

## Listening - Grade 1

| Outcome (Indicator)   | 4 – Mastery   | 3 - Proficient  | 2 - Approaching  | 1 - Beginning  |
|---|---|---|--|--|
| <p><b>Comprehension</b></p> <p><b>Outcome: CR 1.1 Listen, comprehend and respond to a variety of grade-level texts (including First Nations and Métis resources) that address: identity, community, social responsibility, and relate to own feelings, ideas, and experiences.</b></p> <p><b>Outcome: CR1.3 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).</b></p> | <p>Listens to a variety of texts and shows comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>Insightfully</b> relating aspects of stories and characters from various texts to personal feelings and experiences.</li> <li>• Making and sharing <b>insightful</b> connections among texts, prior knowledge, and personal experiences (e.g., family traditions).</li> <li>• Showing <b>insightful</b> awareness of the experiences and ideas of other persons encountered through texts, including First Nations and Métis resources.</li> <li>• <b>Precisely</b> describing characters, the way they might feel, and the way situations might cause them to feel.</li> </ul> <p>Listens and responds <b>insightfully</b> to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Metis stories.</p> <p><b>Precisely</b> retells stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.</p> <p>Listens to texts and <b>precisely</b> retells the most important information (e.g. who, what when, where, why, and how).</p> <p>Listens to <b>precisely and accurately</b> carry out directions with four to six simple steps.</p> | <p>Listens to a variety of texts and shows comprehension by:</p> <ul style="list-style-type: none"> <li>• Relating aspects of stories and characters from various texts to personal feelings and experiences.</li> <li>• Making and sharing connections among texts, prior knowledge, and personal experiences (e.g., family traditions).</li> <li>• Showing awareness of the experiences and ideas of other persons encountered through texts, including First Nations and Métis resources.</li> <li>• Describing characters, the way they might feel, and the way situations might cause them to feel.</li> </ul> <p>Listens and responds <b>appropriately</b> to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Metis stories.</p> <p>Retells stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.</p> <p>Listens to texts and retells the most important information (e.g. who, what when, where, why, and how).</p> <p>Listens to carry out directions with four to six simple steps.</p> | <p>Listens to a variety of texts and shows comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>Simplistically</b> relating aspects of stories and characters from various texts to personal feelings and experiences.</li> <li>• Making and sharing <b>simplistic</b> connections among texts, prior knowledge, and personal experiences (e.g., family traditions).</li> <li>• Showing <b>simplistic</b> awareness of the experiences and ideas of other persons encountered through texts, including First Nations and Métis resources.</li> <li>• <b>Partially</b> describing characters, the way they might feel, and the way situations might cause them to feel.</li> </ul> <p><b>With support</b>, listens and responds <b>appropriately</b> to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Metis stories.</p> <p><b>Partially</b> retells stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.</p> <p>Listens to texts and <b>partially</b> retells the most important information (e.g. who, what when, where, why, and how).</p> <p>Listens to <b>partially</b> carry out directions with four to six simple steps.</p> | <p>Listens to a variety of texts and shows comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>Vaguely</b> relating aspects of stories and characters from various texts to personal feelings and experiences.</li> <li>• Making and sharing <b>limited</b> connections among texts, prior knowledge, and personal experiences (e.g., family traditions).</li> <li>• Showing <b>vague</b> awareness of the experiences and ideas of other persons encountered through texts, including First Nations and Métis resources.</li> <li>• <b>Inaccurately</b> describing characters, the way they might feel, and the way situations might cause them to feel.</li> </ul> <p><b>Unable</b> to listen and respond appropriately to a range of oral communications including selected works of children’s literature and traditional and contemporary First Nations and Metis stories.</p> <p><b>Incorrectly</b> retells stories (including oral traditions shared by Elders and Knowledge Keepers) by relating the sequence of story events by answering who, what, when, where, why, and how questions.</p> <p>Listens to texts and <b>incorrectly</b> retells the most important information (e.g. who, what when, where, why, and how).</p> <p><b>Ineffective</b> listening <b>interferes</b> with student’s ability to carry out directions with four to six simple steps.</p> |

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| <p><b>Use of Strategies</b></p> <p><b>CR1.4 (b)</b> Select and use the appropriate before, during, and after strategies when reading.</p>  | <p><b>Purposefully</b> selects and uses before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> <li>• Considering what is known</li> <li>• Making connections</li> <li>• Predicting</li> <li>• Drawing inferences</li> <li>• Looking for details</li> <li>• Justifying what might happen</li> <li>• Recalling key ideas and events in a logical order</li> </ul> | <p>Selects and uses the appropriate before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> <li>• Considering what is known</li> <li>• Making connections</li> <li>• Predicting</li> <li>• Drawing inferences</li> <li>• Looking for details</li> <li>• Justifying what might happen</li> <li>• Recalling key ideas and events in a logical order</li> </ul> | <p><b>With support, able</b> to select and use the appropriate before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> <li>• Considering what is known</li> <li>• Making connections</li> <li>• Predicting</li> <li>• Drawing inferences</li> <li>• Looking for details</li> <li>• Justifying what might happen</li> <li>• Recalling key ideas and events in a logical order</li> </ul> | <p><b>Unable</b> to select and use the appropriate before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> <li>• Considering what is known</li> <li>• Making connections</li> <li>• Predicting</li> <li>• Drawing inferences</li> <li>• Looking for details</li> <li>• Justifying what might happen</li> <li>• Recalling key ideas and events in a logical order</li> </ul> |
| <p><b>Cues and Conventions</b></p> <p><b>CR1.4 (c)</b> Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when reading</p>  | <p><b>Purposeful and efficient</b> application of cues and conventions to construct and communicate meaning when listening.</p>  | <p>Uses and applies cues and conventions to construct and communicate meaning when listening.</p>  | <p><b>Basic</b> cues and conventions to construct and communicate meaning when listening.</p>   | <p><b>Limited or ineffective</b> application cues and conventions to construct and communicate meaning when listening.</p>  |
| <p><b>Pragmatic:</b></p> <ul style="list-style-type: none"> <li>• Identifies a purpose for listening.</li> </ul> <p><b>Textual:</b></p> <ul style="list-style-type: none"> <li>• Recognizes different text forms (including poem, story, fairy tale, informational text) and some of their structures and features (e.g., title, page number, sequence, description, problem/resolution).</li> <li>• Recognizes the difference between fiction and non-fiction.</li> </ul> <p><b>Syntactical:</b></p> <ul style="list-style-type: none"> <li>• Understands sentence structure and predictable word order.</li> <li>• Recognizes a complete sentence and its end punctuation; use punctuation (including period and comma) to help understanding.</li> </ul> <p><b>Semantical/Lexical/Morphological:</b></p> <ul style="list-style-type: none"> <li>• Uses context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words).</li> <li>• Recognizes common antonyms and synonyms.</li> </ul> <p><b>Phonological/Graphophonic</b></p> <ul style="list-style-type: none"> <li>• Recognizes letter/sound relationships and patterns in words.</li> <li>• Identifies all consonant sounds in spoken words.</li> <li>• Recognizes rhyming words.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Recognizes features of words including word patterns and differences.</li> </ul> |  |  |   |   |