

| ELA 30A/B – Viewing Rubric Outcomes (Indicators) | 4 – Mastery | 3 – Proficient | 2 – Approaching | 1 – Beginning |
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| <p>Comprehension</p> <p>CR A30.1 View, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: identity, social responsibility, and social action.</p> | <p>Skillfully analyze:</p> <ul style="list-style-type: none"> and respond to extend understanding of the ideas, themes, and issues explored in the texts. to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives. how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts. ways in which language and texts reflect and influence the values and behaviours of people and diverse communities. <p>Accurately and insightfully identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p>Thoroughly explain how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p> | <p>Analyze:</p> <ul style="list-style-type: none"> and respond to extend understanding of the ideas, themes, and issues explored in the texts. to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives. how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts. ways in which language and texts reflect and influence the values and behaviours of people and diverse communities. <p>Identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p>Explain how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p> | <p>Simplistically analyze:</p> <ul style="list-style-type: none"> and respond to extend understanding of the ideas, themes, and issues explored in the texts. to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives. how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts. ways in which language and texts reflect and influence the values and behaviours of people and diverse communities. <p>Partially identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p>Simplistically explains how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p> | <p>Inaccurately analyze:</p> <ul style="list-style-type: none"> and respond to extend understanding of the ideas, themes, and issues explored in the texts. to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives. how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts. ways in which language and texts reflect and influence the values and behaviours of people and diverse communities. <p>Inaccurately identify connections and the various elements of style and explain how the elements help communicate meaning and enhance the effectiveness of the texts.</p> <p>Vaguely explains how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p> |
| <p>CR A30.2 View and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, and Canadian visual and multimedia texts including an advertisement, news broadcast, poster, and film.</p> | <p>Thoroughly evaluate critical information obtained from viewing a visual or multimedia text.</p> <p>Thoroughly explain and thoughtfully evaluate the effectiveness of persuasive strategies and techniques in a range of visual and multimedia texts.</p> <p>Insightfully infer point of view and biases explicit in visual and multimedia texts.</p> <p>Skillfully analyze, thoughtfully compare, and perceptively critique different visual and multimedia presentations of the same ideas, information, or issues.</p> | <p>Evaluate critical information obtained from viewing a visual or multimedia text.</p> <p>Explain and evaluate the effectiveness of persuasive strategies and techniques in a range of visual and multimedia texts.</p> <p>Infer point of view and biases explicit in visual and multimedia texts.</p> <p>Analyze, compare, and critique different visual and multimedia presentations of the same ideas, information, or issues.</p> | <p>Partially evaluate information obtained from viewing a visual or multimedia text.</p> <p>Simplistically explain and basically evaluate the effectiveness of persuasive strategies and techniques in a range of visual and multimedia texts.</p> <p>Simplistically infer point of view and/or biases explicit in visual and multimedia texts.</p> <p>Generally analyze, simplistically compare, and/or basically critique different visual and multimedia presentations of the same ideas, information, or issues.</p> | <p>Vaguely evaluate information obtained from viewing a visual or multimedia text.</p> <p>Ineffectively explain and vaguely evaluate the effectiveness of persuasive strategies or techniques in visual or multimedia texts.</p> <p>Inaccurately infer point of view or biases explicit in visual and multimedia texts.</p> <p>Vaguely analyze, ineffectively compare or critique visual and multimedia presentations of the same ideas, information, or issues.</p> |

