

Outcome (indicator)	4-Mastery	3-Proficient	2-Approaching	1-Beginning
<p>Comprehension CC3.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, social responsibility and make comparison with personal experiences.</p> <p>CR3.2 View and respond to grade-appropriate visual and multimedia texts explaining reactions and connections as well as visual features that convey humour, emotion, and mood.</p>	<p>Views and demonstrates comprehension insightfully and thoughtfully by:</p> <ul style="list-style-type: none"> Describing extensive similarities between daily life and text portrayals. Comparing text to personal experiences with insight. Recognizing the wide range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts. <p>Determines detailed main ideas in visual and multimedia texts.</p> <p>Records detailed facts and ideas from grade-appropriate visual and multimedia texts.</p> <p>Thoroughly identifies design, layout, and other features that help to understand grade-appropriate visual and multimedia texts.</p> <p>Thoroughly describes perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.</p> <p>Views and thoroughly identifies purpose for visual features used.</p> <p>Thoroughly and insightfully compares a variety of visual representations of the same story or tale.</p> <p>Thoroughly and insightfully compares ideas and points of view expressed in various media.</p> <p>Thoroughly identifies and clearly discusses the key visual features such as colour, line, and size of an illustrator's style and how they relate to print text and add to or supplement words.</p> <p>Insightfully expresses preferences for particular texts.</p>	<p>Views and demonstrates comprehension by:</p> <ul style="list-style-type: none"> Describing similarities between daily life and text portrayals. Comparing text to personal experiences. Recognizing the range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts. <p>Determines main ideas in visual and multimedia texts.</p> <p>Records facts and ideas from grade-appropriate visual and multimedia texts.</p> <p>Identifies design, layout, and other features that help to understand grade-appropriate visual and multimedia texts.</p> <p>Describes perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.</p> <p>Views and identifies purpose for visual features used.</p> <p>Compares a variety of visual representations of the same story or tale.</p> <p>Compares ideas and points of view expressed in various media.</p> <p>Identifies and discusses the key visual features such as colour, line, and size of an illustrator's style and how they relate to print text and add to or supplement words.</p> <p>Expresses preferences for particular texts.</p>	<p>Views and demonstrates comprehension in a basic manner by:</p> <ul style="list-style-type: none"> Describing simple similarities between daily life and text portrayals. Making simple comparisons with text to personal experiences. Beginning to recognize some aspects of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts. <p>Determines simplistic main ideas in visual and multimedia texts.</p> <p>Records simplistic facts and ideas from grade-appropriate visual and multimedia texts.</p> <p>Attempts to identify design, layout, and other features that help to understand grade-appropriate visual and multimedia texts.</p> <p>Attempts to describe perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.</p> <p>Views and attempts to identify purpose for visual features used.</p> <p>Partially and simplistically compares a variety of visual representations of the same story or tale.</p> <p>Partially and simplistically, ideas and points of view expressed in various media.</p> <p>Partially identifies and simplistically discusses the key visual features such as colour, line, and size of an illustrator's style and how they relate to print text and add to or supplement words.</p> <p>Simply expresses preferences for particular texts.</p>	<p>Views and demonstrates minimal comprehension by:</p> <ul style="list-style-type: none"> Describing limited similarities between daily life and text portrayals. Making vague comparisons with text to personal experiences. Limited ability or inability to recognize the range of cultures, human behaviour, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts. <p>Determines irrelevant main ideas in visual and multimedia texts.</p> <p>Records irrelevant facts and ideas from grade-appropriate visual and multimedia texts.</p> <p>Ineffectively identifies design, layout, and other features that help to understand grade-appropriate visual and multimedia texts.</p> <p>Ineffectively describes perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.</p> <p>Views and ineffectively identify purpose for visual features used.</p> <p>Inaccurately compares a variety of visual representations of the same story or tale.</p> <p>Inaccurately compares ideas and points of view expressed in various media.</p> <p>Inaccurately identifies and ineffectively discusses the key visual features such as colour, line, and size of an illustrator's style and how they relate to print text and add to or supplement words.</p> <p>Vaguely expresses preferences for particular texts.</p>

