make sense</p>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Point of View 2.5 begin to identify, with support and direction, their</p>	<p><i>First Comes Red; A Fox Has Fangs; Jen Stays Inside; Today; In the Desert; Getting a Haircut; My Dad Is Sick; Some Towers; Mandi and Her Dad Go Shopping; Too Many Questions; Keeping Clean, Getting Dirty; This Big Tree</i></p>

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<p>point of view and one possible different point of view about the topic</p> <p><i>Teacher prompts: “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?”</i></p>	
<p>Preparing for Revision 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: “Does this writing make sense to you?” “Does it say what you wanted to say?”</i></p>	<p><i>I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Hands and Machines; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; Hector’s Sandwich; My Dad’s Fire Truck; This Pond; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Water and Ice; Whales Have Tails</i></p>
<p>Revision 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><i>I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Hands and Machines; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; Hector’s Sandwich; My Dad’s Fire Truck; This Pond; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Water and Ice; Whales Have Tails</i></p>
<p>Producing Drafts 2.8 produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations</p>	

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

<p>By the end of Grade 1, students will:</p>	
<p>Spelling Familiar Words 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>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Spelling Unfamiliar Words 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</p>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Wheels Turn Round; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>

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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)	
Vocabulary 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)	<i>I'm Hiding; Who Will Help?; Wheels Turn Round; Crocodiles Swim in the Swamp; Hands and Machines; I Like Being Me!; Pink Cat! Green Cat!; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; Mandi and Her Dad Go Shopping</i>
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	<i>First Comes Red; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Getting a Haircut; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; This Pond; Being Active Is Fun; Too Many Questions</i>
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)	<i>First Comes Red; I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; My Dad's Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i>
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?)	<i>I'm Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Hands and Machines; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; Hector's Sandwich; My Dad's Fire Truck; This Pond; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Water and Ice; Whales Have Tails</i>
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)	<i>Who Will Help?; A Fox Has Fangs; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; Pink Cat! Green Cat!; The Silver Egg; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; On the Beach; This Pond; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; This Big Tree; Whales Have Tails</i>
Producing Finished Works 3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations	<i>Who Will Help?; A Fox Has Fangs; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; Pink Cat! Green Cat!; The Silver Egg; I am Glad I am Not an Alligator; The End of the Line; Hector's Sandwich; On the Beach; This Pond; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; This Big Tree; Whales Have Tails</i>

4. Reflecting on Writing Skills and Strategies

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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><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></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 think listening to someone else’s ideas might help you with your writing?”</p>	<p><i>First Comes Red; I’m Hiding; Who Will Help?; A Fox Has Fangs; Jen Stays Inside; Today; Wheels Turn Round; In the Desert; Crocodiles Swim in the Swamp; Hands and Machines; We Need Farms; Getting a Haircut; I Like Being Me!; Pink Cat! Green Cat!; The Silver Egg; My Dad Is Sick; I am Glad I am Not an Alligator; The End of the Line; Hector’s Sandwich; My Dad’s Fire Truck; On the Beach; This Pond; Being Active Is Fun; Some Towers; Mandi and Her Dad Go Shopping; This Is Where I Live; Too Many Questions; Water and Ice; Keeping Clean, Getting Dirty; This Big Tree; Whales Have Tails; Will the Sun Shine?</i></p>
<p>Portfolio 4.3 select pieces of writing they think show their best work and explain the reasons for their selection</p>	

GRADE 1: MEDIA LITERACY

OVERALL EXPECTATIONS

By the end of Grade 1, students will:	
1. demonstrate an understanding of a variety of media texts;	<i>My Dad's Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i>
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;	<i>My Dad's Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i>
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	<i>My Dad's Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i>
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.	<i>My Dad's Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i>

SPECIFIC EXPECTATIONS

1. Understanding Media Texts

By the end of Grade 1, students will:	
<p>Purpose and Audience 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: "Who would watch/listen to this? Why?"</i></p>	<i>My Dad's Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i>
<p>Making Inferences/Interpreting Messages 1.2 identify overt and implied messages, initially with</p>	

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<p>support and direction, in simple media texts (e.g.,</p> <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) <p><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>	
<p>Responding to and Evaluating Texts</p> <p>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> <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</p> <p>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</p> <p>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</p> <p>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</p>	<p><i>My Dad's Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>

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<p>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>	
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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><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></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 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>	<p><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>

3. Creating Media Texts

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By the end of Grade 1, students will:	
<p>Purpose and Audience 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>	<p><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>
<p>Form 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>	<p><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>
<p>Conventions and Techniques 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>	<p><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>
<p>Producing Media Texts 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) 	<p><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>

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4. Reflecting on Media Literacy Skills and Strategies

By the end of Grade 1, students will:	
<p>Metacognition 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><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>
<p>Interconnected Skills 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>	<p><i>My Dad’s Fire Truck; Mandi and Her Dad Go Shopping; This Big Tree; Whales Have Tails</i></p>