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| <p>CR B30.1 View, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address: identity, social responsibility, and social action.</p> | <p>Critically view and insightfully respond to a variety of historical and contemporary literary and informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p>Insightfully make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p>Critically analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p>Thoroughly explain how informational and literary texts contribute to an understanding of human nature and of self, and raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p> | <p>View and respond to a variety of historical and contemporary literary and informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p>Make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p>Analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p>Explain how informational and literary texts contribute to an understanding of human nature and of self, and raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p> | <p>View and simplistically respond to a variety of historical and contemporary literary and informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p>Simplistically make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p>Generally analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p>Partially explain how informational and/or literary texts contribute to an understanding of human nature and of self, and/or raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p> | <p>View and ineffectively respond to a variety of historical and contemporary literary and/or informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p>Ineffectively make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p>Vaguely analyze texts in terms of messages, ideas, information, universal questions, themes, or issues; provide evidence from the texts to support analysis.</p> <p>Ineffectively explain how informational and/or literary texts contribute to an understanding of human nature and of self, and/or raise awareness about a range of topics, ideas, cultures, events, people, and issues.</p> |
| <p>CR B30.2 View, comprehend, and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities, and identify how the texts address beliefs, values, and power.</p> | <p>Insightfully explain how visual and multimedia texts are created to suit particular purposes and audiences and why they might prompt different responses.</p> <p>Skillfully identify:</p> <ul style="list-style-type: none"> characteristics, conventions, and/or techniques used in a variety of media forms, and explain how they shape content, convey meaning, and influence their audience(s). perspectives and/or biases evident in visual and multimedia texts and comment on questions the texts may raise about beliefs, values, and power. aesthetic effects of media presentations and evaluate the techniques used to create them. | <p>Explain how visual and multimedia texts are created to suit particular purposes and audiences and why they might prompt different responses.</p> <p>Identify:</p> <ul style="list-style-type: none"> characteristics, conventions, and/or techniques used in a variety of media forms, and explain how they shape content, convey meaning, and influence their audience(s). perspectives and/or biases evident in visual and multimedia texts and comment on questions the texts may raise about beliefs, values, and power. aesthetic effects of media presentations and evaluate the techniques used to create them. | <p>Generally explain how visual and multimedia texts are created to suit particular purposes and audiences and/or why they might prompt different responses.</p> <p>Simplistically identify:</p> <ul style="list-style-type: none"> characteristics, conventions, and/or techniques used in a variety of media forms, and explain how they shape content, convey meaning, and influence their audience(s). perspectives and/or biases evident in visual and multimedia texts and comment on questions the texts may raise about beliefs, values, and power. aesthetic effects of media presentations and evaluate the techniques used to create them. | <p>Ineffectively explain how visual and multimedia texts are created to suit particular purposes and audiences or why they might prompt different responses.</p> <p>Inaccurately identify:</p> <ul style="list-style-type: none"> characteristics, conventions, and/or techniques used in a variety of media forms, and explain how they shape content, convey meaning, and influence their audience(s). perspectives and/or biases evident in visual and multimedia texts and comment on questions the texts may raise about beliefs, values, and power. aesthetic effects of media presentations and evaluate the techniques used to create them. |
| <p>Use of Strategies CR A/B30.2 (b) Select deliberately and use effectively a variety of before (page 27), during (page 28), and after (page 29) strategies to construct and confirm meaning when viewing texts.</p> | <p>Skillfully and insightfully select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when viewing.</p> <p><u>Such as:</u> Before</p> | <p>Select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when viewing.</p> <p><u>Such as:</u> Before</p> <ul style="list-style-type: none"> tap, activate, and build prior | <p>Simplistically select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when viewing.</p> <p><u>Such as:</u> Before</p> | <p>Ineffectively select and use a variety of before, during, and/or after strategies to construct meaning when viewing.</p> <p><u>Such as:</u> Before</p> <ul style="list-style-type: none"> tap, activate, and build prior |

