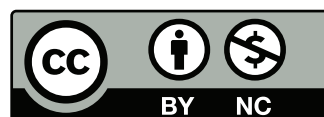
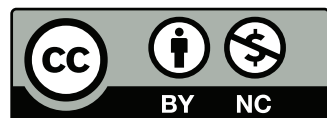


ELA 20 – Reading Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Comprehension</b></p> <p><b>CR20.1</b> Read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:</p> <ul style="list-style-type: none"> <li>identity (e.g., Relationships with Family and Others);</li> <li>social responsibility (e.g., Evolving Roles and Responsibilities); and</li> <li>social action (agency) (e.g., The Past and the Present).</li> </ul> <p><b>CR20.4</b> Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.</p>	<p><b>Insightfully</b> connect ideas, observations, opinions, and emotions to understand texts.</p> <p><b>Skillfully</b> analyze, compare, and evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Make <b>in-depth</b> connections between personal experiences and prior knowledge of traditions, genres, and a variety of texts.</p> <p><b>Thoughtfully</b> respond personally and critically to themes, values, and beliefs presented in a variety of First Nations and Métis texts.</p> <p>Read, <b>insightfully</b> interpret, and <b>skillfully</b> summarize grade-appropriate literary and informational texts.</p> <p><b>Perceptively</b> follow instructions and procedures in informational texts to perform:</p> <ul style="list-style-type: none"> <li>specific tasks,</li> <li>answer questions, or</li> <li>solve problems.</li> </ul> <p>Read and demonstrate an <b>insightful</b> understanding of the:</p> <ul style="list-style-type: none"> <li>interrelationships between and among texts</li> <li>main ideas,</li> <li>events, or</li> <li>themes of a variety of increasingly complex literary and informational texts.</li> </ul> <p><b>Perceptively</b> identify and <b>accurately</b> assess the author's:</p> <ul style="list-style-type: none"> <li>purpose,</li> <li>ideas,</li> <li>point of view,</li> <li>tone,</li> <li>techniques, and</li> <li>overall theme or message.</li> </ul> <p>Read, <b>insightfully</b> analyze, and <b>thoughtfully</b> compare different points of view about the same ideas, themes, and issues.</p>	<p>Connect ideas, observations, opinions, and emotions to understand texts.</p> <p>Analyze, compare, and evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Make connections between personal experiences and prior knowledge of traditions, genres, and a variety of texts.</p> <p>Respond personally and critically to themes, values, and beliefs presented in a variety of First Nations and Métis texts.</p> <p>Read, interpret, and summarize grade-appropriate literary and informational texts.</p> <p>Follow instructions and procedures in informational texts to perform:</p> <ul style="list-style-type: none"> <li>specific tasks,</li> <li>answer questions, or</li> <li>solve problems.</li> </ul> <p>Read and demonstrate an understanding of the:</p> <ul style="list-style-type: none"> <li>interrelationships between and among texts</li> <li>main ideas,</li> <li>events, or</li> <li>themes of a variety of increasingly complex literary and informational texts.</li> </ul> <p>Identify and assess the author's:</p> <ul style="list-style-type: none"> <li>purpose,</li> <li>ideas,</li> <li>point of view,</li> <li>tone,</li> <li>techniques, and</li> <li>overall theme or message.</li> </ul> <p>Read, analyze, and compare different points of view about the same ideas, themes, and issues.</p>	<p><b>Simplistically</b> connect ideas, observations, opinions, <b>and/or</b> emotions to understand texts.</p> <p><b>Simplistically</b> analyze, compare, <b>and/or</b> evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Make <b>simplistic</b> connections between personal experiences <b>and/or</b> prior knowledge of traditions, genres, and a variety of texts.</p> <p><b>Partially</b> respond personally <b>and/or</b> critically to themes, values, and beliefs presented in a variety of First Nations and Métis texts.</p> <p>Read, <b>simplistically</b> interpret, and <b>partially</b> summarize grade-appropriate literary and informational texts.</p> <p><b>Partially</b> follow instructions and procedures in informational texts to perform:</p> <ul style="list-style-type: none"> <li>specific tasks,</li> <li>answer questions, or</li> <li>solve problems.</li> </ul> <p>Read and demonstrate a <b>simplistic</b> understanding of the:</p> <ul style="list-style-type: none"> <li>interrelationships between and among texts</li> <li>main ideas,</li> <li>events, or</li> <li>themes of a variety of complex literary and informational texts.</li> </ul> <p>Identify and <b>partially</b> assess the author's:</p> <ul style="list-style-type: none"> <li>purpose,</li> <li>ideas,</li> <li>point of view,</li> <li>tone,</li> <li>techniques, <b>and /or</b></li> <li>overall theme or message.</li> </ul> <p>Read, <b>partially</b> analyze, and <b>simplistically</b> compare different points of view about the same ideas, themes, and issues.</p>	<p><b>Inaccurately</b> connect ideas, observations, opinions, <b>and/or</b> emotions to understand texts.