**Grammar Scope and Sequence grade 1**

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| **Language Cues and Conventions** | **Must Do** | **Suggested Outcome Connection** |
| **Pragmatic** | Teach viewing, listening, and reading for a purpose. Teach common social greetings and expressions (e.g., “Thank you”); and using language appropriate to situation. |  |
| **Textual** | Teach text forms (including poem, story, fairy tale, informational text) and some of their structures and features; and how to recognize the difference between fiction and nonfiction. Create simple stories of several sentences; organize main idea with two or more related details. |  |
| **Syntactical** | Teach sentence structure and predictable word order; recognize a complete sentence and its end punctuation to help understanding. Use and write simple complete sentences often with six or more words (in speech, 6.8; in writing, 6.0 by June); understand and use conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement). |  |
| **Semantic/ Lexical/ Morphological** | Teach 100 of the most commonly used words in print; use context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words); recognize common antonyms and synonyms. Choose and use words to add interest or to clarify; use conventional spellings of high-frequency words; recognize the difference between invented and conventional Canadian spelling; form correctly the plural of single-syllable words; use capitals for the pronoun I, names, days of the week, and months; spell name and high-frequency words. |  |
| **Phonological/ Graphophonic** | Count phonemes and segment or blend phonemes at the beginning of words containing one, two, and three phonemes to make new words; recognize and use the alphabet; recognize letter/sound relationships and patterns in words; identify all consonant sounds in spoken words; use phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs in regular one-syllable words; recognize rhyming words; recognize features of words including word patterns and differences.Teach phonics to spell unfamiliar words; sound out and represent all substantial sounds in spelling a word; use a mixture of conventional and temporary spelling for three- and four-letter short vowel words. |  |
| **Other Cues and Conventions** | Teach key features such as captions, illustrations, colours, sizes, and movements in different types of texts. Use simple gestures, volume, and tone of voice to communicate ideas and needs; hold pencils, crayons, and markers with a comfortable and correct grip; use correct letter and number formation; leave spaces between words; use pictures, charts, graphs, and physical movement to show what is learned. |  |

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