

GRADE 10 READING Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Comprehension</p> <p>CR A/B10.1 Comprehend and respond to a variety of print texts that address identity, social responsibility, and social action.</p> <p>(Please note that descriptors relate to both 10A and 10B unless otherwise indicated)</p> <p>CR A/B10.4 Read, interpret, and draw conclusions about the ideas, information, concepts, and themes presented in a variety of literary (including poems, plays, essays, short stories, novels) and informational (including magazines, newspapers, and on-line information) texts.</p> <p>CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.</p>	<p>Skillfully and insightfully:</p> <ul style="list-style-type: none"> • Responds personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts. • Responds to text providing support from text to justify response. • Discusses ways in which texts convey, challenge, or support and affirm individual and community values and behaviours. • Identifies connections between self, texts, and culture. (A) • Generates relevant, significant, thought-provoking questions about texts on issues related to identity, social responsibility, and social action. (A) • Identifies how human experiences and values are reflected in texts. (B) • Analyzes and responds to historically or culturally significant works (texts) that reflect and enhance studies in history and social science. (B) <p>Skillfully and insightfully:</p> <ul style="list-style-type: none"> • Reads and interprets critically the main ideas, events, and themes of a variety of literary texts including stories, novels, scripts, poetry, and non-fiction works, and prepare, present, and defend critical responses to what is read. • Reads and makes generalizations, supported by specific details and examples, about key concepts, characters, themes, and techniques in literary texts. • Reads fluently and independently a wide range of contemporary and historical texts, adapting reading processes and strategies for different purposes (including for information and enjoyment). • Analyzes the structure and format of a range of texts including functional workplace documents (memos, proposals, reports, correspondence), and explains how authors use the structure and features to achieve their purposes. 	<p>Appropriately:</p> <ul style="list-style-type: none"> • Responds personally and critically to individuals, events, and ideas presented in a variety of First Nations, Métis, and other Canadian and international texts. • Responds to text providing support from text to justify response. • Discusses ways in which texts convey, challenge, or support and affirm individual and community values and behaviours. • Identifies connections between self, texts, and culture. 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	<ul style="list-style-type: none"> • Interprets, explains, analyzes, and discusses how the literary qualities and the distinctive conventions, structures, and language features of a range of texts suit the topic and purpose. (A) • Uses available technologies to retrieve, select, and interpret information from a variety of sources. (A) • Recognizes stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole. (B) • Reads about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor to identify different points of view or angles. (B) • Compares the characteristics of different texts and considers the reason for these differences, in terms of topic, purpose, and point of view. (B) 	<ul style="list-style-type: none"> • Interprets, explains, analyzes, and discusses how the literary qualities and the distinctive conventions, structures, and language features of a range of texts suit the topic and purpose. (A) • Uses available technologies to retrieve, select, and interpret information from a variety of sources. (A) • Recognizes stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole. (B) • Reads about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor to identify different points of view or angles. (B) • Compares the characteristics of different texts and considers the reason for these differences, in terms of topic, purpose, and point of view. (B) 	<ul style="list-style-type: none"> • Interprets, explains, analyzes, and discusses how the literary qualities and the distinctive conventions, structures, and language features of a range of texts suit the topic and purpose. (A) • Uses available technologies to retrieve, select, and interpret information from a variety of sources. (A) • Recognizes stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole. (B) • Reads about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor to identify different points of view or angles. (B) • Compares the characteristics of different texts and considers the reason for these differences, in terms of topic, purpose, and point of view. (B) 	<ul style="list-style-type: none"> • Interprets, explains, analyzes, and discusses how the literary qualities and the distinctive conventions, structures, and language features of a range of texts suit the topic and purpose. (A) • Uses available technologies to retrieve, select, and interpret information from a variety of sources. (A) • Recognizes stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole. (B) • Reads about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor to identify different points of view or angles. (B) • Compares the characteristics of different texts and considers the reason for these differences, in terms of topic, purpose, and point of view. (B)
<p>Use of Strategies CR A/B10.4 b and d. Select, use, and evaluate purposefully a variety of before, during, and after strategies to construct meaning when reading.</p>	<p>BEFORE Skillfully and insightfully:</p> <ul style="list-style-type: none"> • Establishes a purpose for reading such as to learn, interpret, and enjoy. • Activates and builds prior knowledge. • Anticipates message and author’s intent (e.g. based on title, text features, genre). <p>DURING Skillfully and insightfully:</p> <ul style="list-style-type: none"> • Skims, scans, and reads closely. • Identifies and analyzes explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping). • Recognizes and analyzes text structures and elements (e.g., description, compare/contrast, cause and effect, chronological sequence). • Relates understanding of a range of texts to personal experience, purposes, audience, and other texts. • Constructs images based on text descriptions. • Uses note-making, marginal notes, and outlining to better understand texts. • Tests own ideas and values against those in text. 	