

Cycle One Competency Scales

	Competency 1: Reading	Competency 2: Writing	Competency 3: Media	Competency 4: Talk
Level 5: Advanced	Selects different text types to read, including less familiar text types. Asks thoughtful questions and seeks clarification to enrich understanding of the text. Locates specific information during discussions or when researching. Compares texts such as different versions of the same text. Discusses and explains interpretations of text. Sets goals for self as reader.	Discusses writing plans to clarify ideas and to extend thinking. Uses dialogue to develop a narrative. Experiments with vocabulary for intended purpose. Uses a variety of sentence structures. Organizes writing by grouping related sentences. Refers to a resource for editing or proofreading. Applies suggestions to improve writing following writing conferences. Sets goals for self as writer.	Selects a particular medium for a particular purpose and audience. Chooses one type of media over another for a specific purpose or message. Applies suggestions offered as feedback from others when creating a media text. Identifies different structures of familiar media texts. Interprets purpose and messages of different types of media texts such as logos, posters and advertisements. Sets goals for self in media productions.	Assumes an active role in classroom discussions and small group interactions. Offers alternative solutions when problem solving. Sustains a conversation or a discussion with peers and teacher. Listens to and builds upon the opinions and ideas of others. Reshapes ideas as a result of collaborative talk or brainstorming. Sets goals for effective collaboration, such as taking turns and not interrupting.
Level 4: Thorough	Selects texts to read for personal interest, for specific purposes or by author preference. Identifies preferred meaning-making strategies and explains own use of strategies. Offers and explains opinions through talk, writing or media productions to demonstrate understanding of texts read or listened to. Discusses own reading preferences in terms of authors, illustrators, and text types with teacher and peers.	Engages in prewriting exploratory activities such as brainstorming, using outlines, and graphic organizers. Develops writing by including essential and meaningful details and by using structures and features of familiar text types. Rereads own writing to clarify meaning. Edits own writing by using classroom resources to check spelling. Talks about own writing and completes selected pieces to informally publish and share.	Collaborates with peers to plan and produce media texts for a familiar audience. Suggests media features for a particular effect, such as adding music to a poetry reading, selecting specific colours versus black and white for a poster design, or sound effects for a puppet show. Recognizes structures and features of familiar media text types. Identifies the purpose and message of specific media texts, such as advertisements. Offers and explains opinions about familiar media texts. Explains choices in own media productions. Talks about favourite media texts.	Listens to and exchanges ideas and information with others. Plans and discusses projects with peers. Shares responsibilities with peers when working in groups. Uses and interprets verbal and non-verbal language. Poses questions to clarify meaning. Uses language appropriately, that is, adjusts register depending on purpose and audience. Offers for discussion own research when working collaboratively on common topics in small groups, as in a jigsaw procedure. Expresses ideas and thoughts clearly when retelling, stories or events. Offers opinions or explanations about familiar text types. Talks about personal goals for learning.
Level 3: Acceptable	Rereads a variety of familiar and favourite text types. Uses preferred textual cues – prior knowledge, sounds, language, and images – to construct meaning. Rereads text to support understanding or to locate information. Identifies important ideas in texts read or listened to. Draws on prior knowledge to respond to texts. Talks about self as reader in teacher-student conferences. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.	Draws on prior knowledge and experience and models for writing. Writes familiar text types for a known audience to communicate a message. Structures a writing sequence with a beginning, a development and an ending. Applies developmentally appropriate sentence structures and language conventions. Uses spelling strategies such as visual patterns, common letter sequences or common structural patterns. Uses resources for less familiar words. Applies rules of capitalization in proper nouns and at the beginning of sentences, and rules for end punctuation. Shares writing with teacher and peers. Selects samples of own work to include in a collection of examples in a personal file such as a portfolio.	Collaborates with peers and teachers to produce media texts such as a greeting card or a poster. Incorporates media features such as visuals into own written work. Asks questions and re-examines media texts to clarify meaning. Discusses own media productions. Selects samples of own work to include in a collection of examples in a personal files such as a portfolio.	Contributes own ideas to discussions in classroom interactions. Uses verbal and nonverbal communication when working collaboratively. Creates and participates in role-playing activities such as skits. Uses language to describe feelings or reactions and to solve problems. Describes own contributions to group work to include in a collection of examples in a personal file such as a portfolio.
Level 2: Partial	Relies on decoding when reading familiar text types. Uses alternative strategies to construct meaning when prompted. Offers opinions about texts read aloud. Expresses preferences for particular books or authors and maintains a reading log or record to share when conferring with the teacher.	Writes about personally significant topics. Selects text type with teacher's guidance. Writes sequential factual accounts. Spells frequently used or high-frequency words with growing accuracy. Uses capitalization and punctuation sporadically. Shares writing, when asked, and, with guidance selects preferred pieces for further development.	Collaborates in small groups to produce media texts, with assistance. Identifies obvious conventions of media texts. Talks about preferred media text type(s) and explains interpretations, when questioned. Describes about own contributions to media productions, when asked.	Collaborates in small group learning situations with support from peers or teacher. Shares ideas/information when working in small groups if prompted. Asks and responds to questions when cued. Relates personal stories and experiences with peers and teachers. Uses tone, facial expressions and gestures when communicating. Sets goals with teacher to increase own collaboration when working in small groups.
Level 1: Minimal	Read predictable, familiar texts with one-to-one assistance. Locates information in text, with support. Retells events with prompting. Identifies, with support, the topic of texts that are read or listened to. Talks about favourite books when questioned.	Uses a familiar story pattern to write, with teacher's guidance. Explains ideas before writing, when prompted. Re-tells what has been written. Relies on most obvious sounds, such as initial consonants, when spelling. Uses upper-case and lower-case letters indiscriminately. Talks about writing intentions when asked.	Identifies different media types with assistance. Produces media with one-to-one assistance. Expresses likes and dislikes with prompting.	Repeats ideas heard from peers. Expresses feelings and ideas when addressed. Interprets nonverbal cues or gestures in learning situations. Gives simple responses/basic information to the teacher when asked