Grade 1 Reading Rubric

Outcome	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Comprehension **CR1.1 Comprehend and respond to a variety of grade-level texts (including First Nations and Metis resources) that address: identity, community, social responsibility, and relate to own feelings, ideas, and experiences.**	Reads a variety of texts and shows comprehension by: • **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 others encountered through texts, including First Nations and Métis cultures. • **Insightfully** describing characters, the way they might feel, and the way situations might cause them to feel.	Reads a variety of texts and shows comprehension by: • 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 others encountered through texts, including First Nations and Métis cultures. • Describing characters, the way they might feel, and the way situations might cause them to feel.	Reads a variety of texts and shows comprehension by: • **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 others encountered through texts, including First Nations and Métis cultures. • **Partially** describing characters, the way they might feel, and the way situations might cause them to feel.	Reads a variety of texts and shows comprehension by: • **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 others encountered through texts, including First Nations and Métis cultures. • **Inaccurately** describing characters, the way they might feel, and the way situations might cause them to feel.
CR1.4 Read and comprehend grade-appropriate texts (including narratives, informational texts, scripts, and poems) by relating the sequence (i.e., beginning, middle, and end), the key points (who, what, when, where, and why), the problems and solutions.	Reads and **precisely** interprets own writing, experience charts, labels, symbols, and print in environment. **Perceptively** distinguishes between fiction and non-fiction. **Skillfully** reads aloud with fluency, expression, and comprehension any text that is already familiar and is at an independent reading level. **Precisely** identifies the sequence of an informational text and respond to who, what, when, where, why, and how questions. Reads and **perceptively** follows one-step, two-step, and three-step written instructions. **Insightfully** retells the central ideas of simple expository and narrative, identifies and describes where and when stories take	Reads and interprets own writing, experience charts, labels, symbols, and print in environment. Distinguishes between fiction and non-fiction. Reads aloud with **appropriate** fluency, expression, and comprehension any text that is already familiar and is at an independent reading level. Identifies the sequence of an informational text and respond to who, what, when, where, why, and how questions. Reads and follows one-step, two-step, and three-step written instructions. Retells the central ideas of simple expository and narrative passages, identifies and describes where and when stories take place,	Reads and **partially** interprets own writing, experience charts, labels, symbols, and print in environment. **Simplistically** distinguishes between fiction and non-fiction. Reads aloud with **partial** fluency, expression, and comprehension any text that is already familiar and is at an independent reading level. **Partially** identifies the sequence of an informational text and respond to who, what, when, where, why, and how questions. Reads and **partially** follows one-step, two-step, and three-step written instructions. **Simplistically** retells the central ideas of simple expository and narrative passages, identifies and describes where and when stories take place, the	Reads and **inaccurately** interprets own writing, experience charts, labels, symbols, and print in environment. **Unable to** distinguish between fiction and non-fiction. Reads aloud with **limited** fluency, expression, and comprehension any text that is already familiar and is at an independent reading level. **Inaccurately** identifies the sequence of an informational text and respond to who, what, when, where, why, and how questions. Reads and **incorrectly** follows one-step, two-step, and three-step written instructions. **Inaccurately** retells the central ideas of simple expository and narrative passages, identifies and describes where and when stories take place,

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	place, the characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution. Reads and re-reads **"mastery level" texts independently** for a sustained minimum 10-15 minute period daily for enjoyment and to improve fluency (30-60 wcpm orally) and comprehension. **Independently** utilizes silent reading skills for sustained periods of time.	the characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution. Reads and re-reads **"just-right" texts independently** for a sustained minimum 10-15 minute period daily for enjoyment and to improve fluency (30-60 wcpm orally) and comprehension. Begins to utilize silent reading skills for **sustained** periods of time.	characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution. **With support, able** to read and re-read "just-right" texts independently for a sustained minimum 10-15 minute period daily for enjoyment and to improve fluency (30-60 wcpm orally) and comprehension. Begins to utilize silent reading skills for **limited** periods of time.	the characters in a story (and their feelings), and the story's beginning, middle, and end, as well as the problem and the solution. **With support, unable** to read and re-read "just-right" texts independently for a sustained minimum 10-15 minute period daily for enjoyment and to improve fluency (30-60 wcpm orally) and comprehension. **Undeveloped** silent reading skills.
Use of Strategies **CR1.4** (b) Select and use the appropriate before, during, and after strategies when reading.	**Purposefully** selects and uses before, during, and after strategies when reading. • 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	Selects and uses the **appropriate** before, during, and after strategies when reading. • 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	**With support, able** to select and use the appropriate before, during, and after strategies when reading. • 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	**Unable** to select and use the appropriate before, during, and after strategies when reading. • 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

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Cues and Conventions **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.	**Purposeful and efficient** application of cues and conventions to construct and communicate meaning when reading.	Uses and applies cues and conventions to construct and communicate meaning when reading.	**Basic** application of cues and conventions to construct and communicate meaning when reading.	**Limited or ineffective** application of cues and conventions to construct and communicate meaning when reading.
	Pragmatic: • Identifies a purpose for reading. ***Textual***: • 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 ***Syntactical***: • Understands sentence structure and predictable word order • Recognizes a complete sentence and its end punctuation; use punctuation (including period and comma) to help understanding. ***Semantical/Lexical/Morphological:*** • Recognizes 100 of the most commonly used words in print • Uses context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words) • Recognizes common antonyms and synonyms. ***Phonological/Graphophonic:*** • Counts phonemes and segment or blend phonemes at the beginning of words containing one, two, and three phonemes to make new word • Recognizes and use the alphabet • Recognizes letter/sound relationships and patterns in words • Identifies all consonant sounds in spoken words • 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 • Recognizes rhyming words ***Other:*** • Recognizes features of words including word patterns and differences. • Recognizes key features such as captions, illustrations, colours, sizes, and movements in different types of texts.			

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