**English Language Arts 1 Outcomes**

**Comprehend and Respond (CR)**

[**CR1.1**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=1.1)

**Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., All About Me) community (e.g., Friends and Family) social responsibility (e.g., Conservation) and relate to own feelings, ideas, and experiences.**

[**CR1.2**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=1.2)

**View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).**

[**CR1.3**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=1.3)

**Listen to and comprehend a variety of texts (including a book read aloud, a person speaking, and directions) to retell the sequence and key points (who, what, when, where, why, and how).**

[**CR1.4**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=1.4)

**Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), and the problems and solutions.**

**Compose and Create (CC)**

[**CC1.1**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=2.1)

**Compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on: identity (e.g., Feelings) community (e.g., Neighbourhood) social responsibility (e.g., Plants and Trees).**

[**CC1.2**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=2.2)

**Represent key ideas and events, in a logical sequence and with detail, in different ways (including dramatization, pictures, sounds, physical movement, charts, models, and drawings).**

[**CC1.3**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=2.3)

**Speak clearly and audibly about ideas, experiences, preferences, questions, and conclusions in a logical sequence, using expression and dramatization when appropriate.**

[**CC1.4**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=2.4)

**Write and share stories and short informational texts about familiar events and experiences in a minimum of five sentences.**

**Assess and Reflect on Language Abilities (AR)**

[**AR1.1**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=3.1)

**Identify, with teacher guidance, what good viewers, listeners, readers, representers, speakers, and writers do.**

[**AR1.2**](http://curriculum.gov.sk.ca/?view=indicators&lang=en&subj=english_language_arts&level=1&outcome=3.2)

**Set and monitor, in consultation with the teacher, goals for more effective viewing, listening, reading, representing, speaking, and writing experiences.**