



# *Common Framework of Reference (CFR)* *Condensed: Grade 1*



Revised October 2020



**PRAIRIE SPIRIT**  
**SCHOOL DIVISION**

*Learners for Life*

## Introduction

The following pages are a condensed version of the original CFR documents for reading and writing created in 2015 by the Ministry of Education in partnership with Saskatoon Public School Division.

In order to make the document more user-friendly for classroom teachers, Prairie Spirit School Division sought to create a similar resource that teachers could use for the purposes of assessment, reporting to parents, and directing their teaching practice. Key features are as follows:

1. One document has been created *for each grade* to reduce superfluous material.
2. The rubric is intended to be compact and easy to scan visually as a single two-sided document. The descriptors come straight from the original CFR documents.
3. The rubric is formatted as a checklist for teachers to use as formative assessment.
4. The rubric includes a space for student information so that teachers can print one for each EAL student to easily track their progress.
5. An appendix is included with material referred to in the rubric (ie. Sight word lists, semantic maps, vocabulary templates, etc.).
6. Grade level expectations are included from the original document in order to make it applicable to all students.
7. Writing exemplars from the original document are included to assist teachers in comparing and scoring accuracy, not only for the EAL student but for all students.

The rubrics in this document are intended for teachers as a way of updating parents on student progress during parent teacher interviews and/or for conferring with other teachers on student achievement. **These rubrics are NOT intended to give to parents.**

Prairie Spirit would like to acknowledge the Ministry of Education for their funding which allowed this document to be created as well as to the EAL team of Prairie Spirit including:

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## General Overview for Grade One Writing

<b>A1.1</b>	<b>Grades 1 students at A 1.1 have a limited vocabulary repertoire of isolated words and phrases. At the A 1.1 stage, students can print their own name, copy/print names of familiar objects, and convey meaning through drawings. They are aware of left to right directionality and have some awareness of sound to symbol relationships.</b>
<b>A1.2</b>	<b>Grades 1 students at A 1.2 can produce simple descriptions of everyday objects, simple informal messages, as well as label diagrams. They are attempting to use capital letters and punctuation as well as the lines on their paper. They are able to produce simple sentences in the present tense using familiar, learned patterns.</b>
<b>A2.1</b>	<b>Grades 1 students at A 2.1 begin to use descriptive words, prepositions, and the conjunction, 'and'. They can use simple sentences and expressions to describe common objects and activities. They are beginning to use the past tense and singular and plural forms of words with growing accuracy.</b>
<b>A2.2</b>	<b>Grades 1 students at A 2.2 can communicate information on familiar topics using simple grammatical structures. Students at the A 2.2 stage are beginning to use additional parts of speech and an increased range of grammatical structures.</b>
<b>B1.1</b>	<b>Grades 1 students at B 1.1 have sufficient vocabulary to express themselves (often with some circumlocutions) on most familiar topics of interest to them. Errors occur, but the intent of the communication is usually clear. B 1.1 students are beginning to use content area vocabulary.</b>
<b>B1.2</b>	<b>Grades 1 students at B 1.2 can produce simple connected text on topics which are familiar or are of personal interest. B 1.2 students can describe experiences and events and briefly give reasons and explanations for opinions and plans.</b>

<b>Grade 1 CFR Writing Rubric</b>	Student Name:	Primary Language:	<b>Current CFR:</b>
Teacher:	School:	School Year:	<b>Year End CFR:</b>

A1.1 Vocabulary		A1. Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Can print or copy simple words, with assistance		Uses limited descriptive words (e.g. colours, sizes, shapes)		Beginning to use simple descriptive words about familiar subjects		Can use descriptive words relating to familiar topics (e.g. my family, a party)		Uses some content area vocabulary		Has sufficient vocabulary to write simple descriptions on a variety of familiar topics	
May write words of personal relevance (e.g. mom, dad)		Uses a few utility words and/or sight words		Begins to use simple prepositions (e.g. in, on)		Includes simple prepositions, with errors		Uses prepositions with increased accuracy		Uses prepositions with accuracy	
				Can produce personal word lists of familiar or recurring vocabulary		Beginning to use content area vocabulary		Can write simple descriptions on familiar topics		Often uses content area vocabulary	
				Can use visuals to create simple descriptions							

A1.1 Conventions		A1.2 Conventions		A2.1 Conventions		A2.2 Conventions		B1.1 Conventions		B1.2 Conventions	
Can write alphabet independently		Can represent sound-symbol relationships with some accuracy		Uses more sight words with greater accuracy		Demonstrates knowledge of beginning blends		Demonstrates knowledge of final blends		Edits own work, with support	
Holds writing tool effectively		Awareness of word families		Attempts phonetic spelling for entire words		Spells common high-frequency words with accuracy		Spells common words with accuracy		Uses grade/age appropriate conventions with accuracy	
Demonstrates some awareness of sound-symbol relationships		Beginning to use site sight words (e.g. <i>the, is</i> ) with assistance		Demonstrates knowledge of word families (e.g. <i>-at, -in</i> )				Demonstrates knowledge of digraphs (e.g. <i>th, ch</i> )		Spells grade/age appropriate words accurately	
Single letter may represent word (e.g. beginning sound)		Attempts to use phonetic spelling for most words (e.g. beginning and ending consonants)								Demonstrates knowledge of diphthongs (e.g. <i>ow, oy, oo</i> )	