</p> <p><b>Inaccurately</b> analyze, compare, <b>and/or</b> evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Makes <b>vague</b> connections between personal experiences <b>and/or</b> prior knowledge of traditions, genres, and a variety of texts.</p> <p><b>Ineffectively</b> respond personally to themes, values, <b>and/or</b> beliefs presented in a variety of First Nations and Métis texts.</p> <p>Read, <b>ineffectively</b> interpret, and <b>attempt to</b> summarize grade-appropriate literary <b>and/or</b> informational texts.</p> <p><b>Inaccurately</b> follow instructions <b>and/or</b> procedures in informational texts to perform:</p> <ul style="list-style-type: none"> <li>specific tasks,</li> <li>answer questions, or</li> <li>solve problems.</li> </ul> <p>Read and demonstrate an <b>inadequate</b> understanding of the:</p> <ul style="list-style-type: none"> <li>interrelationships between and among texts</li> <li>main ideas,</li> <li>events, or</li> <li>themes of a variety of literary and informational texts.</li> </ul> <p><b>Inaccurately</b> identifies and <b>insufficiently</b> assesses the author's:</p> <ul style="list-style-type: none"> <li>purpose,</li> <li>ideas,</li> <li>point of view,</li> <li>tone,</li> <li>techniques, <b>and/or</b></li> <li>overall theme or message.</li> </ul> <p>Read, <b>inaccurately</b> analyze, and <b>ineffectively</b> compare different points of view about the same ideas, themes, and issues.</p>



	<p><b>Critically</b> analyze the:</p> <ul style="list-style-type: none"> <li>• setting,</li> <li>• plot,</li> <li>• themes,</li> <li>• characterization,</li> <li>• narration, and</li> <li>• consider what the texts suggest about the historical period in which they were written.</li> </ul> <p>Demonstrate <b>comprehensive</b> knowledge of poetry (metre, rhyme scheme, rhythm, alliteration, and other conventions).</p> <p><b>Comprehensively</b> identify how elements of plays articulate a playwright’s vision.</p>	<p>Analyze the:</p> <ul style="list-style-type: none"> <li>• setting,</li> <li>• plot,</li> <li>• themes,</li> <li>• characterization ,</li> <li>• narration, and</li> <li>• consider what the texts suggest about the historical period in which they were written.</li> </ul> <p>Demonstrate knowledge of poetry (metre, rhyme scheme, rhythm, alliteration, and other conventions).</p> <p>Identify how elements of plays articulate a playwright’s vision.</p>	<p><b>Simplistically</b> analyze the:</p> <ul style="list-style-type: none"> <li>• setting,</li> <li>• plot,</li> <li>• themes,</li> <li>• characterization ,</li> <li>• narration, <b>and/or</b></li> <li>• <b>may</b> consider what the texts suggest about the historical period in which they were written.</li> </ul> <p>Demonstrate <b>general</b> knowledge of poetry (metre, rhyme scheme, rhythm, alliteration, and other conventions).</p> <p><b>Generally</b> identify how elements of plays articulate a playwright’s vision.</p>	<p><b>Ineffectively</b> analyze the:</p> <ul style="list-style-type: none"> <li>• setting,</li> <li>• plot,</li> <li>• themes,</li> <li>• characterization ,</li> <li>• narration, <b>and/or</b></li> <li>• <b>may</b> consider what the texts suggest about the historical period in which they were written.</li> </ul> <p>Demonstrate <b>limited</b> knowledge of poetry (metre, rhyme scheme, rhythm, alliteration, and other conventions).</p> <p><b>Vaguely</b> identify how elements of plays articulate a playwright’s vision.</p>
<p><b>Use of Strategies CR20.4 (b)</b> Select, use, and evaluate critically a variety of before (page 19), during (page 20), and after (page 21) strategies to construct meaning when reading.</p>	<p><b>Skillfully and insightfully</b> select, use, and evaluate critically a variety of before, during, and after strategies to construct meaning when reading.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Tap, Activate, and Build Prior Knowledge</li> <li>• Ask Questions</li> <li>• Preview Text</li> <li>• Anticipate Message and Author’s/Presenter’s Intent</li> <li>• Predict</li> <li>• Set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Connect and construct meaning</li> <li>• Note key ideas and what supports them</li> <li>• Construct mental images</li> <li>• Make, confirm, adjust predictions, inferences, and draw conclusions</li> <li>• Ask questions and self-monitor comprehension</li> <li>• Adjust rate and/or strategy as needed</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Recall, paraphrase, summarize, and synthesize</li> <li>• Reflect and interpret</li> <li>• Evaluate</li> <li>• Analyze craft and technique</li> <li>• Respond personally</li> <li>• View again, listen, read, represent, speak, and write to deepen understanding and pleasure</li> </ul>	<p>Select, use, and evaluate critically a variety of before, during, and after strategies to construct meaning when reading.