

English Language Arts - Grade 1

The rubrics for English Language Arts complement the curriculum and achievement standards which provide detailed benchmarks.

Speaking and Listening Standards: To be provided October 2015

Reading and Writing Standards:

2015 <https://portal.nbed.nb.ca/tr/lr/Curriculum%20Support%20Resources/Reading%20and%20Writing%20Achievement%20Standards%20End%20of%20Grade%20One>

		4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Speaking and Listening - 1	Speaking	<p>Frequently shares and explains thoughts, feelings and experiences.</p> <p>Regularly listens to the ideas and opinions of others and extends the conversation.</p> <p>Sustains a 1:1 conversation, using cues and conventions to communicate.</p>	<p>Usually shares and explains thoughts, feelings and experiences.</p> <p>Usually listens to the ideas and opinions of others and often builds on these ideas.</p> <p>Sustains a short and purposeful 1:1 conversation, using cues and conventions to communicate ideas and feelings.</p>	<p>Sometimes shares thoughts, feelings and experiences.</p> <p>Sometimes listens to the ideas and opinions of others.</p> <p>May require prompts to sustain a 1:1 conversation and use cues and conventions to communicate ideas and feelings.</p>	<p>Rarely shares thoughts, feelings and experiences.</p> <p>Rarely listens to the ideas and opinions of others.</p> <p>Unable to sustain a 1:1 conversation, limited use of cues and conventions to communicate ideas and feelings.</p>
	Listening Comprehension	<p>Always understands key ideas and overall message.</p> <p>Consistently responds appropriately to instructions and questions.</p> <p>Purposefully focusses on speaker for short time spans, asks relevant questions (on topic).</p>	<p>Usually understands key ideas and overall message.</p> <p>Generally responds appropriately to instructions and questions.</p> <p>Focusses on speaker for short time spans (6-7 minutes), asks related questions (on topic).</p>	<p>Somewhat understands key ideas and gets the gist of the message.</p> <p>To some extent responds appropriately to instructions and directions.</p> <p>Partially focusses on speaker, may interrupt and/or ask unrelated questions.</p>	<p>Unable to understand key ideas or misses the overall message.</p> <p>Seldom responds appropriately to instructions and questions.</p> <p>Unable to focus on speaker even for very short time spans. Rarely asks questions.</p>
Evidence: small-group conferences, observations of engagement (levels of participation and frequency), show and share, observations of think-pair-share and turn taking					

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		Reading and Viewing - 1	Strategies and Behaviours	<p>Efficiently uses all cuing systems (sounds, language, word order, context) to monitor and self-correct.</p> <p>Has acquired a large sight-word bank of personally significant and content-specific words.</p>	<p>Effectively uses a combination of cues (sounds, language, word order, context) to monitor and self-correct.</p> <p>Recognizes high-frequency words and has a sight-word bank of personally significant words</p>
	Comprehension	<p>Responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Makes simple inferences using context clues, background knowledge, and text features.</p> <p>Personal connections are relevant to the details in the text.</p>	<p>Usually responds accurately to literal questions (main idea, supporting details, retells).</p> <p>Often makes simple inferences using context clues, background knowledge, and text features.</p> <p>Personal connections may be general or obvious.</p>	<p>Answers some literal questions accurately.</p> <p>Recounts a few details and with prompting, sequences 3-4 main events.</p> <p>With prompting, makes simple inferences about and personal connections to texts read aloud.</p> <p>Responses to independent texts may reflect a superficial understanding or be unrelated to the message.</p>	<p>Requires extensive support to respond to literal questions and to use context clues, background knowledge, and text features to make simple inferences.</p> <p>Personal connections are seldom made</p>

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Level of Text Complexity	Independently selects and reads texts at a complexity considered beyond target level.	Selects and reads texts at a complexity considered at target level.	<p>Has some difficulty reading texts at a complexity considered at target level.</p> <p>Reads texts more complex than end of K and may read end of Grade 1 texts if the subject-matter and text is highly familiar.</p> <p>Knows letter-sound relationships, and has minimal gaps in phonological awareness.</p>	<p>Has a great deal of difficulty reading texts at target level.</p> <p>May read simple picture books (topics within their experience) and short repetitive texts independently.</p> <p>Knows most letter-sound relationships, may have gaps in phonological awareness.</p>
<p>End-of-grade text complexity for Grade 1 students is described below. Indicators specific to literary and information texts are described in the standards guide.</p> <p>Knowledge demands: accessible content, based on familiar experiences of home, school, and community</p> <p>Themes: main ideas/themes that are concrete and easy to understand</p> <p>Sentences: some longer, simple sentences with adjectives, adverbs, and phrases; some compound sentences</p> <p>Language: language commonly used by students; many high-frequency words; occasional use of some unfamiliar words or content-specific vocabulary, explained and illustrated in text</p> <p>Word complexity: mostly 1-2 syllable words with a few easily decodable multi-syllable words; some plurals, contractions, and possessives</p> <p>Graphics/illustrations: illustrations/photographs enhance/match the text but offer minimal word-solving support</p> <p>Layout: approximately 4-8 lines of text per page, with sentences that carry over 2-3 lines; short sentences may begin mid-line; longer sentences usually start at left margin; large clear font with ample spacing between words and lines; some variation in text layouts</p>				
<p>Evidence: reading conferences, record of contributions during read alouds, observations of independent reading behaviours, reading records, phonological awareness</p>				

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		Strategies and Behaviours	<p>Efficiently uses grade-level strategies and writing tools to complete the process.</p> <p>Automaticity with sound/symbol and word knowledge supports extended text construction.</p> <p>Revises with direction.</p>	<p>Often uses grade-level strategies and writing tools to complete the process.</p> <p>Readily uses sound/symbol and word knowledge to construct words and sentences.</p> <p>Revises with specific direction.</p>	<p>Needs prompting to use grade-level strategies and writing tools to complete a piece of writing.</p> <p>Experiences some difficulty using sound/symbol and word knowledge.</p> <p>Needs continuous monitoring to complete a piece of writing.</p>
Traits	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>strong</u> writing as evidenced over time in a variety of pieces and text forms.</p>	<p>Demonstrates <u>all</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in a variety of pieces and text forms.</p>	<p>Demonstrates <u>some</u> aspects (content, organization, word choice, voice, sentence structure, conventions) of <u>appropriate</u> writing as evidenced over time in a variety of pieces and text forms.</p>	<p>Demonstrates a limited grasp of all aspects (content, organization, word choice, voice, sentence structure, conventions) of appropriate writing as evidenced over time.</p>	
Text Forms	<p>Organizes according to form, with some attention to audience and purpose.</p> <p>Consistently includes features introduced in class, where it makes sense.</p>	<p>Generally organizes according to form and purpose.</p> <p>Generally includes features introduced in class, may overuse.</p>	<p>With prompting, follows a format to organize writing.</p> <p>With monitoring includes features introduced in class.</p>	<p>Unaware of text form and purpose for writing.</p>	
Evidence: Writing journal, writing process checklist (information gathered from changes to writing pieces over time), record of writing conferences					