A1.1 Mechanics		A1.2 Mechanics		A2.1 Mechanics		A2.2 Mechanics		B1.1 Mechanics		B1.2 Mechanics	
Little awareness of punctuation and capitalization rules		Beginning to use capitals and periods		Uses capitalization and punctuation, with some errors		Uses punctuation and capitals with increased accuracy		Uses basic punctuation and capitals with accuracy		Beginning to use age-appropriate advanced punctuation	
		Attempts to leave spaces between words		Leaves spaces between words							

A1.1 Grammar & Syntax		A1.2 Grammar & Syntax		A2.1 Grammar & Syntax		A2.2 Grammar & Syntax		B1.1 Grammar & Syntax		B1.2 Grammar & Syntax	
		Can write in simple present tense using a sentence frame (e.g. <i>I like apples; I can jump</i> )		Attempts to use singulars and plurals		Uses simple grammatical structures		Demonstrates some understanding of word order, plurals and tenses		Demonstrates control of word order, plurals and tenses	
				Can write short sentences in simple past tense on familiar topics		Begins to use pronouns, with errors		Experiments with verb tenses, with errors		Uses multiple verb tenses and inflected endings with greater accuracy	
						Writes short sentences using irregular past tense verbs (e.g. <i>ate, saw</i> )		Uses subject-verb agreement with some errors		Uses subject-verb agreement with increasing accuracy	
								Uses inflected endings (e.g. <i>-ed, -ing</i> ), with some errors			

A1.1 Ideas		A1.2 Ideas		A2.1 Ideas		A2.2 Ideas		B1.1 Ideas		B1.2 Ideas	
Relies on visuals or illustrations to convey meaning		Can print/write very simple informal messages		Can write short sentences expressing wants and preferences		Writes descriptions of common objects, familiar places, people, surroundings, or activities using short, simple sentences		Can describe everyday places, objects or events, using complete sentences that are connected to each other		Can recount a personal experience, with details	
May not attempt to write letters or words		Can print/write simple information about themselves		Can write short sentences describing an image		Can write a summary sentence of a text's main ideas		Can write simple, short descriptions on subjects of interest		Can write a short descriptive narrative or expository text	
May write L1 words to communicate		Can print/write simple descriptions of everyday objects				Includes increasing amount of details (e.g. <i>where, what, when</i> )		Adds details and explanations to convey meaning, with assistance		Can write simple instructions about a familiar procedure (e.g. "how to")	
		Labels personal drawings with familiar words (e.g. <i>dog, house</i> )				Can write and respond to brief notes of greeting, invitation, or thanks		Includes adjectives and adverbs		Adds details and explanations to convey meaning	
								Writes simple instructions about familiar procedures, with assistance (e.g. sentence frame)		Can write about story elements (e.g. character, setting) using a graphic organizer	

A1.1 Organization		A1.2 Organization		A2.1 Organization		A2.2 Organization		B1.1 Organization		B1.2 Organization	
Uses left to right directionality		Beginning to write on the line		Can write within the lines		Generally able to stay on topic		Able to keep to one topic		Sequences text	
				Begins to connect ideas using connecting words (e.g. <i>and, because</i> )		Writes straightforward text using simple conjunctions (e.g. <i>and, but, because</i> )		Sequences text, with support		Beginning to use transition words (e.g. <i>first, next, then</i> )	

A1.1 Form		A1.2 Form		A2.1 Form		A2.2 Form		B1.1 Form		B1.2 Form	
Can copy or print/write own name		Can copy or print/write words being learned in class		Begins to use compound sentences		Uses compound sentences, with overuse of conjunctions (e.g. <i>and, then</i> )		Uses complex sentences, with assistance		Writes complex sentences, with support	
Can copy or print/write labels on familiar objects in a picture or diagram		Can label a diagram or illustration using familiar words from a list		Can label charts, diagrams and maps		Writes very simple stories (e.g. <i>What my dog did</i> )		Can produce writing in more than one genre		Can produce writing in a variety of genres (e.g. recount, narrative, description, story)	
		Can fill in gapped text using a word list of familiar words		Uses limited, repetitive phrases		Writes simple questions		Can complete a simple paragraph, with support		Can complete a simple paragraph, with assistance	
		Relies on patterned sentences, with assistance		Can create patterned sentences following a model							
		Can write a simple sentence using a familiar, learned pattern		Can write simple questions, following a model							
				Can respond to simple questions using a sentence frame							

## ENGLISH LANGUAGE ARTS (ELA) WRITING EXPECTATIONS - GRADE 1

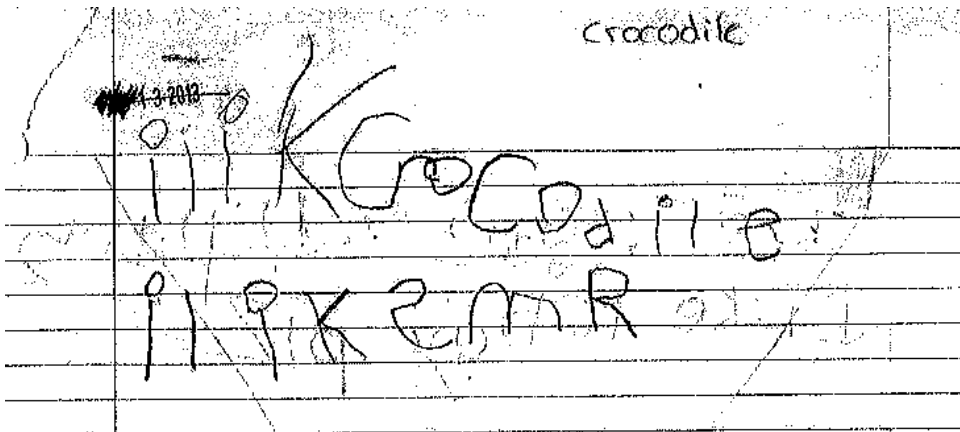
**A Grade One student meeting curricular expectations demonstrates control over many elements of language and communication. By the end of June, students write simple, complete sentences demonstrating an understanding of word order, upper and lower case, spacing, and basic punctuation. They are able to create clear compositions in a variety of genres, editing and adding detail to their work.**