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Tap, Activate, and Build Prior Knowledge</li> <li>• Ask Questions</li> <li>• Preview Text</li> <li>• Anticipate Message and Author’s/Presenter’s Intent</li> <li>• Predict</li> <li>• Set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Connect and construct meaning</li> <li>• Note key ideas and what supports them</li> <li>• Construct mental images</li> <li>• Make, confirm, adjust predictions, inferences, and draw conclusions</li> <li>• Ask questions and self-monitor comprehension</li> <li>• Adjust rate and/or strategy as needed</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Recall, paraphrase, summarize, and synthesize</li> <li>• Reflect and interpret</li> <li>• Evaluate</li> <li>• Analyze craft and technique</li> <li>• Respond personally</li> <li>• View again, listen, read, represent, speak, and write to deepen understanding and pleasure</li> </ul>	<p><b>Simplistically</b> select, use, and evaluate a variety of before, during, and after strategies to construct meaning when reading.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Tap, Activate, and Build Prior Knowledge</li> <li>• Ask Questions</li> <li>• Preview Text</li> <li>• Anticipate Message and Author’s/Presenter’s Intent</li> <li>• Predict</li> <li>• Set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Connect and construct meaning</li> <li>• Note key ideas and what supports them</li> <li>• Construct mental images</li> <li>• Make, confirm, adjust predictions, inferences, and draw conclusions</li> <li>• Ask questions and self-monitor comprehension</li> <li>• Adjust rate and/or strategy as needed</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Recall, paraphrase, summarize, and synthesize</li> <li>• Reflect and interpret</li> <li>• Evaluate</li> <li>• Analyze craft and technique</li> <li>• Respond personally</li> <li>• View again, listen, read, represent, speak, and write to deepen understanding and pleasure</li> </ul>	<p><b>Ineffectively</b> select, use, and evaluate a variety of before, during, <b>and/or</b> after strategies to construct meaning when reading.</p> <p>Such as:</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Tap, Activate, and Build Prior Knowledge</li> <li>• Ask Questions</li> <li>• Preview Text</li> <li>• Anticipate Message and Author’s/Presenter’s Intent</li> <li>• Predict</li> <li>• Set purpose</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>• Connect and construct meaning</li> <li>• Note key ideas and what supports them</li> <li>• Construct mental images</li> <li>• Make, confirm, adjust predictions, inferences, and draw conclusions</li> <li>• Ask questions and self-monitor comprehension</li> <li>• Adjust rate and/or strategy as needed</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>• Recall, paraphrase, summarize, and synthesize</li> <li>• Reflect and interpret</li> <li>• Evaluate</li> <li>• Analyze craft and technique</li> <li>• Respond personally</li> <li>• View again, listen, read, represent, speak, and write to deepen understanding and pleasure</li> </ul>



<p><b>Cues and Conventions</b>  <b>CR20.4 (c)</b>          Use language cues and conventions (page 17) of a variety of informational and literary texts to construct and confirm meaning when reading.</p>	<p><b>Skillfully and insightfully</b> use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when reading.</p>	<p>Use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when reading.</p>	<p><b>Simplistically</b> use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when reading.</p>	<p><b>Ineffectively</b> use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when reading.</p>
	<p>Such As:</p> <p><b>Pragmatic</b></p> <ul style="list-style-type: none"> <li>Recognize how and when language is used to convey information and ideas easily and unambiguously.</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>Recognize and comprehend the distinctive genres, formats, and organization patterns found in a range of oral, print, and other texts, and the various elements and techniques.</li> </ul> <p><b>Syntactical</b></p> <ul style="list-style-type: none"> <li>Recognize and comprehend how sentences are constructed to communicate ideas and/or feelings using basic patterns, expanding, combining, parallelism and balance, and transformations.</li> </ul> <p><b>Semantic/Lexical/Morphological</b></p> <ul style="list-style-type: none"> <li>Recognize and comprehend words that are loads with meaning significance, and when they have emotional appeal.</li> </ul> <p><b>Graphophonic</b></p> <ul style="list-style-type: none"> <li>Recognize the sound patterns in language including rhyme, rhythm, metre, alliteration, consonance, assonance, and repetition, and the role of word play in communication.</li> </ul> <p><b>Other Cues and Conventions</b></p> <ul style="list-style-type: none"> <li>Identify and explain how graphics, visuals, dramatizations, sound and movement, models, and layout affect the appeal and understanding of a message.</li> </ul>			

