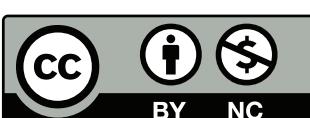


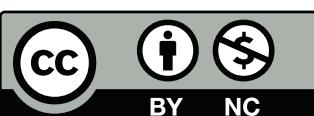
Viewing – Grade 2

Outcome	4 - Mastery	3 - Proficient	2 - Approaching	1 - Beginning
Comprehension				
CR2.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, and social responsibility and make connections to prior learning and experiences.	<p>Views and responds to visual and multimedia texts and shows comprehension by:</p> <ul style="list-style-type: none"> Discussing inferential experiences and traditions from texts. Making significant connections. Identifying complex similarities and differences. 	<p>Views and responds to visual and multimedia texts and shows comprehension by:</p> <ul style="list-style-type: none"> Discussing experiences and traditions from texts. Making connections. Identifying similarities and differences. 	<p>Views and responds to visual and multimedia and shows comprehension by:</p> <ul style="list-style-type: none"> Simplistically discussing experiences and traditions from texts. Making predictable connections. Identifying basic similarities and differences. 	<p>Views and responds to visual and multimedia and shows comprehension by:</p> <ul style="list-style-type: none"> Limited or inability to discuss experiences and traditions from texts. Making few, if any connections. Identifying limited similarities and differences.
CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts.	<p>Views and explains significant and pertinent literal and inferential ideas and important details and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by:</p> <ul style="list-style-type: none"> Obtaining information from different media. Independently viewing and interpreting the purpose of a message (e.g., to sell a product, to express feelings, to inform). Distinguishing between fact (observable) and fantasy (imagined). Identifying the intent and appeal of particular television advertisements aimed at children. Distinguishing between a commercial and a program on television. Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama. 	<p>Views and explains key literal and inferential ideas and important details and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by:</p> <ul style="list-style-type: none"> Obtaining information from different media. Viewing and interpreting, with teacher support, the purpose of a message (e.g., to sell a product, to express feelings, to inform). Distinguishing between fact (observable) and fantasy (imagined). Identifying the intent and appeal of particular television advertisements aimed at children. Distinguishing between a commercial and a program on television. Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama. 	<p>Views and simplistically explains ideas, details and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by:</p> <ul style="list-style-type: none"> Obtaining information from different media. Viewing and interpreting, with teacher support, the purpose of a message (e.g., to sell a product, to express feelings, to inform). Distinguishing between fact (observable) and fantasy (imagined). Identifying the intent and appeal of particular television advertisements aimed at children. Distinguishing between a commercial and a program on television. Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama. 	<p>Limited ability or inability to view and explain ideas, details, and elements in multimedia clips, signs, illustrations, diagrams, photographs, graphs, simple charts, and posters by:</p> <ul style="list-style-type: none"> Obtaining information from different media. Viewing and interpreting, with teacher support, the purpose of a message (e.g., to sell a product, to express feelings, to inform). Distinguishing between fact (observable) and fantasy (imagined). Identifying the intent and appeal of particular television advertisements aimed at children. Distinguishing between a commercial and a program on television. Explaining how elements such as colour, sound, music, physical movement, and arrangement enhance visual and multimedia texts and products including First Nations and Métis texts, visual art works, and performances such as music, dance, and drama.
Use of Strategies CR2.4(b) Select and use task-relevant before, during, and after strategies to construct meaning when viewing.	Purposefully selects and use task-relevant before, during, and after strategies to construct meaning when viewing.	Selects and uses task-relevant before, during, and after strategies to construct meaning when viewing.	Simplistically attempts to select and use task-relevant before, during, and after strategies to construct meaning when viewing.	Ineffectively or inappropriately attempts to select and use task-relevant before, during, and after strategies to construct meaning when viewing.