<p>VOCABULARY</p> <ul style="list-style-type: none"> <li>• Knowledge of words</li> <li>• Word choice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writes about familiar topics using learned vocabulary to express ideas.</li> <li>✓ Uses appropriate and descriptive words in a variety of situations.</li> <li>✓ Attempts to choose interesting words in independent writing.</li> </ul>
<p>CONVENTIONS</p> <ul style="list-style-type: none"> <li>• Phonemic awareness</li> <li>• Print knowledge</li> <li>• Spelling</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstrates control over the elements of communication and language.</li> <li>✓ Edits, with teacher support, for completeness. Can add detail.</li> <li>✓ Spells correctly grade-appropriate, high-frequency words.</li> <li>✓ Represents most beginning and ending consonant digraphs and regular short vowels.</li> <li>✓ Uses a mixture of conventional and temporary (phonetic) strategies to spell three-or four-letter words.</li> </ul>
<p>MECHANICS</p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Capitalization</li> </ul>	<ul style="list-style-type: none"> <li>✓ Uses complete sentences with six words or more using capitals, correct spacing, and some punctuation.</li> <li>✓ Uses upper and lower case letters correctly and consistently (e.g., name).</li> <li>✓ Uses correct letter and number formation (capitals and small letters).</li> </ul>
<p>GRAMMAR AND SYNTAX</p>	<ul style="list-style-type: none"> <li>✓ Writes (prints) simple complete sentences. By June, these sentences will often have six or more words.</li> <li>✓ Understands and uses conventions of a sentence (including word order, capital letters at the beginning of a sentence, period at the end of a statement).</li> <li>✓ Forms the plural of single-syllable words (e.g., dog/dogs).</li> </ul>
<p>IDEAS</p> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Details</li> <li>• Clarity</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writes (prints) clear and thoughtful compositions.</li> <li>✓ Uses some details that are specific and makes ideas clear.</li> </ul>
<p>ORGANIZATION</p> <ul style="list-style-type: none"> <li>• Sequencing</li> <li>• Coherence</li> <li>• Transitioning</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relates an important event or personal experience in a simple sequence.</li> <li>✓ Organizes main idea with two or more related details.</li> <li>✓</li> </ul>
<p>FORM</p> <ul style="list-style-type: none"> <li>• Following models</li> <li>• Using different genres</li> <li>• Using sentence variety</li> </ul>	<ul style="list-style-type: none"> <li>✓ Creates short texts including informational texts, autobiographical narratives, imaginative stories, and poems with own ideas following a model.</li> <li>✓ Writes brief explanations and descriptions (accompanied by pictures) of real objects, persons, and places.</li> </ul>

## LEARNER WRITING EXEMPLARS: GRADE 1-2

### Learner Profile for EAL A 1.1

Marty is a Grade One student whose writing is at a low level of A 1.1.

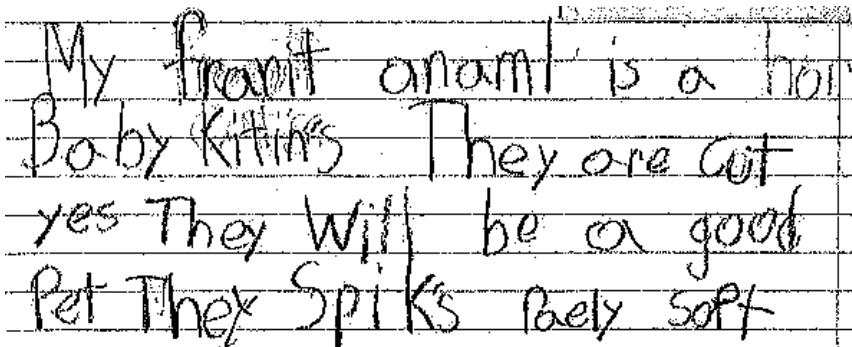


In the writing sample, you will see that Marty:

- Prints with assistance;
- Holds his pencil correctly;
- Has some awareness of sound-symbol relationships;
- Conveys meaning through drawing;
- Uses left to right directionality.

### Learner Profile for EAL A1.2

Kashfia is a Grade One student whose writing is at the A 1.2 level.



In the writing sample, you will see that Kashfia:

- Prints simple descriptions of an everyday object using a limited number of descriptive words (cute, baby);
- Represents sound-symbol relationships;
- Attempts to represent simple words phonetically (frarit, animal, spiKs);
- Prints some simple sight words (yes, they);
- Leaves spaces between words;
- Uses the lines on the paper;
- Composes a simple sentence using a familiar learned pattern;
- Attempts the use of capitals.

### Learner Profile for EAL A 2.1

Moez is a Grade One student whose writing is at a low level of A 2.1.

