

Grade 4 Viewing

Outcome	Mastery	Proficient	Approaching	Beginning
<p><b>Comprehension</b>  <b>CR 4.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, and social responsibility and support response with evidence from text and from own experiences.</b></p> <p><b>CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator’s technique and the impact on viewers</b></p>	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> <li>• <b>Thoroughly and accurately</b> retells and explains the explicit and implicit ideas and information presented in texts.</li> <li>• <b>Thoroughly and accurately</b> recognizes and understands the text structures, features, and author’s ideas.</li> <li>• <b>Insightfully</b> responds to and interprets the texts, and explains and supports response with evidence from the texts (including identifying and describing specific feelings and details in text).</li> </ul> <p>Makes <b>perceptive and supported connections</b> to the insights of an individual or individuals in texts.</p> <p>Identifies, <b>insightfully and thoroughly</b>, similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes <b>perceptive and supported</b> connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p><b>Accurately and consistently:</b></p> <ul style="list-style-type: none"> <li>• Discusses visual experiences.</li> <li>• Evaluates the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.</li> <li>• <b>Independently</b> identifies the intent and appeal of particular TV and print advertisements and other visuals</li> <li>• Identifies the values and aspects of various cultures’ underlying visual messages</li> <li>• Understands how a range of visual features can enhance and clarify spoken, written, or silent messages</li> <li>• Identifies how the language, visual, and multimedia features are used to persuade.</li> </ul>	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> <li>• Retells and explains the explicit and implicit ideas and information presented in texts.</li> <li>• Recognizes and understands the text structures, features, and author’s ideas.</li> <li>• Responds to and interprets the texts, and explains and supports response with evidence from the texts (including identifying and describing specific feelings and details in text).</li> </ul> <p>Makes connections to the insights of an individual or individuals in texts.</p> <p>Identifies, similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p><b>Appropriately:</b></p> <ul style="list-style-type: none"> <li>• Discusses visual experiences</li> <li>• Evaluates the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.</li> <li>• Identifies the intent and appeal of particular TV and print advertisements and other visuals.</li> <li>• Identifies, with support, the values and aspects of various cultures’ underlying visual messages</li> <li>• Understands how a range of visual features can enhance and clarify spoken, written, or silent messages.</li> <li>• Identifies how the language, visual, and multimedia features are used to persuade.</li> </ul>	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> <li>• <b>Generally</b> retells and explains the explicit ideas and information presented in texts.</li> <li>• <b>Generally</b> recognizes and understands the text structures.</li> <li>• <b>Simplistically</b> responds to and interprets the texts, and explains and supports response with evidence from the texts (including identifying and describing specific feelings and details in text).</li> </ul> <p>Makes <b>concrete</b> connections to the texts.</p> <p>Identifies <b>obvious</b> similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes <b>obvious</b> connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p><b>Occasionally, with prompting:</b></p> <ul style="list-style-type: none"> <li>• Discusses visual experiences.</li> <li>• Evaluates the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.</li> <li>• Identifies the intent and appeal of particular TV and print advertisements and other visuals.</li> <li>• <b>Identifies some aspects</b> of various cultures’ <b>literal</b> visual messages</li> <li>• Understands how a range of visual features can enhance <b>and/or</b> clarify spoken, written, or silent messages</li> <li>• Identifies how the language, visual, and multimedia features are used to persuade.</li> </ul>	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> <li>• <b>Vaguely and/or inaccurately</b> retells and explains the explicit ideas and information presented in texts.</li> <li>• <b>Vaguely and/or inaccurately</b> recognizes and understands the text structures, features, and author’s ideas.</li> <li>• <b>Vaguely and/or inaccurately</b> responds to and <b>somewhat</b> explains response with evidence from the texts (including identifying and describing specific feelings and details in text).</li> </ul> <p>Makes <b>limited</b> connections to the texts.</p> <p>Identifies, <b>inaccurately and/or vaguely</b>, similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes <b>inaccurate or vague</b> connections as they Identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p><b>Attempts, with one-to-one support to:</b></p> <ul style="list-style-type: none"> <li>• Discuss visual experiences</li> <li>• Evaluate the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.</li> <li>• Identify the intent and appeal of particular TV and print advertisements and other visuals</li> <li>• <b>Identifies an aspect</b> of a culture’s <b>literal</b> visual messages</li> <li>• Understand how <b>some</b> visual features can enhance <b>and/or</b> clarify spoken, written, or silent messages</li> <li>• Identify how <b>some</b> language, visual, and multimedia features are used to persuade.</li> </ul>