<p>BEFORE Appropriately:</p> <ul style="list-style-type: none"> • Establishes a purpose for reading such as to learn, interpret, and enjoy. • Activates and builds prior knowledge. • Anticipates message and author’s intent (e.g. based on title, text features, genre). <p>DURING Appropriately:</p> <ul style="list-style-type: none"> • Skims, scans, and reads closely. • Identifies and analyzes explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping). • Recognizes and analyzes text structures and elements (e.g., description, compare/contrast, cause and effect, chronological sequence). • Relates understanding of a range of texts to personal experience, purposes, audience, and other texts. • Constructs images based on text descriptions. • Uses note-making, marginal notes, and outlining to better understand texts. • Tests own ideas and values against those in text. 	<p>BEFORE Simplistically:</p> <ul style="list-style-type: none"> • Establishes a purpose for reading such as to learn, interpret, and enjoy. • Activates and builds prior knowledge. • Anticipates message and author’s intent (e.g. based on title, text features, genre). <p>DURING Simplistically:</p> <ul style="list-style-type: none"> • Skims, scans, and reads closely. • Identifies and analyzes explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping). • Recognizes and analyzes text structures and elements (e.g., description, compare/contrast, cause and effect, chronological sequence). • Relates understanding of a range of texts to personal experience, purposes, audience, and other texts. • Constructs images based on text descriptions. • Uses note-making, marginal notes, and outlining to better understand texts. • Tests own ideas and values against those in text. 	<p>BEFORE Partially or inaccurately:</p> <ul style="list-style-type: none"> • Establishes a purpose for reading such as to learn, interpret, and enjoy. • Activates and builds prior knowledge • Anticipates message and author’s intent (e.g. based on title, text features, genre). <p>DURING Partially or inaccurately:</p> <ul style="list-style-type: none"> • Skims, scans, and reads closely. • Identifies and analyzes explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping). • Recognizes and analyzes text structures and elements (e.g., description, compare/contrast, cause and effect, chronological sequence). • Relates understanding of a range of texts to personal experience, purposes, audience, and other texts. • Constructs images based on text descriptions. • Uses note-making, marginal notes, and outlining to better understand texts. • Tests own ideas and values against those in text.

	<ul style="list-style-type: none"> Recognizes and comprehends the significance of allusions and symbols in context. Differentiates between literal and figurative statements. Differentiates fact from opinion. <p>AFTER Skillfully and insightfully:</p> <ul style="list-style-type: none"> Evaluates perspective, credibility, and logic. Discusses and analyzes meanings, ideas, language, and literary and informational quality in a range of contemporary and historical texts, taking account of purpose, audience, and time. 	<ul style="list-style-type: none"> Recognizes and comprehends the significance of allusions and symbols in context. Differentiates between literal and figurative statements. Differentiates fact from opinion. <p>AFTER Appropriately:</p> <ul style="list-style-type: none"> Evaluates perspective, credibility, and logic. Discusses and analyzes meanings, ideas, language, and literary and informational quality in a range of contemporary and historical texts, taking account of purpose, audience, and time. 	<ul style="list-style-type: none"> Recognizes and comprehends the significance of allusions and symbols in context. Differentiates between literal and figurative statements. Differentiates fact from opinion. <p>AFTER Simplistically:</p> <ul style="list-style-type: none"> Evaluates perspective, credibility, and logic. Discusses and analyzes meanings, ideas, language, and literary and informational quality in a range of contemporary and historical texts, taking account of purpose, audience, and time. 	<ul style="list-style-type: none"> Recognizes and comprehends the significance of allusions and symbols in context. Differentiates between literal and figurative statements. Differentiates fact from opinion. <p>AFTER Partially or inaccurately:</p> <ul style="list-style-type: none"> Evaluates perspective, credibility, and logic. Discusses and analyzes meanings, ideas, language, and literary and informational quality in a range of contemporary and historical texts, taking account of purpose, audience, and time.
<p>Cues and Conventions CR A/B10.4 c. Understand and apply language cues and conventions to construct and confirm meaning when reading.</p>	<p>Skillfully and insightfully uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p>Uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p>Simplistically uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>	<p>Ineffectively uses language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when listening.</p>
<p>Pragmatic</p> <ul style="list-style-type: none"> Recognizes and comprehends language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned). Recognizes problems inherent in “standard” English supremacy. <p>Textual</p> <ul style="list-style-type: none"> Recognizes and understands the distinctive formats of a range of written texts and their textual and organizational features. <p>Syntactic</p> <ul style="list-style-type: none"> Recognizes and comprehends how word order and sentence patterns communicate meaning in English and also when they do not communicate clearly. <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none"> Recognizes and comprehends when and how words are used in a concrete or abstract and a denotative or connotative way; Determines meaning by context, structure (meanings of prefixes, roots, and suffixes), sound, or use of reference sources such as glossary, dictionary, thesauruses, and available technology to determine meanings and usage. <p>Graphophonic</p> <ul style="list-style-type: none"> Recognizes and uses the correct form and usage of a word to determine the pronunciation (e.g., “project” as a noun versus as a verb). <p>Other cues</p> <ul style="list-style-type: none"> Recognizes and comprehends how features such as layout and accompanying graphics clarify intent of message. 				