I Love rapets. rapets ar good at jumps.  
rapets ~~do~~ like to bit a lot. rapets ar  
spasat a lot forr pepis. pepis haf rapets at  
skool. rapets Love to goo to a Kantr.

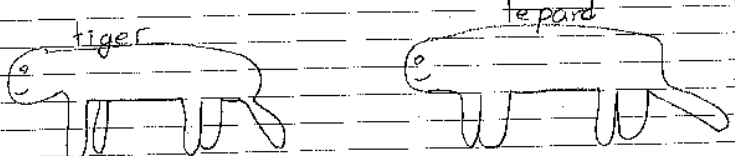
In the writing sample, you will see that Moez:

- Is beginning to use a range of descriptive words (good, nice, beautiful);
- Writes a growing number of sight words accurately (animal, like, good, fish);
- Attempts phonetic spelling for entire words (eicy, butellfell, miss);
- Uses final punctuation and capitalization( with some errors);
- Writes/prints simple patterned sentences.

### Learner Profile for EAL A 2.2

Siya is a Grade Two student whose writing is at the A 2.2 level.

→ My favourite animal is leopard and tiger.  
Because the leopard is very fast and tiger is  
jump very high. Why? the leopard and tiger <sup>why</sup> are  
good pet, because the we eat humans.  
Why the eat humans. because the he have  
to live. I like to much. I want to see  
them



The image shows two simple line drawings of big cats. The one on the left is labeled 'tiger' and has stripes. The one on the right is labeled 'leopard' and has spots. Both are drawn in profile, facing left.

In the writing sample, you will see that Siya:

- Has sufficient vocabulary to briefly describe an object;
- Spells common, high-frequency words with increasing accuracy;
- Writes/prints straightforward text using transitional words (because);
- Uses final punctuation with increasing accuracy;
- Writes/prints compound sentences.



### Learner Profile for EAL B 1.1

Lina is a Grade Two student whose writing is at the B 1.2 level.

The kitten was so soft. A kitten will make a good pet.  
The kitten drink the milk. because kitten are nice and  
kitten like to play ball. soft kitten like to play with ball.  
The kitten was so small and fluffy. kitten like to go for walk.  
when the kitten was drink the kitten is very soft and fluffy.  
milk it get bigger and bigger. I love kitten because it so soft  
and fluffy that's why I love kitten.

In the writing sample, you will see that Lina:

- Has sufficient vocabulary to print a simple description on a topic of interest;
- Spells common words accurately;
- Uses basic punctuation with increasing accuracy;
- Demonstrates some understanding of word order;
- Adds descriptors such as adjectives (small, fluffy, soft);
- Ideas are generally on one topic;
- Prints a description of a familiar object.

### Learner Profile for EAL B 1.2

Jamilah is a Grade Two student whose writing is at the B 1.2 level.

Cheata  
A cheata is my favorite animal. It has spots all over  
and the spots is yellow all over. A cheata lives in Africa.  
A cheata is carnivore it eats meat. A cheata is fierce and  
fast and cunning. A cheata would not be a good pet because it will eat  
you.

In the writing sample, you will see that Jamilah:

- Uses subject specific vocabulary (Africa, carnivore/carnivore, cunning);
- Uses grade appropriate conventions and spellings for the most part;
- Demonstrates significant control of word order and the formation of plurals;
- Uses subject verb agreement with increasing accuracy;
- Describes objects of interest explaining the disadvantages involved;
- Writes short, descriptive text.

## General Overview Grade One Reading

<b>A1.1</b>	<b>Grades 1 students at A 1.1 have a limited repertoire of isolated words and phrases. They can mimic phonemes and recite the alphabet. There is a heavy reliance on illustrations to make meaning. They understand the concept of right-left directionality.</b>
<b>A1.2</b>	<b>Grades 1 students at A 1.2 are recognizing a growing number of sound-symbol relationships. They continue to use illustrations to make meaning. Grade 1 students will recognize ten or more sight words.</b>
<b>A2.1</b>	<b>Grade 1 student at A 2.1 identify and produce all sounds of the alphabet. They begin to understand text features. They are reading in 2-3 word phrases and using patterns to read predictable text. With guidance, they can activate prior knowledge and make self-text connections.</b>
<b>A2.2</b>	<b>Grade 1 students at A 2.2 identify rhyming words, inflected endings and up to three-syllable words. They can use patterns to read predictable text. They read in chunks or phrases.</b>
<b>B1.1</b>	<b>Grade 1 students at B 1.1 can identify four syllable words. They can begin to use context clues to decipher unknown words. They can use simple punctuation to guide expression. When prompted, they can reread and self-correct to ensure meaning.</b>
<b>B1.2</b>	<b>Grade 1 students at B 1.2 can manipulate words by adding or removing phonemes. They can distinguish between fictional and factual. They understand most grade appropriate vocabulary.</b>

Grade 1 CFR Reading Rubric	Student Name:	Primary Language:	Current CFR:
Teacher:	School:	School Year:	Year End CFR:

