

Viewing – Grade 1

Outcome (Indicator)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Comprehend and Respond</p> <p>Outcome: CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity, community, social responsibility, and relate to own feelings, ideas, and experiences (including First Nations and Métis resources)</p> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p>	<p>Views a variety of texts and shows comprehension by:</p> <ul style="list-style-type: none"> • 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 other persons encountered through texts, including First Nations and Métis resources. • Precisely describing characters, the way they might feel, and the way situations might cause them to feel. <p>Precisely identifies and locates the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Insightfully recognizes the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and insightfully discusses how the two versions are the same and different.</p> <p>Confidently and accurately distinguishes between daily life and life depicted in television shows, cartoons, and films.</p> <p>Perceptive and insightful recognition of feelings portrayed in visual and multimedia texts, including pictures, photographs,</p>	<p>Views a variety of texts and show comprehension by:</p> <ul style="list-style-type: none"> • 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 other persons encountered through texts, including First Nations and Métis resources. • Describing characters, the way they might feel, and the way situations might cause them to feel. <p>Identifies and locates the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Recognizes the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and discusses how the two versions are the same and different.</p> <p>Distinguishes between daily life and life depicted in television shows, cartoons, and films.</p> <p>Recognizes feelings portrayed in visual and multimedia texts, including pictures, photographs, diagrams, pictographs, and icons.</p>	<p>View a variety of texts and show comprehension by:</p> <ul style="list-style-type: none"> • 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 resources. • Partially describing characters, the way they might feel, and the way situations might cause them to feel. <p>Partially identifies and locates the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Partial recognition of the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and simplistically discusses how the two versions are the same and different.</p> <p>Partially able to distinguish between daily life and life depicted in television shows, cartoons, and films.</p> <p>Inconsistent or partial recognition of feelings portrayed in visual and multimedia texts, including pictures, photographs, diagrams, pictographs, and</p>	<p>View a variety of texts and show comprehension by:</p> <ul style="list-style-type: none"> • 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 resources. • Inaccurately describing characters, their feelings, and the way situations might cause them to feel. <p>Unable to identify and locate the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Unable to recognize the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and inaccurately discusses how the two versions are the same and different.</p> <p>Unable to distinguish between daily life and life depicted in television shows, cartoons, and films.</p> <p>Unable to recognize or inaccurate recognition of feelings portrayed in visual and multimedia texts, including pictures, photographs, diagrams,</p>

	<p>diagrams, pictographs, and icons.</p> <p>Views and demonstrates a comprehensive understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit</p>	<p>Views and demonstrates understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit</p>	<p>icons.</p> <p>Views and demonstrates a partial understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.</p>	<p>pictographs, and icons.</p> <p>Views and demonstrates an incomplete or inaccurate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit</p>
<p>Use of Strategies CR1.4 (b) Select and use the appropriate before, during, and after strategies when reading.</p>	<p>Purposefully selects and uses the appropriate before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> • 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 	<p>Selects and uses the appropriate before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> • 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 	<p>With support, able to select and use the appropriate before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> • 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 	<p>Unable to select and use the appropriate before, during, and after strategies when reading.</p> <ul style="list-style-type: none"> • 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
<p>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</p>	<p>Purposeful and efficient application of cues and conventions to construct and communicate meaning when viewing.</p>	<p>Uses and applies cues and conventions to construct and communicate meaning when viewing.</p>	<p>Basic application of cues and conventions to construct and communicate meaning when viewing.</p>	<p>Limited or ineffective application cues and conventions to construct and communicate meaning when viewing.</p>
	<p>Pragmatic:</p> <ul style="list-style-type: none"> • Identifies a purpose for viewing. <p>Textual:</p> <ul style="list-style-type: none"> • 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 <p>Semantical/Lexical/Morphological:</p> <ul style="list-style-type: none"> • Uses context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words) <p>Other:</p> <ul style="list-style-type: none"> • Recognize key features such as captions, illustrations, colours, sizes, and movements in different types of texts. 			