Viewing – Grade 2

Outcome	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Comprehension **CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, and social responsibility and make connections to prior learning and experiences.**	Views and responds to visual and multimedia texts and shows comprehension by: • Discussing **inferential** experiences and traditions from texts. • Making **significant** connections. • Identifying **complex** similarities and differences.	Views and responds to visual and multimedia texts and shows comprehension by: • Discussing experiences and traditions from texts. • Making connections. • Identifying similarities and differences.	Views and responds to visual and multimedia and shows comprehension by: • **Simplistically** discussing experiences and traditions from texts. • Making **predictable** connections. • Identifying **basic** similarities and differences.	Views and responds to visual and multimedia and shows comprehension by: • **Limited or inability** to discuss experiences and traditions from texts. • Making **few, if any** connections. • Identifying **limited** similarities and differences.
CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	Views and explains **significant and pertinent** literal and inferential ideas and important details and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by: • Obtaining information from different media. • **Independently** viewing and interpreting the purpose of a message (e.g., to sell a product, to express feelings, to inform). • Distinguishing between fact (observable) and fantasy (imagined). • Identifying the intent and appeal of particular television advertisements aimed at children. • Distinguishing between a commercial and a program on television. • Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.	Views and explains **key literal and inferential** ideas and important details and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by: • Obtaining information from different media. • Viewing and interpreting, with teacher support, the purpose of a message (e.g., to sell a product, to express feelings, to inform). • Distinguishing between fact (observable) and fantasy (imagined). • Identifying the intent and appeal of particular television advertisements aimed at children. • Distinguishing between a commercial and a program on television. • Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.	Views and **simplistically** explains ideas, details and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by: • Obtaining information from different media. • Viewing and interpreting, with teacher support, the purpose of a message (e.g., to sell a product, to express feelings, to inform). • Distinguishing between fact (observable) and fantasy (imagined). • Identifying the intent and appeal of particular television advertisements aimed at children. • Distinguishing between a commercial and a program on television. • Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.	**Limited ability or inability** to view and explain ideas, details, and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by: • Obtaining information from different media. • Viewing and interpreting, with teacher. support, the purpose of a message (e.g., to sell a product, to express feelings, to inform). • Distinguishing between fact (observable) and fantasy (imagined). • Identifying the intent and appeal of particular television advertisements aimed at children. • Distinguishing between a commercial and a program on television. • Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.
Use of Strategies **CR2.4(b) Select and use task-relevant before, during, and after strategies to construct meaning when viewing.**	**Purposefully** selects and use task-relevant before, during, and after strategies to construct meaning when viewing. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts	Selects and uses task-relevant before, during, and after strategies to construct meaning when viewing. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts	**Simplistically** attempts to select and use task-relevant before, during, and after strategies to construct meaning when viewing. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts	**Ineffectively or inappropriately attempts to** select and use task-relevant before, during, and after strategies to construct meaning when viewing. **Before:** • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Predicts

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	During: • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supporting ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions • Adjusts rate or strategy to purpose or difficulty of text **After:** • Recalls, paraphrases, summarizes, and **synthesizes** • Interprets (identifies new knowledge and insights) • Evaluates author's/creator's message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure	**During:** • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supporting ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions **After:** • Recalls, paraphrases, summarizes, • Interprets (identifies new knowledge and insights) • Evaluates author's/creator's message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure	**During:** • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supporting ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions **After:** • Recalls, paraphrases and summarizes, • Interprets (identifies new knowledge and insights) • Evaluates author's/creator's message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure	**During:** • Makes connections to personal knowledge and experience • Uses the cueing systems to construct meaning from the text • Makes, confirms, and adjusts predictions and inferences • Constructs mental images • Interprets visuals • Identifies key ideas and supporting ideas • Self-questions, self-monitors, and self-corrects • Draws conclusions **After:** • Recalls, paraphrases, and summarizes • Interprets (identifies new knowledge and insights) • Evaluates author's/creator's message(s) • Responds personally, giving support from text • Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure
Cues & Conventions **CR2.4**(c) Understand and apply the appropriate cues and conventions to construct and confirm meaning when viewing.	**Comprehensive** understanding and **skillful** application of the appropriate cues and conventions to construct and confirm meaning when viewing.	**Appropriate** understanding and application of the appropriate cues and conventions to construct and confirm meaning when viewing.	**Simplistic** understanding and **inconsistent** application of cues and conventions to construct and confirm meaning when viewing.	**Vague** understanding and **ineffective** application of cues and conventions to construct and confirm meaning when viewing.

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Pragmatic
- Identifies and states reasons for viewing

Textual
- Recognizes and uses different text forms, features and elements

Syntactic
- Recognizes and comprehends simple, compound, and complex sentences and their related punctuation including quotation marks
- Uses knowledge of sentence structure to determine meaning of a sentence,
- Uses punctuation to help understand what they view

Semantic/Lexical/Morphological
- Recognizes basic sight vocabulary
- Uses context clues
- Uses knowledge of simple prefixes and suffixes and recognize the same words in different forms;
- Uses individual words to predict meaning of compound words
- Recognizes word play

Phonological/Graphophonic
- Uses phonics to decode individual words
- Segments all sounds of a word into individual sounds
- Deletes beginning or ending sounds and tell the remaining word
- Decodes individual words and sounds heard in multisyllabic words
- Recognizes features of words including possessives, double vowels, multi-syllabic words
- Recognizes long vowel sounds, contractions, "y"as a vowel sound, consonant clusters, consonant digraphs, and double vowels

Other Cues and Conventions
- Interprets and responds appropriately to non-verbal cues including facial expression and gestures
- Uses and interprets conventions of texts
- Recognizes and uses discernible features such as labels, headings, sounds, colours