A1.1 Phonemic Awareness	A1.2 Phonemic Awareness	A2.1 Phonemic Awareness	A2.2 Phonemic Awareness	B1.1 Phonemic Awareness	B1.2 Phonemic Awareness
Mimics phonemes	Identifies and produces most sounds of the alphabet	Identifies and produces all sounds of the alphabet	Identifies medial vowel sounds in words	Identifies medial consonant sounds in words	Begins to identify diphthongs (e.g. <i>ow, oo, oi</i> )
Identifies and produces commonly occurring sounds of the alphabet (e.g. <i>s, t</i> , letters in student's name)	Identifies beginning sounds of words	Identifies and produces end sounds of words	Identifies common beginning blends (e.g. <i>bl, tr, st, sk</i> )	Identifies most beginning blends	Generates many rhyming words
		Begins to identify medial vowel sounds	Begins to identify rhyming words	Identifies vowels as long or short	Manipulates words by adding or removing phonemes
		Identifies beginning digraphs (e.g. <i>th, sh, ch</i> )	Identifies inflected endings (e.g. <i>-s, -ing</i> )	Generates some rhyming words	
		Begins to segment and blend phonemes (e.g. <i>d-o-g = dog</i> )	Identifies up to three syllable words	Identifies four or more syllable words	
		Identifies one or two-syllable words			

A1.1 Phonics	A1.2 Phonics	A2.1 Phonics	A2.2 Phonics	B1.1 Phonics	B1.2 Phonics
Recites the alphabet	Recognizes sound symbol relationship of some letters	Recognizes sound symbol relationship of most letters	Recognizes sound symbol relationship of all letters	Recognizes medial consonant graphemes in words	Begins to recognize final blends (e.g. <i>-nd, -mp</i> )
May know some letters of the alphabet		Recognizes beginning sounds of words	Recognizes end sounds of words	Recognizes common beginning blends	Begins to recognize diphthongs (e.g. <i>ow, oo, oi</i> )
May recognize personally relevant words (e.g. name, mom, dad)			Recognizes digraphs (e.g. <i>th, sh, ch</i> )	Segments and blends most common graphemes	Recognizes rhyming words
			Begins to recognize medial vowel sounds in words	Recognizes medial vowel sounds in words	
			Recognizes word families (e.g. <i>cat, hat</i> )	Recognizes inflected endings (e.g. <i>-s, -ing</i> )	
				Knows common phonetic rules (e.g. final 'e')	

A1.1 Vocabulary Acquisition	A1.2 Vocabulary Acquisition	A2.1 Vocabulary Acquisition	A2.2 Vocabulary Acquisition	B1.1 Vocabulary Acquisition	B1.2 Vocabulary Acquisition
Relies on illustrations to make meaning	Makes connections between illustration and text	Uses illustrations to identify unknown words	May substitute a word with a different tense (e.g. <i>I seed vs I saw</i> )	Begins to use context clues to solve unknown words	Regularly uses context clues to solve unknown words
May only identify objects in illustration	Makes connections between environmental print and meaning (e.g. calendar, word wall)	May substitute alternate word based on an illustration (e.g. <i>forest vs trees</i> )	May interchange masculine /feminine words (e.g. <i>he/she</i> )	Understands the meaning of some inflected endings (e.g. <i>-ed, -ing</i> )	Understands most vocabulary in grade level text
		Understands some environmental labels (e.g. calendar, word wall)	Begins to recognize and understand pre-taught vocabulary	Recognizes and understands pre-taught vocabulary	
		Understands most environmental labels (e.g. calendar, word wall)	Understands most environmental labels (e.g. calendar, word wall)	Understands environmental labels (e.g. calendar, word wall)	

A1.1 Visual Processing	A1.2 Visual Processing	A2.1 Visual Processing	A2.2 Visual Processing	B1.1 Visual Processing	B1.2 Visual Processing
Understands left-right directionality	May track word by word	Begins to understand text features (e.g. title, illustrations, author)	Regularly uses text features (e.g. title, illustrations, author)	Begins to use advanced text features (e.g. glossary, table of contents, headings), when processing text	Uses advanced text features (e.g. glossary, table of contents, headings)
		Begins to use patterns to read predictable text	Uses patterns to read predictable text		Distinguishes between fictional and factual text

A1.1 Fluency		A1.2 Fluency		A2.1 Fluency		A2.2 Fluency		B1.1 Fluency		B1.2 Fluency	
May recognize some sight words		May read word by word in isolation		Reads in 2-3 word phrases		Reads in chunks or phrases		Begins to use appropriate speed, expression, phrasing, and intonation		Reads with increasingly appropriate speed, expression, phrasing, and intonation	
		Engages in choral reading, with errors		May read line by line without regard for punctuation		Decodes simple CVC words		Uses simple punctuation to guide expression (e.g. ?.!)		Uses advanced punctuation to guide expression and phrasing (e.g., ‘)	
		Recognizes ten or more sight words		Engages in choral reading		Begins to stop at periods		Decodes common words		Decodes most grade appropriate words	
				Recognizes twenty or more sight words		Recognizes forty or more sight words		Begins to demonstrate automaticity (i.e. automatic word recognition)		Demonstrates automaticity (i.e. automatic word recognition)	
								Recognizes sixty or more sight words		Recognizes eighty or more sight words	

A1.1 Comprehension pre-reading		A1.2 Comprehension pre-reading		A2.1 Comprehension pre-reading		A2.2 Comprehension pre-reading		B1.1 Comprehension pre-reading		B1.2 Comprehension pre-reading	
		Engages in a picture walk, with support		Activates prior knowledge, with guidance (e.g. completes KWL)		Uses text features (e.g title, illustrations) to predict content		Understands purpose for reading (e.g to entertain, to obtain information)		Demonstrates an awareness of genres (e.g. folk tales, comics, graphic novels)	
				Asks questions, with guidance		Activates prior knowledge		Generates and answers deep-thinking questions (e.g. Why would she be going there?)			
						Generates and answers simple questions (e.g. Where is she going?)					

