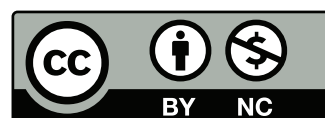
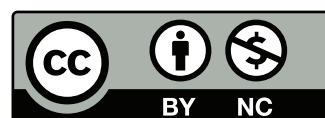


Outcome	Mastery	Proficient	Approaching	Beginning
<p>Comprehension CR 4.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, and social responsibility and support response with evidence from text and from own experiences.</p> <p>CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator’s technique and the impact on viewers</p>	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> • Thoroughly and accurately retells and explains the explicit and implicit ideas and information presented in texts. • Thoroughly and accurately recognizes and understands the text structures, features, and author’s ideas. • Insightfully responds to and interprets the texts, and explains and supports response with evidence from the texts (including identifying and describing specific feelings and details in text). <p>Makes perceptive and supported connections to the insights of an individual or individuals in texts.</p> <p>Identifies, insightfully and thoroughly, similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes perceptive and supported connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p>Accurately and consistently:</p> <ul style="list-style-type: none"> • Discusses visual experiences. • Evaluates the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues. • Independently identifies the intent and appeal of particular TV and print advertisements and other visuals • Identifies the values and aspects of various cultures’ underlying visual messages • Understands how a range of visual features can enhance and clarify spoken, written, or silent messages 	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> • Retells and explains the explicit and implicit ideas and information presented in texts. • Recognizes and understands the text structures, features, and author’s ideas. • Responds to and interprets the texts, and explains and supports response with evidence from the texts (including identifying and describing specific feelings and details in text). <p>Makes connections to the insights of an individual or individuals in texts.</p> <p>Identifies, similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p>Appropriately:</p> <ul style="list-style-type: none"> • Discusses visual experiences • Evaluates the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues. • Identifies the intent and appeal of particular TV and print advertisements and other visuals. • Identifies, with support, the values and aspects of various cultures’ underlying visual messages • Understands how a range of visual features can enhance and clarify spoken, written, or silent messages. 	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> • Generally retells and explains the explicit ideas and information presented in texts. • Generally recognizes and understands the text structures. • Simplistically responds to and interprets the texts, and explains and supports response with evidence from the texts (including identifying and describing specific feelings and details in text). <p>Makes concrete connections to the texts.</p> <p>Identifies obvious similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes obvious connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p>Occasionally, with prompting:</p> <ul style="list-style-type: none"> • Discusses visual experiences. • Evaluates the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues. • Identifies the intent and appeal of particular TV and print advertisements and other visuals. • Identifies some aspects of various cultures’ literal visual messages • Understands how a range of visual features can enhance and/or clarify spoken, written, or silent messages • Identifies how the language, visual, and 	<p>Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension:</p> <ul style="list-style-type: none"> • Vaguely and/or inaccurately retells and explains the explicit ideas and information presented in texts. • Vaguely and/or inaccurately recognizes and understands the text structures, features, and author’s ideas. • Vaguely and/or inaccurately responds to and somewhat explains response with evidence from the texts (including identifying and describing specific feelings and details in text). <p>Makes limited connections to the texts.</p> <p>Identifies, inaccurately and/or vaguely, similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities.</p> <p>Makes inaccurate or vague connections as they Identify cultural representations in print texts from various communities including First Nations and Métis communities.</p> <p>Attempts, with one-to-one support to:</p> <ul style="list-style-type: none"> • Discuss visual experiences • Evaluate the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues. • Identify the intent and appeal of particular TV and print advertisements and other visuals • Identifies an aspect of a culture’s literal visual messages • Understand how some visual features can enhance and/or clarify spoken, written, or silent messages • Identify how some language, visual, and



