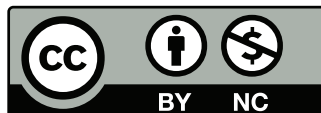


Viewing – Grade 1

Outcome (Indicator)	4 – Mastery	3 - Proficient	2 - Approaching	1 - Beginning
<p>Comprehend and Respond</p> <p>Outcome: CR1.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity, community, social responsibility, and relate to own feelings, ideas, and experiences (including First Nations and Métis resources)</p> <p>CR1.2 View and comprehend the explicit messages, feelings, and features in a variety of visual and multimedia texts (including pictures, photographs, simple graphs, diagrams, pictographs, icons, and illustrations).</p>	<p>Views a variety of texts and shows comprehension by:</p> <ul style="list-style-type: none"> • Insightfully relating aspects of stories and characters from various texts to personal feelings and experiences. • Making and sharing insightful connections among texts, prior knowledge, and personal experiences (e.g., family traditions). • Showing insightful awareness of the experiences and ideas of other persons encountered through texts, including First Nations and Métis resources. • Precisely describing characters, the way they might feel, and the way situations might cause them to feel. <p>Precisely identifies and locates the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Insightfully recognizes the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and insightfully discusses how the two versions are the same and different.</p> <p>Confidently and accurately distinguishes between daily life and life depicted in television shows, cartoons, and films.</p> <p>Perceptive and insightful recognition of feelings portrayed in visual and multimedia</p>	<p>Views a variety of texts and show comprehension by:</p> <ul style="list-style-type: none"> • Relating aspects of stories and characters from various texts to personal feelings and experiences. • Making and sharing connections among texts, prior knowledge, and personal experiences (e.g., family traditions). • Showing awareness of the experiences and ideas of other persons encountered through texts, including First Nations and Métis resources. • Describing characters, the way they might feel, and the way situations might cause them to feel. <p>Identifies and locates the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Recognizes the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and discusses how the two versions are the same and different.</p> <p>Distinguishes between daily life and life depicted in television shows, cartoons, and films.</p> <p>Recognizes feelings portrayed in visual and multimedia texts, including pictures,</p>	<p>View a variety of texts and show comprehension by:</p> <ul style="list-style-type: none"> • Simplistically relating aspects of stories and characters from various texts to personal feelings and experiences. • Making and sharing simplistic connections among texts, prior knowledge, and personal experiences (e.g., family traditions). • Showing simplistic awareness of the experiences and ideas of others encountered through texts, including First Nations and Métis resources. • Partially describing characters, the way they might feel, and the way situations might cause them to feel. <p>Partially identifies and locates the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Partial recognition of the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and simplistically discusses how the two versions are the same and different.</p> <p>Partially able to distinguish between daily life and life depicted in television shows, cartoons, and films.</p> <p>Inconsistent or partial recognition of feelings portrayed in visual and multimedia texts, including</p>	<p>View a variety of texts and show comprehension by:</p> <ul style="list-style-type: none"> • Vaguely relating aspects of stories and characters from various texts to personal feelings and experiences. • Making and sharing limited connections among texts, prior knowledge, and personal experiences (e.g., family traditions). • Showing vague awareness of the experiences and ideas of others encountered through texts, including First Nations and Métis resources. • Inaccurately describing characters, their feelings, and the way situations might cause them to feel. <p>Unable to identify and locate the key information in pictures, charts, and other visual forms including traditional and contemporary First Nations and Métis resources and performances.</p> <p>Unable to recognize the commonalities in works by the same illustrator.</p> <p>Views a video version of a print book and inaccurately discusses how the two versions are the same and different.</p> <p>Unable to distinguish between daily life and life depicted in television shows, cartoons, and films.</p> <p>Unable to recognize or inaccurate recognition of feelings portrayed in visual and multimedia texts,</p>



	texts, including pictures, photographs, diagrams, pictographs, and icons. Views and demonstrates a comprehensive understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit	photographs, diagrams, pictographs, and icons. Views and demonstrates understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit	pictures, photographs, diagrams, pictographs, and icons. Views and demonstrates a partial understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit peoples, and other cultures.	including pictures, photographs, diagrams, pictographs, and icons. Views and demonstrates an incomplete or inaccurate understanding that visual texts are sources of information including ideas and information about First Nations, Métis, Inuit
Use of Strategies CR1.4 (b) Select and use the appropriate before, during, and after strategies when reading.	Purposefully selects and uses the appropriate before, during, and after strategies when reading. <ul style="list-style-type: none"> • Considering what is known • Making connections • Predicting • Drawing inferences • Looking for details • Justifying what might happen • Recalling key ideas and events in a logical order 	Selects and uses the appropriate before, during, and after strategies when reading. <ul style="list-style-type: none"> • Considering what is known • Making connections • Predicting • Drawing inferences • Looking for details • Justifying what might happen • Recalling key ideas and events in a logical order 	With support, able to select and use the appropriate before, during, and after strategies when reading. <ul style="list-style-type: none"> • Considering what is known • Making connections • Predicting • Drawing inferences • Looking for details • Justifying what might happen • Recalling key ideas and events in a logical order 	Unable to select and use the appropriate before, during, and after strategies when reading. <ul style="list-style-type: none"> • Considering what is known • Making connections • Predicting • Drawing inferences • Looking for details • Justifying what might happen • Recalling key ideas and events in a logical order
Cues and Conventions CR1.4 (c) Use applicable pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other communication cues and conventions to construct and communicate meaning when reading	Purposeful and efficient application of cues and conventions to construct and communicate meaning when viewing.	Uses and applies cues and conventions to construct and communicate meaning when viewing.	Basic application of cues and conventions to construct and communicate meaning when viewing.	Limited or ineffective application cues and conventions to construct and communicate meaning when viewing.
<p>Pragmatic:</p> <ul style="list-style-type: none"> • Identifies a purpose for viewing. <p>Textual:</p> <ul style="list-style-type: none"> • Recognizes different text forms (including poem, story, fairy tale, informational text) and some of their structures and features (e.g., title, page number, sequence, description, problem/resolution) • Recognizes the difference between fiction and non-fiction <p>Semantical/Lexical/Morphological:</p> <ul style="list-style-type: none"> • Uses context, visual cues (e.g., pictures and illustrations), and sound patterns (e.g., rhyming words) <p>Other:</p> <ul style="list-style-type: none"> • Recognize key features such as captions, illustrations, colours, sizes, and movements in different types of texts. 				