<p>Use of Strategies CR 3.4 (b) Selects and uses appropriate strategies (before, during and after) to construct and confirm meaning when viewing.</p>	<p>Thoughtfully and insightfully uses appropriate strategies (before, during and after) to construct and confirm meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Uses prior knowledge • Previews text • Sets purpose • Anticipates author’s or creator’s intention <p>During:</p> <ul style="list-style-type: none"> • Makes personal connections • Uses cueing systems • 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 <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, summarizes and synthesizes • Interprets • Evaluates message, craft and technique • Responds personally • Uses six strands to deepen understanding and pleasure <p>Other:</p> <ul style="list-style-type: none"> • Think aloud • View, pause, predict and think aloud • Collaborative viewing guide • Directed viewing-thinking activity • Picture walk • Viewing guides 	<p>Selects and uses appropriate strategies (before, during and after) to construct and confirm meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Uses prior knowledge • Previews text • Sets purpose • Anticipates author’s or creator’s intention <p>During:</p> <ul style="list-style-type: none"> • Makes personal connections • Uses cueing systems • 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 <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, summarizes and synthesizes • Interprets • Evaluates message, craft and technique • Responds personally • Uses six strands to deepen understanding and pleasure <p>Other:</p> <ul style="list-style-type: none"> • Think aloud • View, pause, predict and think aloud • Collaborative viewing guide • Directed viewing-thinking activity • Picture walk • Viewing guides 	<p>Simplistically uses appropriate strategies (before, during and after) to construct and confirm meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Uses prior knowledge • Previews text • Sets purpose • Anticipates author’s or creator’s intention <p>During:</p> <ul style="list-style-type: none"> • Makes personal connections • Uses cueing systems • 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 <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, summarizes and synthesizes • Interprets • Evaluates message, craft and technique • Responds personally • Uses six strands to deepen understanding and pleasure <p>Other:</p> <ul style="list-style-type: none"> • Think aloud • View, pause, predict and think aloud • Collaborative viewing guide • Directed viewing-thinking activity • Picture walk • Viewing guides 	<p>Unable to use appropriate strategies (before, during and after) to construct and confirm meaning when reading.</p> <p>Before:</p> <ul style="list-style-type: none"> • Uses prior knowledge • Previews text • Sets purpose • Anticipates author’s or creator’s intention <p>During:</p> <ul style="list-style-type: none"> • Makes personal connections • Uses cueing systems • 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 <p>After:</p> <ul style="list-style-type: none"> • Recalls, paraphrases, summarizes and synthesizes • Interprets • Evaluates message, craft and technique • Responds personally • Uses six strands to deepen understanding and pleasure <p>Other:</p> <ul style="list-style-type: none"> • Think aloud • View, pause, predict and think aloud • Collaborative viewing guide • Directed viewing-thinking activity • Picture walk • Viewing guides
--	--	---	---	---

<p>Cues & Conventions CR3.4(c). Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when reading.</p>	<p>Comprehensive understanding and skillful application of suitable cues and conventions to construct and confirm meaning when viewing.</p>	<p>Understands and applies the suitable cues and conventions to construct and confirm meaning when viewing.</p>	<p>Partial understanding and inconsistent application of cues and conventions to construct and confirm meaning when viewing.</p>	<p>Undeveloped understanding and limited application of suitable cues and conventions to construct and confirm meaning when viewing.</p>
	<p>Pragmatic:</p> <ul style="list-style-type: none"> Recognizes text is created for an intended purpose <p>Textual:</p> <ul style="list-style-type: none"> Identifies and explains different forms of texts Uses knowledge of the elements and organization of different texts Identifies conventions of texts <p>Syntactic:</p> <ul style="list-style-type: none"> Uses knowledge of word order, relationships of words, and punctuation to determine meaning of sentences <p>Semantic/Lexical/Morphological:</p> <ul style="list-style-type: none"> Uses a variety of strategies to determine the meaning of unfamiliar words Uses common prefixes and suffixes Understand frequently used specialized terms in subject areas Recognizes word play <p>Phonological/Graphophonic:</p> <ul style="list-style-type: none"> Recognizes features of words including R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals and easy multi-syllabic words <p>Other Cues and Conventions:</p> <ul style="list-style-type: none"> Recognizes and uses key features in text including colour and bold typeface 			