	<ul style="list-style-type: none"> Identifies how the language, visual, and multimedia features are used to persuade. 	<ul style="list-style-type: none"> Identifies how the language, visual, and multimedia features are used to persuade. 	<p>multimedia features are used to persuade.</p>	<p>multimedia features are used to persuade.</p>
<p>Use of Strategies CR 4.2 (b) Select and use pertinent before, during, and after strategies to construct meaning when viewing.</p>	<p>Insightfully selects and uses pertinent Before, During, and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> Activates and builds upon prior knowledge and experience Previews text Sets a purpose Anticipates the author's or creator's intention <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 (e.g., illustrations, graphics, tables) 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 (identifying new knowledge and insights) Evaluates author's/creator's message(s) Responds personally, giving support from text Views, speaks, writes, and uses other forms of representing to deepen understanding and pleasure 	<p>Selects and uses pertinent Before, During and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> Activates and builds upon prior knowledge and experience Previews text Sets a purpose Anticipates the author's or creator's intention <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 (e.g., illustrations, graphics, tables) 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 (identifying new knowledge and insights) Evaluates author's/creator's message(s) Responds personally, giving support from text Views, speaks, writes, and uses other forms of representing to deepen understanding and pleasure 	<p>Selects and uses limited Before, During, and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> Activates and builds upon prior knowledge and experience Previews text Sets a purpose Anticipates the author's or creator's intention <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 (e.g., illustrations, graphics, tables) 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 (identifying new knowledge and insights) Evaluates author's/creator's message(s) Responds personally, giving support from text Views, speaks, writes, and uses other forms of representing to deepen understanding and pleasure 	<p>Has difficulty selecting and using Before, During, and After strategies to construct meaning when viewing.</p> <p>Before</p> <ul style="list-style-type: none"> Activating and building upon prior knowledge and experience Previewing text Setting a purpose Anticipating the author's or creator's intention <p>During</p> <ul style="list-style-type: none"> Making connections to personal knowledge and experience Using the cueing systems to construct meaning from the text Making, confirming, and adjusting predictions and inferences Constructing mental images Interpreting visuals (e.g., illustrations, graphics, tables) Identifying key ideas and supporting ideas Self-questioning, self-monitoring, and self-correcting Drawing conclusions Adjusting rate or strategy to purpose or difficulty of text <p>After</p> <ul style="list-style-type: none"> Recalling, paraphrasing, summarizing, and synthesizing Interpreting (identifying new knowledge and insights) Evaluating author's/creator's message(s) Responding personally, giving support from text View, speak, write, and use other forms of representing to deepen understanding and pleasure



<p>Cues and Conventions CR 4.2 (c) Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when viewing.</p>	<p>Confidently and consistently uses a range of cues and conventions of communication and language to construct meaning.</p>	<p>Uses cues and conventions of communication and language to construct meaning.</p>	<p>Uses some cues and conventions of communication and language to construct meaning.</p>	<p>Demonstrates uncertainty using cues and conventions of communication and language to construct meaning.</p>
	<p>Pragmatic</p> <ul style="list-style-type: none"> States reasons for viewing and analyzes the purpose of a text. <p>Textual</p> <ul style="list-style-type: none"> Identifies and uses various text structures and their elements to understand content. Uses knowledge of the organization of different text forms to understand content. <p>Syntactic</p> <ul style="list-style-type: none"> Uses knowledge of sentence structure, elements, and punctuation to comprehend what is viewed. <p>Semantic/Lexical/Morphological Uses patterns of word structure to:</p> <ul style="list-style-type: none"> determine pronunciation and meaning; identify root words and use them to determine the meaning of unfamiliar words; identify synonyms and antonyms for familiar words; use a dictionary to determine the meanings. <p>Phonological/Graphophonic</p> <ul style="list-style-type: none"> Recognizes features of words including vowel patterns in multi-syllabic words, double consonants, contractions, consonant digraphs, word endings, prefixes and plural possessives. <p>Other Cues and Conventions</p> <ul style="list-style-type: none"> Recognizes the characteristics of different media. 			