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| | <ul style="list-style-type: none"> • tap, activate, and build prior knowledge • ask questions • preview text • anticipate message and author's/presenter's intent • predict what text will be about • set purpose <p>During</p> <ul style="list-style-type: none"> • connect and construct meaning • note key ideas and what supports them • construct mental images • make, confirm, and adjust predictions • make, confirm, adjust inferences and draw conclusions • ask questions and self-monitor comprehension • use language and its cues and conventions to infer meaning • adjust rate and/or strategy <p>After</p> <ul style="list-style-type: none"> • recall, paraphrase, summarize, and synthesize • reflect and interpret • evaluate • analyze craft and technique • respond personally • view, listen, read again to deepen understanding and pleasure | <p>knowledge</p> <ul style="list-style-type: none"> • ask questions • preview text • anticipate message and author's/presenter's intent • predict what text will be about • set purpose <p>During</p> <ul style="list-style-type: none"> • connect and construct meaning • note key ideas and what supports them • construct mental images • make, confirm, and adjust predictions • make, confirm, adjust inferences and draw conclusions • ask questions and self-monitor comprehension • use language and its cues and conventions to infer meaning • adjust rate and/or strategy <p>After</p> <ul style="list-style-type: none"> • recall, paraphrase, summarize, and synthesize • reflect and interpret • evaluate • analyze craft and technique • respond personally • view, listen, read again to deepen understanding and pleasure | <ul style="list-style-type: none"> • tap, activate, and build prior knowledge • ask questions • preview text • anticipate message and author's/presenter's intent • predict what text will be about • set purpose <p>During</p> <ul style="list-style-type: none"> • connect and construct meaning • note key ideas and what supports them • construct mental images • make, confirm, and adjust predictions • make, confirm, adjust inferences and draw conclusions • ask questions and self-monitor comprehension • use language and its cues and conventions to infer meaning • adjust rate and/or strategy <p>After</p> <ul style="list-style-type: none"> • recall, paraphrase, summarize, and synthesize • reflect and interpret • evaluate • analyze craft and technique • respond personally • view, listen, read again to deepen understanding and pleasure | <p>knowledge</p> <ul style="list-style-type: none"> • ask questions • preview text • anticipate message and author's/presenter's intent • predict what text will be about • set purpose <p>During</p> <ul style="list-style-type: none"> • connect and construct meaning • note key ideas and what supports them • construct mental images • make, confirm, and adjust predictions • make, confirm, adjust inferences and draw conclusions • ask questions and self-monitor comprehension • use language and its cues and conventions to infer meaning • adjust rate and/or strategy <p>After</p> <ul style="list-style-type: none"> • recall, paraphrase, summarize, and synthesize • reflect and interpret • evaluate • analyze craft and technique • respond personally • view, listen, read again to deepen understanding and pleasure |
| <p>Cues and Conventions</p> <p>CR A30.2 (c) Use language cues and conventions (page 24) of a variety of informational and literary texts to construct and confirm meaning when viewing.</p> | <p>Skillfully and insightfully use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p> | <p>Use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p> | <p>Simplistically use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p> | <p>Ineffectively use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p> |

CR B30.2 (c)

Use language cues and conventions (page 25) from a variety of informational and literary texts to construct and confirm meaning when viewing.

Such As:**Pragmatic**

- recognize and explain how different purposes and audiences for a text have affected the style and tone of communication used and how an individual dialect(s) varies according to geography and community (A)
- recognize and comprehend how communication registers and styles are influenced by their geographical, social, and historical contexts (B)
- the English language is influenced by geography and tradition and is constantly evolving (B)
- develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles (B)

Textual

- recognize and explain how texts have been structured so that the progression of ideas is logical and effective (A)
- identify the characteristics/text features of informational and literary texts, and explain how the features help communicate meaning (A)
- identify a variety of elements of style in texts, and explain how the elements help communicate meaning and enhance the effectiveness of the texts (A)
- recognize and comprehend the distinctive features, techniques, and conventions of different contemporary and traditional texts from Western and non-Western traditions (B)

Syntactical

- recognize and comprehend how texts use sentence variety as an important component of style including length, structure, purpose, and order (A)
- recognize and comprehend how sentences have been structured to communicate messages and achieve a satisfying stylistic effect in keeping with an intended purpose and audience (B)

Semantic/Lexical/Morphological

- recognize and comprehend words that have been selected for their shade of meaning and impact (A)
- recognize and comprehend the emotional appeal and social implications of words chosen to achieve a desired effect within a culture (B)
- know the meanings of the common Greek and Latin prefixes, suffixes, and roots in the English language (B)
- recognize the colourful and varied history of English words (B)
- comprehend analogies (B)

Graphophonic

- recognize and comprehend words chosen for their Canadian usage and spelling (A)
- recognize sound patterns including rhyme, rhythm, meter, alliteration, consonance, assonance, sibilance, and repetition (A)
- recognize and comprehend the different geographical regions pronounce English words differently (B)
- not the effect of voice production factors including articulation, pronunciation, tone, volume, pitch, pause, stress, and juncture (B)

Other Cues and Conventions

- recognize and explain how placement, visibility, design, and legibility enhance the appeal and affect the impact and artistry of a message (A)
- identify and analyze the characteristics and artistry of effective presentations from the Western and non-Western traditions including the forms, elements of style and organization, performance techniques, and use of audio-visual aids (B)