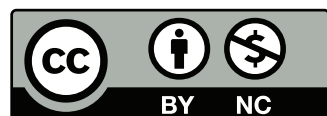
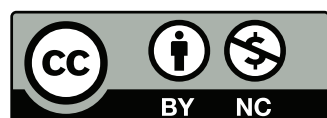


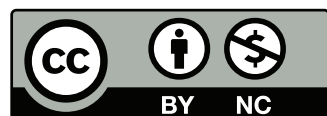
ELA 30A/B – Reading Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p><b>Comprehension</b></p> <p><b>CR A30.1</b> Read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, and Canadian texts that address: identity, social responsibility, and social action.</p>	<p><b>Skillfully</b> analyze:</p> <ul style="list-style-type: none"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <p><b>Accurately and insightfully</b> 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><b>Thoroughly</b> 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"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <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><b>Simplistically</b> analyze:</p> <ul style="list-style-type: none"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <p><b>Partially</b> 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><b>Simplistically</b> explains how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p>	<p><b>Inaccurately</b> analyze:</p> <ul style="list-style-type: none"> <li>and respond to extend understanding of the ideas, themes, and issues explored in the texts.</li> <li>to identify particular perspectives presented, and the forms and stylistic means used to communicate those perspectives.</li> <li>how historical, regional, cultural, political, and social contexts and events influence the presentation and interpretation of ideas, issues, and themes in texts.</li> <li>ways in which language and texts reflect and influence the values and behaviours of people and diverse communities.</li> </ul> <p><b>Inaccurately</b> 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><b>Vaguely</b> explains how texts raise awareness about a variety of regional issues, ideas, cultures, events, and people, and promote social and personal change.</p>
<p><b>CR A30.4</b> Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.</p>	<p><b>Precisely</b> recognize and <b>insightfully</b> evaluate major literary forms and techniques and how the forms are shaped into an artistic unit.</p> <p><b>Accurately</b> identify the elements of the authors’ styles and the methods by which they are achieved.</p> <p><b>Effectively</b> paraphrase the main ideas, events, or themes in a variety of sophisticated literary and informational texts, along with supportive evidence.</p> <p><b>Skillfully</b> develop coherent and plausible interpretations of a variety of sophisticated print texts.</p>	<p>Recognize and evaluate major literary forms and techniques and how the forms are shaped into an artistic unit.</p> <p>Identify the elements of the authors’ styles and the methods by which they are achieved.</p> <p>Paraphrase the main ideas, events, or themes in a variety of sophisticated literary and informational texts, along with supportive evidence.</p> <p>Develop coherent and plausible interpretations of a variety of sophisticated print texts.</p>	<p><b>Generally</b> recognize and <b>simplistically</b> evaluate major literary forms and/or techniques and/or how the forms are shaped into an artistic unit.</p> <p><b>Partially</b> identify the elements of the authors’ styles and the methods by which they are achieved.</p> <p><b>Simplistically</b> paraphrase the main ideas, events, or themes in a variety of sophisticated literary and informational texts, along with supportive evidence.</p> <p><b>Predictably</b> develop interpretations of a variety of sophisticated print texts.</p>	<p><b>Inaccurately</b> recognize and <b>ineffectively</b> evaluate literary forms <b>or</b> techniques <b>or</b> how the forms are shaped into an artistic unit.</p> <p><b>Inaccurately</b> identify the elements of the authors’ styles and/or the methods by which they are achieved.</p> <p><b>Ineffectively</b> paraphrase the main ideas, events, or themes in a variety of sophisticated literary and informational texts.</p> <p>Develop <b>incoherent or implausible</b> interpretations of a variety of print texts.</p>