A1.1 Comprehension during reading		A1.2 Comprehension during reading		A2.1 Comprehension during reading		A2.2 Comprehension during reading		B1.1 Comprehension during reading		B1.2 Comprehension during reading	
		Uses illustrations to recognize text topic		Makes text-self connections, with guidance		Makes text-to-self connections		Makes text-text connections		Makes text-world connections	
						Makes and reflects upon some predictions based on illustrations		Makes and reflects upon ongoing predictions based on illustrations and storyline		Makes and reflects upon ongoing predictions based on illustrations, storyline, prior knowledge and personal experiences	
								Rereads and self-corrects to ensure meaning, with prompting		Rereads and self-corrects to ensure meaning	

A1.1 Comprehension post-reading		A1.2 Comprehension post-reading		A2.1 Comprehension post-reading		A2.2 Comprehension post-reading		B1.1 Comprehension post-reading		B1.2 Comprehension post-reading	
Demonstrates very basic knowledge of text by retelling one or two main points		Demonstrates basic knowledge of text by retelling main points and one or two supporting details		Identifies main characters and setting in a story		Infers characters' feelings, with support		Infers characters' feelings		Talk about characters feelings and provide evidence from text	
						Identifies problem and solution, with support		Identifies problem and solution		Identifies simple cause and effect relationships	
				Reflects on new learning, with guidance (e.g. adding to KWL)		Reflects on new learning (e.g. adding to KWL)		Demonstrates knowledge of text by retelling main points and key supporting details		Demonstrates knowledge of text by retelling a range of main points and supporting details	
				Demonstrates knowledge of text by retelling main points and a few supporting details		Demonstrates knowledge of text by retelling main points and supporting details					

## ENGLISH LANGUAGE ARTS (ELA) READING EXPECTATIONS – GRADE 1

**A Grade 1 student meeting curricular expectations demonstrates control over many elements of language and comprehension. By the end of June, students comprehend and respond to a variety of grade-appropriate texts (including narratives, informational texts, scripts and poems). They can read aloud with fluency, expression and comprehension any text that is already familiar and is at an independent reading level.**

<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>✓ Identifies initial, medial and final sounds in words in spoken words containing one, two and three phonemes to make new words.</li> <li>✓ Counts phonemes and segments or blends phonemes at the beginning of words.</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>✓ Recognizes and uses the alphabet.</li> <li>✓ Understands and identifies all the letters and most grade one sounds.</li> <li>✓ Uses sound patterns (e.g., rhyming words) to assist reading.</li> <li>✓ Uses phonics to help decode individual words including using basic phonetic analysis and consonant sounds in some blends and digraphs (e.g., bl, br, th, wh) in regular one-syllable words..</li> <li>✓ Recognizes rhyming words.</li> </ul>
<b>Vocabulary Acquisition</b>	<ul style="list-style-type: none"> <li>✓ Understands new concept words.</li> <li>✓ Identifies word families in text.</li> <li>✓ Recognizes features of words including word patterns and differences.</li> </ul>
<b>Visual Processing</b>	<ul style="list-style-type: none"> <li>✓ Uses visual clues such as colour, form, shape, size and space to construct meaning from text.</li> <li>✓ Recognizes key features such as captions, illustrations, colours and sizes in different types of text.</li> <li>✓ Recognizes the type of text (e.g., poem, fiction and non-fiction).</li> <li>✓ Recognizes basic statement and question sentences.</li> <li>✓ Understands what a sentence and its punctuation do to communicate meaning.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>✓ Uses eye tracking most of the time.</li> <li>✓ Uses punctuation (including the period and comma) to help understanding.</li> <li>✓ Begins to use phrasing.</li> <li>✓ Reads at a reasonable rate with fluent pacing.</li> <li>✓ Recognizes one hundred of the most commonly used words in print.</li> <li>✓ Reads and re-reads “just right” texts independently for a sustained minimum 10-15 minutes period daily for enjoyment and to improve fluency (30 to 60 wcpm orally) and comprehension.</li> <li>✓ Begins to utilize silent reading.</li> </ul>
<b>Comprehension: pre-reading</b>	<ul style="list-style-type: none"> <li>✓ Uses, <i>with guidance</i>, pre-reading strategies.</li> <li>✓ Identifies what good readers do to make meaning.</li> <li>✓ Identifies a purpose for reading.</li> <li>✓ Makes predictions based on text features (e.g., title, illustrations).</li> <li>✓ Activates and builds upon prior knowledge and experience.</li> </ul>
<b>Comprehension: during-reading</b>	<ul style="list-style-type: none"> <li>✓ Uses, <i>with guidance</i>, during-reading strategies.</li> <li>✓ Makes, confirms and adjusts predictions and inferences.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Justifies what might happen.</li> <li>✓ Makes connections among texts.</li> <li>✓ Uses prior knowledge and personal experiences to make meaning.</li> <li>✓ Identifies key and supporting ideas.</li> <li>✓ Makes inferences.</li> <li>✓ Justifies predictions.</li> <li>✓ Looks for details.</li> <li>✓ Reads and follows one-step, two-step and three-step written instructions.</li> <li>✓ Identifies and locates key information in pictures, charts and other visual forms (e.g., photographs and icons).</li> </ul>
<p><b>Comprehension:</b> <b><i>post-reading</i></b></p>	<ul style="list-style-type: none"> <li>✓ Uses, <i>with guidance</i>, post-reading strategies.</li> <li>✓ Has a good understanding of what is read. Retells the sequence and key points (who, what, where, when, how, why) of a text.</li> <li>✓ Shows understanding of story elements, character, problem and solution.</li> <li>✓ Provides adequate interpretations and gives reasonable evidence to support responses.</li> <li>✓ Answers literal and inferential questions.</li> <li>✓ Identifies the beginning, middle, end and some key elements of the text.</li> <li>✓ Identifies the purpose of a text.</li> <li>✓ Explains favourites.</li> <li>✓ Sets reading goals, with teacher guidance.</li> </ul>



