Grade 4 Viewing

Outcome	Mastery	Proficient	Approaching	Beginning
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.**	Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension: • **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). Makes **perceptive and supported connections** to the insights of an individual or individuals in texts. Identifies, **insightfully and thoroughly,** similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities. Makes **perceptive and supported** connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.	Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension: • 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). Makes connections to the insights of an individual or individuals in texts. Identifies, similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities. Makes connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.	Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension: • **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). Makes **concrete** connections to the texts. Identifies **obvious** similarities and differences between personal experiences and the experiences of people from various cultures including First Nations and Métis communities. Makes **obvious** connections as they identify cultural representations in print texts from various communities including First Nations and Métis communities.	Views a variety of texts (including First Nations and Metis texts) related to theme or topic of study and shows comprehension: • **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). Makes **limited** connections to the texts. 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. Makes **inaccurate or vague** connections as they Identify cultural representations in print texts from various communities including First Nations and Métis communities.
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	**Accurately and consistently:** • 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	**Appropriately:** • 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.	**Occasionally, with prompting:** • 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	**Attempts, with one-to-one support** to: • 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

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	• Identifies how the language, visual, and multimedia features are used to persuade.	• Identifies how the language, visual, and multimedia features are used to persuade.	multimedia features are used to persuade.	multimedia features are used to persuade.
Use of Strategies **CR 4.2 (b) Select and use pertinent before, during, and after strategies to construct meaning when viewing.**	**Insightfully** selects and uses pertinent Before, During, and After strategies to construct meaning when viewing. Before • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Anticipates the author's or creator's intention During • 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 After • 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	Selects and uses pertinent Before, During and After strategies to construct meaning when viewing. Before • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Anticipates the author's or creator's intention During • 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 After • 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	Selects and uses **limited** Before, During, and After strategies to construct meaning when viewing. Before • Activates and builds upon prior knowledge and experience • Previews text • Sets a purpose • Anticipates the author's or creator's intention During • 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 After • 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	**Has difficulty** selecting and using Before, During, and After strategies to construct meaning when viewing. Before • Activating and building upon prior knowledge and experience • Previewing text • Setting a purpose • Anticipating the author's or creator's intention During • 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 After • 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

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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.	**Confidently and consistently** uses a **range of** cues and conventions of communication and language to construct meaning.	Uses cues and conventions of communication and language to construct meaning.	Uses **some** cues and conventions of communication and language to construct meaning.	Demonstrates **uncertainty using** cues and conventions of communication and language to construct meaning.

Pragmatic
- States reasons for viewing and analyzes the purpose of a text.

Textual
- Identifies and uses various text structures and their elements to understand content.
- Uses knowledge of the organization of different text forms to understand content.

Syntactic
- Uses knowledge of sentence structure, elements, and punctuation to comprehend what is viewed.

Semantic/Lexical/Morphological
Uses patterns of word structure to:
- 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.

Phonological/Graphophonic
- Recognizes features of words including vowel patterns in multi-syllabic words, double consonants, contractions, consonant digraphs, word endings, prefixes and plural possessives.

Other Cues and Conventions
- Recognizes the characteristics of different media.

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