	<b>Convincingly</b> support a position, interpretation, or response by citing specific details, features, and ideas from what was read.	Support a position, interpretation, or response by citing specific details, features, and ideas from what was read.	<b>Generally</b> support a position, interpretation, or response by citing specific details, features, and ideas from what was read.	<b>Ineffectively</b> support a position, interpretation, or response by citing specific details, features, and ideas from what was read.
<b>CR B30.1</b> Read, comprehend, and respond to a variety of grade-appropriate informational, including indigenous, texts that address: identity, social responsibility, and social action.	<p><b>Critically</b> read and <b>insightfully</b> 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><b>Insightfully</b> make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p><b>Critically</b> analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p><b>Thoroughly</b> 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>Read 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>Read and <b>simplistically</b> 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><b>Simplistically</b> make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p><b>Generally</b> analyze texts in terms of messages, ideas, information, universal questions, themes, and issues; provide evidence from the texts to support analysis.</p> <p><b>Partially</b> 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>Read and <b>ineffectively</b> respond to a variety of historical and contemporary literary <b>and/or</b> informational texts by authors from a variety of cultures, backgrounds, and time periods.</p> <p><b>Ineffectively</b> make connections between the ideas in texts and personal knowledge, experiences, and insights; between other texts; and between texts and the world.</p> <p><b>Vaguely</b> analyze texts in terms of messages, ideas, information, universal questions, themes, <b>or</b> issues; provide evidence from the texts to support analysis.</p> <p><b>Ineffectively</b> 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>
<b>CR B30.4</b> Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes.	<p><b>Skillfully</b> contrast major text forms and characteristics of major literary periods in world history.</p> <p><b>Skillfully</b> interpret, <b>critically</b> evaluate, and <b>thoroughly</b> discuss a range of texts, identifying their language and literary qualities and considering the personal, social, cultural, political, and historical contexts in which the texts were created.</p> <p>Use <b>strategic</b> note-making and outlining to better understand texts.</p>	<p>Contrast major text forms and characteristics of major literary periods in world history.</p> <p>Interpret, evaluate, and discuss a range of texts, identifying their language and literary qualities and considering the personal, social, cultural, political, and historical contexts in which the texts were created.</p> <p>Use note-making and outlining to better understand texts.</p>	<p><b>Simplistically</b> contrast major text forms and characteristics of major literary periods in world history.</p> <p><b>Simplistically</b> interpret, <b>basically</b> evaluate, and <b>predictably</b> discuss a range of texts, identifying their language and literary qualities and considering the personal, social, cultural, political, and historical contexts in which the texts were created.</p> <p>Use <b>basic</b> note-making and outlining to better understand texts.</p>	<p><b>Ineffectively</b> contrast major text forms and/or characteristics of major literary periods in world history.</p> <p><b>Ineffectively</b> interpret, <b>inaccurately</b> evaluate, and/or <b>vaguely</b> discuss a range of texts, identifying their language and literary qualities and/or considering the personal, social, cultural, political, and historical contexts in which the texts were created.</p> <p>Use <b>ineffective</b> note-making and outlining to better understand texts.</p>
<p><b>Use of Strategies</b> <b>CR A30.4 (b)</b> Select deliberately and use effectively a variety of before (page 28), during (page 29), and after (page 30) strategies to construct and confirm meaning when reading texts.</p> <p><b>CR B30.4 (b)</b> Select deliberately and use effectively a variety of before, during, and after strategies to construct and confirm meaning when reading texts.</p>	<p><b>Skillfully and insightfully</b> select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when reading.</p> <p>Such as: <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> </ul>	<p>Select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when reading.</p> <p>Such as: <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> </ul>	<p><b>Simplistically</b> select deliberately and use effectively a variety of before, during, and after strategies to construct meaning when reading.</p> <p>Such as: <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> </ul>	<p><b>Ineffectively</b> select and use a variety of before, during, <b>and/or</b> after strategies to construct meaning when reading.</p> <p>Such as: <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> </ul>



	<ul style="list-style-type: none"> <li>• predict what text will be about</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, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</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, listen, read again to deepen understanding and pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• predict what text will be about</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, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</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, listen, read again to deepen understanding and pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• predict what text will be about</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, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</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, listen, read again to deepen understanding and pleasure</li> </ul>	<ul style="list-style-type: none"> <li>• predict what text will be about</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, and adjust predictions</li> <li>• make, confirm, adjust inferences and draw conclusions</li> <li>• ask questions and self-monitor comprehension</li> <li>• use language and its cues and conventions to infer meaning</li> <li>• adjust rate and/or strategy</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, listen, read again to deepen understanding and pleasure</li> </ul>
<p><b>Cues and Conventions</b> <b>CR A30.4 (c)</b> Use language cues and conventions (page 24) of a variety of informational and literary texts to construct and confirm meaning when reading.</p> <p><b>CR B30.3 (c)</b> Use language cues and conventions (page 25) 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 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)</li> <li>• recognize and comprehend how communication registers and styles are influenced by their geographical, social, and historical contexts (B)</li> <li>• the English language is influenced by geography and tradition and is constantly evolving (B)</li> <li>• develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles (B)</li> </ul> <p><b>Textual</b></p> <ul style="list-style-type: none"> <li>• recognize and explain how texts have been structured so that the progression of ideas is logical and effective (A)</li> <li>• identify the characteristics/text features of informational and literary texts, and explain how the features help communicate meaning (A)</li> <li>• 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)</li> <li>• recognize and comprehend the distinctive features, techniques, and conventions of different contemporary and traditional texts from Western and non-Western traditions (B)</li> </ul>			



**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)