<b>Grade 1 CFR Speaking Rubric</b>	Student Name:	Primary Language:	<b>Current CFR:</b>
Teacher:	School:	School Year:	<b>Year End CFR:</b>

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Repeats words, phrases, and memorized chunks of language related to different topics		Begins to generate phrases and word combinations related to different topics		Begins to speak in a series of connected simple sentences (may be pauses)	Speaks in a series of connected simple sentences	Begins to use a wider variety of nouns and verbs		Begins to use compound and complex sentence structures		Uses a wide range of grade appropriate compound and complex sentence structures	
				Uses familiar nouns and verbs				Uses a wider variety of nouns and verbs			
Names / identifies everyday items (e.g. classroom objects)		Begins to identify and use familiar nouns and verbs		Begins to describe familiar topics using more complex adjectives	Begins to use increasingly advanced adjectives, with support			Uses increasingly advanced adjectives, with prompting		Continues to develop a wide variety of grade appropriate nouns and verbs	
				Uses limited content area vocabulary, with assistance				Uses content area vocabulary, with support			
May use limited descriptive words with assistance (e.g. colours, big, small)		Begins to describe objects using simple adjectives		Begins to use academic words, with assistance	Uses content area vocabulary, with support			Uses content area vocabulary independently		Uses grade appropriate adjectives to enhance meaning	
				Begins to use limited content area vocabulary, with assistance				Uses academic words, with increased accuracy			
										Continues to use and develop a variety of grade appropriate content and academic vocabulary	

A1.1 Meaningful Communication		A1.2 Meaningful Communication		A2.1 Meaningful Communication		A2.2 Meaningful Communication		B1.1 Meaningful Communication		B1.2 Meaningful Communication	
Uses visuals or gestures to contribute to conversations or meet basic needs		Expresses wants and needs through single words, accompanied by gestures		Expresses wants and needs with short phrases, accompanied by gestures		Expresses wants and needs with short phrases		Expresses and justifies wants and needs with some details		Expresses and justifies wants and needs with increased details	
May go through silent period		May use L1 word to compensate for a lack of vocabulary		May use simple vocabulary and gestures to "talk around" the unknown word (circumlocution)		Relies on circumlocution to express meaning (e.g. "hand clock" = watch)		Ideas and meaning are becoming more concise		Ideas and meaning are expressed concisely	
Mimics one or two learned expressions in a variety of contexts			Responds to familiar questions using single word or short phrases		Begins to engage in social conversations about everyday matters, using short phrases and sentences		Engages in social conversations about everyday matters with errors that may impede understanding		Engages in social conversations, with few errors		Engages in social conversation with ease – elaborates on ideas in academic discussions
Expresses lack of understanding through gestures		Expresses a lack of understanding through single words, accompanied by gestures		Begins to engage in academic discussions using short phrases and sentences, with assistance (e.g. sentence frames)		Engages in academic discussions, using short phrases and sentences, with support		Engages in academic discussions, with prompting		Asks specific questions to help solve difficulties	
Answers yes / no questions about stories or experiences			Begins to ask for clarification of unknown words and expressions		Expresses lack of understanding through learned phrases		Begins to explain to a teacher where s/he is having difficulty or asks someone to repeat/rephrase		Explains to the teacher where s/he is having difficulty or asks appropriate questions to ensure understanding		Responds to academic questions, with assistance
Forms fragmented questions, single words and memorized phrases		Forms simple questions and begins to use accurate word order with assistance. Limited number of grammatical constructions (e.g. he play)		Responds to familiar questions using learned or memorized phrases		Responds to questions using sentence frames, with assistance		Begins to respond to academic questions, with assistance (e.g. sentence frames, sentence starters)		Uses almost all verb tenses appropriately along with subject-verb agreement. Grammatical use and syntax near grade level expectations.	
				Uses simple grammar and word order accurately. Begins to form detailed questions.							

A1.1 Pragmatic Knowledge		A1.2 Pragmatic Knowledge		A2.1 Pragmatic Knowledge		A2.2 Pragmatic Knowledge		B1.1 Pragmatic Knowledge		B1.2 Pragmatic Knowledge	
Uses one or two learned expressions of greeting, farewell and politeness		Uses some common expression and cultural greetings		Uses common expressions		Engages in cooperative speech to demonstrate understanding		Begins to sustain conversations by commenting and asking questions, with support		Begins to initiate and sustain conversations by commenting and asking questions	
				Begins to engage in cooperative speech to demonstrate understanding				Begins to adapt speech appropriate for audience		Demonstrates an awareness of audience (e.g. formal/informal)	



<b>Grade 1 CFR Listening Rubric</b>	Student Name:	Primary Language:	<b>Current CFR:</b>
Teacher:	School:	School Year:	<b>Year End CFR:</b>

