

**Listening and Speaking
Grade 1**

	Advanced	Proficient	Basic	Below Basic
<i>Strategies</i>	<ul style="list-style-type: none"> ▪Demonstrates strategies of a proficient listener and speaker, with flexibility appropriate to varying audiences and purposes. 	<ul style="list-style-type: none"> ▪Engages as an attentive, responsive, and interactive listener, and stays on topic during daily academic conversations. <i>Comprehension 1.1 Organization/Delivery 1.4</i> ▪Resolves confusions about spoken messages or read-aloud text by asking authentic questions for clarification. <i>Comprehension 1.2</i> ▪Follows, plans and gives classroom directions/routines. <i>Comprehension 1.3</i> ▪Uses descriptive words to tell about people, places, things and events. <i>Organization/Delivery 1.5</i> 	<ul style="list-style-type: none"> ▪May attend passively to spoken messages and read texts. May attend minimally to other students' comments or ideas. Diverts from topic. ▪May accept or disregard confusions. May ask formulaic, contrived questions. ▪May require multiple repetitions, extended time, and additional visual supports to follow and negotiate classroom routines. ▪Labels, or provides limited description. 	<ul style="list-style-type: none"> ▪Does not speak in class. ▪Does not attend to speaker.
<i>Applications</i>	<ul style="list-style-type: none"> ▪Demonstrates applications of a proficient listener and speaker, and self-initiates unique, authentic applications. 	<ul style="list-style-type: none"> ▪Recites and shares an expanding repertoire of rhymes, poems, songs and stories. <i>Applications 2.1</i> ▪Shares stories by discussing how the author presents characters, settings, and events. Responds appropriately to the listener. <i>Applications 2.2</i> ▪Relates an event, story or experience of personal importance in a logical manner. <i>Applications 2.3</i> ▪Provides descriptions that include appropriate sensory detail. <i>Applications 2.4</i> 	<ul style="list-style-type: none"> ▪May join in for portions of rhymes, poems, songs during repetitive recitations. May join in during text discussions and re-readings of familiar stories. ▪Sharing of stories may be limited to answering literal questions. May need support in responding to inferential/applied questions. May share stories in a way that is confusing to the listener. ▪Hesitant or reluctant to share. May share only major events. May provide insufficient information/organization for the listener to understand. May be limited to a simple sequential retell. ▪Descriptions may be limited to simple or concrete qualities. 	<ul style="list-style-type: none"> ▪Does not participate in classroom discussions. ▪Does not share stories or personal experiences.
<i>Conventions</i>	<ul style="list-style-type: none"> ▪Demonstrates conventions of a proficient listener and speaker, with flexibility appropriate to audience and purpose. 	<ul style="list-style-type: none"> ▪Uses appropriate pragmatic features of discourse (volume, gestures, expression, etc.) ▪Sentence structure/grammar errors are minor and do not interfere with meaning. <i>Written and Oral Conventions 1.0</i> 	<ul style="list-style-type: none"> ▪Confusions with standard English conventions interfere with understanding. ▪Speech/language may be difficult to understand. 	<ul style="list-style-type: none"> ▪Does not use English language conventions.