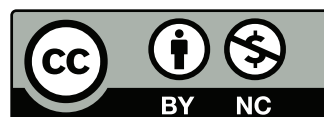
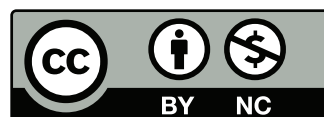


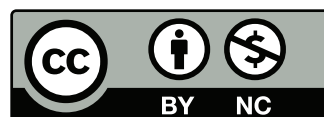
ELA 30A/B – Listening Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Comprehension CR A30.1 Listen to, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: identity, social responsibility, 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 A30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, and Canadian speakers and authors from various communities.</p>	<p>Thoroughly outline and summarize an oral presentation.</p> <p>Critically compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide insightful and thorough feedback in a variety of situations including discussions and informative, persuasive, and artistic presentations.</p>	<p>Outline and summarize an oral presentation.</p> <p>Compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide appropriate feedback in a variety of situations including discussions and informative, persuasive, and artistic presentations.</p>	<p>Partially outline and summarize an oral presentation.</p> <p>Simplistically compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide simplistic feedback in a variety of situations including discussions and/or informative, persuasive, and artistic presentations.</p>	<p>Inaccurately outline and summarize an oral presentation.</p> <p>Ineffectively compare and contrast interpretations of oral texts with the interpretations of others and research points of contention.</p> <p>Provide inappropriate feedback in a variety of situations including discussions or informative, persuasive, and artistic presentations.</p>



<p>CR B30.1 Listen to, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address: identity, social responsibility, and social action.</p>	<p>Critically listen 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>Listen 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>Listen 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>Listen 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 B30.3 Listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the perspectives, biases, beliefs, values, identities, and power presented in each text.</p>	<p>Accurately identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p>Skillfully use evidence from the texts to support interpretations.</p> <p>Critically identify and insightfully analyze the perspectives and biases evident in oral texts.</p> <p>Listen to, discuss, make in-depth interpretations, and critically evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p>Critically and thoroughly analyze historically significant to find rhetorical devices and features that make them memorable.</p> <p>Insightfully describe and critically analyze potential sources of bias in oral presentations including those that attempt to persuade.</p>	<p>Identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p>Use evidence from the texts to support interpretations.</p> <p>Identify and analyze the perspectives and/or biases evident in oral texts.</p> <p>Listen to, discuss, interpret, and evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p>Analyze historically significant speeches to find rhetorical devices and features that make them memorable.</p> <p>Describe and analyze potential sources of bias in oral presentations including those that attempt to persuade.</p>	<p>Generally identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p>Use some evidence from the texts to partially support interpretations.</p> <p>Basically identify and simplistically analyze the perspectives and/or biases evident in oral texts.</p> <p>Listen to, discuss, make simplistic interpretations, and simplistically evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p>Simplistically analyze historically significant speeches to find some rhetorical devices and features that make them memorable.</p> <p>Partially describe and simplistically analyze potential sources of bias in oral presentations including those that attempt to persuade.</p>	<p>Inaccurately identify the purpose of a variety of listening tasks and set goals for specific tasks.</p> <p>Ineffectively use evidence from the texts to attempt to support interpretations.</p> <p>Attempts to identify and ineffectively analyze the perspectives or biases evident in oral texts.</p> <p>Listen to, discuss, vaguely interpret, and inaccurately evaluate spoken texts in terms of their structure and their social, cultural, political, and historical contexts.</p> <p>Vaguely analyze historically significant speeches to find rhetorical devices and features that make them memorable.</p> <p>Vaguely describe and inaccurately analyze potential sources of bias in oral presentations.</p>
<p>Use of Strategies CR A/B30.3 (b) Select deliberately and use effectively a variety of before (page 27), during (page 28), and after (page 29) strategies</p>	<p>Skillfully and insightfully select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when listening.</p>	<p>Select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when listening.</p>	<p>Simplistically select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when listening.</p>	<p>Ineffectively select and use a variety of before, during, and/or after strategies to construct meaning when listening.</p>



<p>to construct and confirm meaning when listening to texts.</p>	<p><u>Such as:</u> Before</p> <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><u>Such as:</u> Before</p> <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><u>Such as:</u> Before</p> <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><u>Such as:</u> Before</p> <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>Cues and Conventions CR A30.3 (c) Use language cues and conventions (page 24) of a variety of informational and literary texts to construct and confirm meaning when listening.</p> <p>CR B30.3 (c) Use language cues and conventions (page 25) of a variety of informational and literary texts to construct and</p>	<p>Skillfully and insightfully use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p>Use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p>Simplistically use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p>Ineffectively use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>



confirm meaning when listening.				
	<p>Such As:</p> <p>Pragmatic</p> <ul style="list-style-type: none"> 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) <p>Textual</p> <ul style="list-style-type: none"> 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) <p>Syntactical</p> <ul style="list-style-type: none"> 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) <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none"> 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) <p>Graphophonic</p> <ul style="list-style-type: none"> 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) <p>Other Cues and Conventions</p> <ul style="list-style-type: none"> 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) 			