A1.1 Vocabulary		A1.2 Vocabulary		A2.1 Vocabulary		A2.2 Vocabulary		B1.1 Vocabulary		B1.2 Vocabulary	
Understands some high frequency familiar nouns and common descriptive words in a structured interaction, with assistance		Understands high frequency nouns, common verbs and descriptive words in familiar contexts		Understands a wider range of basic nouns, verbs, and complex adjectives in familiar contexts		Begins to understand basic verbs and nouns in unfamiliar contexts, with support		Understands a wider range of basic verbs and nouns in unfamiliar contexts, with support		Understands a wider range of basic verbs and nouns in unfamiliar contexts as well as most content-area vocabulary	
May recognize cognates from L1 (e.g. blousa/blouse)		Understands single words in social conversations on familiar topics		Responds to simple, predictable questions and short phrases in the classroom.		Understands increasingly advanced descriptive words		Understands descriptive words in a variety of contexts including academic tasks		Continues to develop understanding of grade appropriate content and academic vocabulary	
Responds to common classroom directives, with prompting		Responds to common classroom directives and begins to respond to social interactions		Understands some vocabulary in social conversations, on familiar topics		Understands most vocabulary in social conversations on familiar topics		Understands most vocabulary in social interactions			
May respond to social interactions through gestures and single words		Understands limited content area vocabulary, with assistance		Understands key content-area vocabulary and academic words (e.g. <i>estimate, solve</i> ), with support		Understands key content area vocabulary and a wider range of academic words, with support		Understands most content-area vocabulary, with support and assistance		Understands most vocabulary in complex academic interactions	

A1.1 Listening for Meaning		A1.2 Listening for Meaning		A2.1 Listening for Meaning		A2.2 Listening for Meaning		B1.1 Listening for Meaning		B1.2 Listening for Meaning	
Understands simple classroom instructions, spoken slowly, with gestures and pictures		Understands simple familiar information spoken slowly and clearly		Responds briefly to social conversations and engages in social interactions with unfamiliar people		Responds to social conversations and engages in social interaction with unfamiliar people, with assistance		Responds to and extends social conversations with familiar and unfamiliar people		Follows and engages in longer social conversations with multiple speakers	
Understands short pieces of information such as time, location with visuals and gestures		Begins to respond briefly to social conversations (e.g. yes/no)		Follows simple two-step instructions, with support		Begins to follow multi-step instructions, with support		Follows multi-step instructions, with support		Follows multi-step instructions	
Begins to understand simple information (e.g. their name, age, grade) and personal greetings		Follows simple one-step instructions, spoken slowly, with support		Begins to understand main idea in familiar academic discussions		Understands main idea and some details in familiar academic discussions		Understands main idea and key details in academic discussions		Understands main idea and key details in academic discussions	
Understands single words, short phrases, with assistance but requires significant wait time to process information and form a response		Begins to understand main idea of familiar academic discussion, with support and assistance		Understands main idea in presentations or simple stories on a familiar topic, with assistance (e.g. visuals, graphic organizer)		Understands main idea and some details in presentations on a familiar topic, with assistance (e.g. presenter notes)		Begins to understand main ideas and details in unfamiliar presentations and short texts, with assistance		Understands a short, grade-appropriate academic video	
		Begins to understand main idea of short picture books, with support		Understands most speech at a slower rate in familiar contexts. Requires minimal wait time to process and form a response		Understands main idea of a short text on familiar topic or the main idea and some details on a video, with support (e.g. viewing guide)		Understands main idea and some details in a video, with support		Understands average-paced speech in unfamiliar contexts	
		Begins to record single words in familiar academic listening activity, with support		Understands more complex sentences and verb tenses on familiar topics		Begins to take cloze notes (fill in blanks) from a presentation or video, with support		Begins to take notes from a presentation or video, with support		May need wait time to process and form response to complex information	
		Understands simple language, spoken slowly with pauses but requires wait time to process information and form a response				Understands most average-paced speech in familiar contexts, with frequent checks for understanding		Begins to understand most average paced speech in unfamiliar contexts		Understands detailed sentences on familiar and unfamiliar topics	
		Understands language using simple grammatical rules (SVO) or compound sentences, with support				May need wait time to process and form a response		May need wait time to process and form response to increasingly complex information		Understands complex sentences in a variety of contexts	
						Understands more detailed complex sentences with common verb tenses on familiar topics, with support		Understands detailed sentences on familiar topics.			
								Begins to understand complex sentences in unfamiliar contexts			

A1.1 Pragmatic Knowledge		A1.2 Pragmatic Knowledge		A2.1 Pragmatic Knowledge		A2.2 Pragmatic Knowledge		B1.1 Pragmatic Knowledge		B1.2 Pragmatic Knowledge	
Understands basic greetings and politeness		Begins to understand commonly used expressions in familiar contexts		Understands commonly used expressions		Uses other students' responses as models for their own response, with assistance		Uses other students' responses as models for their own response		Recognizes differences in speech formality in a variety of contexts	
May demonstrate limited understanding through facial expressions and gestures		May copy/repeat other students' responses as their own		Begins to use other students' responses as models for their own response, with assistance		Begins to recognize differences in speech formality, with assistance		Recognize differences in speech formality, with assistance			



# Appendix

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## Fry 1000 Instant Sight Words

### 1<sup>st</sup> 100 Words

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part