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| **Comprehend and Respond (Viewing, Listening, Reading): Grade 1** | | |
| Grade 1 Not meeting Expectations: Comprehend and Respond  **Yet Meeting Expectations** | | |
| Comprehension | Use of Strategies | Cues and Conventions |
| **Understands some or little of what one views, listens to, and reads and does not recall much of it. Gives simple or inadequate interpretations and little or no evidence to support responses.** | **Requires repeated modelling of before, during, and after viewing, listening, and reading strategies and continuous coaching on when and how to use them.** | **Has an uncertain grasp of the basic cues and conventions of communication and language to construct meaning.** |
| Views and grasps part of the meaning from the visuals in texts.  Listens and retells a few or little of the ideas or details in the text. Follows one-step oral directions correctly.  Reads and retells some ideas in simple narrative and informational texts. | Uses, with much prompting, some before, during, and after strategies when viewing, listening, and reading such as looking for details, making connections, and predicting. Makes some personal connections.  Listens, with prompting. Takes turns most of the time.  Reads slowly and “sounds out” frequently used words; pauses or stops frequently when reading.  Reflects, with teacher guidance, on viewing, listening, and reading experiences. | Recognizes, with explicit guidance, a purpose for viewing, listening, and reading.  Identifies a beginning and end; understands that what can be said can be read.  Recognizes a basic sentence and identifies and attends to periods when used at the end of sentences.  Knows some sight words (e.g., I, a, the); understands some general concept words; identifies some rhymes; knows that spaces separate words.  Recognizes most letter names and letter sounds, and begins to use initial sounds to decode words; identifies most initial sounds in a spoken word.  Uses, with explicit direction and modelling, visual cues such as colour, form, shape, size, movement, and space to construct meaning from texts. |

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| **Compose**  **and Create (Speaking, Writing, and Other Forms of Representing): Grade 1** | | |
| Grade 1 Not meeting Expectations :Compose and Create  **Not Yet Meeting Expectations** | | |
| Message | Use of Strategies | Cues and Conventions |
| **Compositions and presentations are basic. They are limited, unfocused, and/or unclear.** | **Requires repeated modelling of before, during, and after speaking, writing, and other forms of representing strategies and requires continuous coaching on when and how to use them.** | **Demonstrates an uncertain and simplistic grasp of the basic elements of expressive language. Errors interfere with communication.** |
| Representing: Represents basic ideas and events with limited details.  Speaking: Talks about basic ideas and experiences; recalls and retells directions; asks permission.  Writing: Draws pictures and attempts to add print to communicate ideas following teacher modelling. | Follows a step-by-step process with direction and modelling to communicate basic ideas and understanding.  Does not always take turns sharing ideas; tries to make connections.  Follows a step-by-step format in patterned and shared writing, with direction, to convey meaning through pictures, letters/words, and symbols.  Shares with others what was composed or created but does not always understand or reflect on what effective speakers, writers, or representers do. | Has little or no awareness of audience and/or task and is not clear about purpose or focus.  Follows a given format but details are lacking, inappropriate, or random; does not stick to the topic or always make sense and does not clearly organize communications.  Presents ideas in simple sentences or incomplete sentences; copies a three-to four-word sentence frame and includes own choice of a word to fill in the blank.  Relies on basic vocabulary to convey meaning; chooses words correctly from a model (e.g., brainstormed list, environmental print).  Represents most initial and final consonant sounds (e.g., ran, tub) and is beginning to use some vowels in word families.  Has difficulty articulating some words.  Forms, in a legible manner, all upper and lower case letters taught. Begins to use lower case letters correctly in writing. Follows a given format for a specific purpose; begins to use a range of elements (e.g., colour, shape, movement, sound, and space) to represent ideas and understanding |