Viewing – Grade 2

	<p>Before:</p> <ul style="list-style-type: none"> Activates and builds upon prior knowledge and experience Previews text Sets a purpose Predicts <p>During:</p> <ul style="list-style-type: none"> Makes connections to personal knowledge and experience Uses the cueing systems to construct meaning from the text Makes, confirms, and adjusts predictions and inferences Constructs mental images Interprets visuals Identifies key ideas and supporting ideas Self-questions, self-monitors, and self-corrects Draws conclusions Adjusts rate or strategy to purpose or difficulty of text <p>After:</p> <ul style="list-style-type: none"> Recalls, paraphrases, summarizes, and synthesizes Interprets (identifies new knowledge and insights) Evaluates author's/creator's message(s) Responds personally, giving support from text Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure 	<p>Before:</p> <ul style="list-style-type: none"> Activates and builds upon prior knowledge and experience Previews text Sets a purpose Predicts <p>During:</p> <ul style="list-style-type: none"> Makes connections to personal knowledge and experience Uses the cueing systems to construct meaning from the text Makes, confirms, and adjusts predictions and inferences Constructs mental images Interprets visuals Identifies key ideas and supporting ideas Self-questions, self-monitors, and self-corrects Draws conclusions <p>After:</p> <ul style="list-style-type: none"> Recalls, paraphrases, summarizes, Interprets (identifies new knowledge and insights) Evaluates author's/creator's message(s) Responds personally, giving support from text Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure 	<p>Before:</p> <ul style="list-style-type: none"> Activates and builds upon prior knowledge and experience Previews text Sets a purpose Predicts <p>During:</p> <ul style="list-style-type: none"> Makes connections to personal knowledge and experience Uses the cueing systems to construct meaning from the text Makes, confirms, and adjusts predictions and inferences Constructs mental images Interprets visuals Identifies key ideas and supporting ideas Self-questions, self-monitors, and self-corrects Draws conclusions <p>After:</p> <ul style="list-style-type: none"> Recalls, paraphrases and summarizes, Interprets (identifies new knowledge and insights) Evaluates author's/creator's message(s) Responds personally, giving support from text Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure 	<p>Before:</p> <ul style="list-style-type: none"> Activates and builds upon prior knowledge and experience Previews text Sets a purpose Predicts <p>During:</p> <ul style="list-style-type: none"> Makes connections to personal knowledge and experience Uses the cueing systems to construct meaning from the text Makes, confirms, and adjusts predictions and inferences Constructs mental images Interprets visuals Identifies key ideas and supporting ideas Self-questions, self-monitors, and self-corrects Draws conclusions <p>After:</p> <ul style="list-style-type: none"> Recalls, paraphrases, and summarizes Interprets (identifies new knowledge and insights) Evaluates author's/creator's message(s) Responds personally, giving support from text Views, listens, reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure
<p>Cues & Conventions CR2.4(c) Understand and apply the appropriate cues and conventions to construct and confirm meaning when viewing.</p>	<p>Comprehensive understanding and skillful application of the appropriate cues and conventions to construct and confirm meaning when viewing.</p>	<p>Appropriate understanding and application of the appropriate cues and conventions to construct and confirm meaning when viewing.</p>	<p>Simplistic understanding and inconsistent application of cues and conventions to construct and confirm meaning when viewing.</p>	<p>Vague understanding and ineffective application of cues and conventions to construct and confirm meaning when viewing.</p>



Viewing – Grade 2

	<p>Pragmatic</p> <ul style="list-style-type: none">Identifies and states reasons for viewing <p>Textual</p> <ul style="list-style-type: none">Recognizes and uses different text forms, features and elements <p>Syntactic</p> <ul style="list-style-type: none">Recognizes and comprehends simple, compound, and complex sentences and their related punctuation including quotation marksUses knowledge of sentence structure to determine meaning of a sentence,Uses punctuation to help understand what they view <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none">Recognizes basic sight vocabularyUses context cluesUses knowledge of simple prefixes and suffixes and recognize the same words in different forms;Uses individual words to predict meaning of compound wordsRecognizes word play <p>Phonological/Graphophonic</p> <ul style="list-style-type: none">Uses phonics to decode individual wordsSegments all sounds of a word into individual soundsDeletes beginning or ending sounds and tell the remaining wordDecodes individual words and sounds heard in multisyllabic wordsRecognizes features of words including possessives, double vowels, multi-syllabic wordsRecognizes long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, and double vowels <p>Other Cues and Conventions</p> <ul style="list-style-type: none">Interprets and responds appropriately to non-verbal cues including facial expression and gesturesUses and interprets conventions of textsRecognizes and uses discernible features such as labels, headings, sounds, colours
--	--

