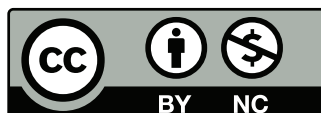


Listening - Grade 1

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



Listening - Grade 1

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