<p><b>Use of Strategies</b>  <b>CR 4.2 (b) Select and use pertinent before, during, and after strategies to construct meaning when viewing.</b></p>	<p><b>Insightfully</b> selects and uses pertinent Before, During, and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> <li>• Activates and builds upon prior knowledge and experience</li> <li>• Previews text</li> <li>• Sets a purpose</li> <li>• Anticipates the author's or creator's intention</li> </ul> <p>During</p> <ul style="list-style-type: none"> <li>• Makes connections to personal knowledge and experience</li> <li>• Uses the cueing systems to construct meaning from the text</li> <li>• Makes, confirms, and adjusts predictions and inferences</li> <li>• Constructs mental images</li> <li>• Interprets visuals (e.g., illustrations, graphics, tables)</li> <li>• Identifies key ideas and supporting ideas</li> <li>• Self-questions, self-monitors, and self-corrects</li> <li>• Draws conclusions</li> <li>• Adjusts rate or strategy to purpose or difficulty of text</li> </ul> <p>After</p> <ul style="list-style-type: none"> <li>• Recalls, paraphrases, summarizes, and synthesizes</li> <li>• Interprets (identifying new knowledge and insights)</li> <li>• Evaluates author's/creator's message(s)</li> <li>• Responds personally, giving support from text</li> <li>• Views, speaks, writes, and uses other forms of representing to deepen understanding and pleasure</li> </ul>	<p>Selects and uses pertinent Before, During and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> <li>• Activates and builds upon prior knowledge and experience</li> <li>• Previews text</li> <li>• Sets a purpose</li> <li>• Anticipates the author's or creator's intention</li> </ul> <p>During</p> <ul style="list-style-type: none"> <li>• Makes connections to personal knowledge and experience</li> <li>• Uses the cueing systems to construct meaning from the text</li> <li>• Makes, confirms, and adjusts predictions and inferences</li> <li>• Constructs mental images</li> <li>• Interprets visuals (e.g., illustrations, graphics, tables)</li> <li>• Identifies key ideas and supporting ideas</li> <li>• Self-questions, self-monitors, and self-corrects</li> <li>• Draws conclusions</li> <li>• Adjusts rate or strategy to purpose or difficulty of text</li> </ul> <p>After</p> <ul style="list-style-type: none"> <li>• Recalls, paraphrases, summarizes, and synthesizes</li> <li>• Interprets (identifying new knowledge and insights)</li> <li>• Evaluates author's/creator's message(s)</li> <li>• Responds personally, giving support from text</li> <li>• Views, speaks, writes, and uses other forms of representing to deepen understanding and pleasure</li> </ul>	<p>Selects and uses <b>limited</b> Before, During, and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> <li>• Activates and builds upon prior knowledge and experience</li> <li>• Previews text</li> <li>• Sets a purpose</li> <li>• Anticipates the author's or creator's intention</li> </ul> <p>During</p> <ul style="list-style-type: none"> <li>• Makes connections to personal knowledge and experience</li> <li>• Uses the cueing systems to construct meaning from the text</li> <li>• Makes, confirms, and adjusts predictions and inferences</li> <li>• Constructs mental images</li> <li>• Interprets visuals (e.g., illustrations, graphics, tables)</li> <li>• Identifies key ideas and supporting ideas</li> <li>• Self-questions, self-monitors, and self-corrects</li> <li>• Draws conclusions</li> <li>• Adjusts rate or strategy to purpose or difficulty of text</li> </ul> <p>After</p> <ul style="list-style-type: none"> <li>• Recalls, paraphrases, summarizes, and synthesizes</li> <li>• Interprets (identifying new knowledge and insights)</li> <li>• Evaluates author's/creator's message(s)</li> <li>• Responds personally, giving support from text</li> <li>• Views, speaks, writes, and uses other forms of representing to deepen understanding and pleasure</li> </ul>	<p><b>Has difficulty</b> selecting and using Before, During, and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> <li>• Activating and building upon prior knowledge and experience</li> <li>• Previewing text</li> <li>• Setting a purpose</li> <li>• Anticipating the author's or creator's intention</li> </ul> <p>During</p> <ul style="list-style-type: none"> <li>• Making connections to personal knowledge and experience</li> <li>• Using the cueing systems to construct meaning from the text</li> <li>• Making, confirming, and adjusting predictions and inferences</li> <li>• Constructing mental images</li> <li>• Interpreting visuals (e.g., illustrations, graphics, tables)</li> <li>• Identifying key ideas and supporting ideas</li> <li>• Self-questioning, self-monitoring, and self-correcting</li> <li>• Drawing conclusions</li> <li>• Adjusting rate or strategy to purpose or difficulty of text</li> </ul> <p>After</p> <ul style="list-style-type: none"> <li>• Recalling, paraphrasing, summarizing, and synthesizing</li> <li>• Interpreting (identifying new knowledge and insights)</li> <li>• Evaluating author's/creator's message(s)</li> <li>• Responding personally, giving support from text</li> <li>• View, speak, write, and use other forms of representing to deepen understanding and pleasure</li> </ul>
---	---	--	--	---

<p><b>Cues and Conventions</b>  <b>CR 4.2 (c)</b> Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when viewing.</p>	<p><b>Confidently and consistently</b> uses a <b>range of</b> cues and conventions of communication and language to construct meaning.</p>	<p>Uses cues and conventions of communication and language to construct meaning.</p>	<p>Uses <b>some</b> cues and conventions of communication and language to construct meaning.</p>	<p>Demonstrates <b>uncertainty using</b> cues and conventions of communication and language to construct meaning.</p>
	<p><b>Pragmatic</b></p> <ul style="list-style-type: none"> <li>States reasons for viewing and analyzes the purpose of a text.</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>Identifies and uses various text structures and their elements to understand content.</li> <li>Uses knowledge of the organization of different text forms to understand content.</li> </ul> <p><b>Syntactic</b></p> <ul style="list-style-type: none"> <li>Uses knowledge of sentence structure, elements, and punctuation to comprehend what is viewed.</li> </ul> <p><b>Semantic/Lexical/Morphological</b>  Uses patterns of word structure to:</p> <ul style="list-style-type: none"> <li>determine pronunciation and meaning;</li> <li>identify root words and use them to determine the meaning of unfamiliar words;</li> <li>identify synonyms and antonyms for familiar words;</li> <li>use a dictionary to determine the meanings.</li> </ul> <p><b>Phonological/Graphophonic</b></p> <ul style="list-style-type: none"> <li>Recognizes features of words including vowel patterns in multi-syllabic words, double consonants, contractions, consonant digraphs, word endings, prefixes and plural possessives.</li> </ul> <p><b>Other Cues and Conventions</b></p> <ul style="list-style-type: none"> <li>Recognizes the characteristics of different media.</li> </ul>			