

ELA 20 – Viewing Rubric Outcomes (Indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 – Beginning
<p>Comprehension</p> <p>CR20.1 View, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:</p> <ul style="list-style-type: none"> ○ identity (e.g., Relationships with Family and Others); ○ social responsibility (e.g., Evolving Roles and Responsibilities); and ○ social action (agency) (e.g., The Past and the Present). <p>CR20.2 View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including illustrations, photographs, art works, maps, charts, graphs.</p>	<p>Insightfully connect ideas, observations, opinions, and emotions to understand texts.</p> <p>Skillfully analyze, compare, and evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Make in-depth connections between personal experiences and prior knowledge of traditions, genres, and a variety of texts.</p> <p>Thoughtfully respond personally and critically to themes, values, and beliefs presented in a variety of First Nations and Métis texts.</p> <p>View, insightfully interpret, and skillfully demonstrate comprehension of grade-appropriate visual, multimedia, and digital texts.</p> <p>Insightfully demonstrate critical viewing behaviours.</p> <p>Skillfully interpret and purposefully use information in maps, charts, graphs, timelines, table, and diagrams.</p> <p>Perceptively evaluate the visual and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.</p> <p>Insightfully examine the intersections and conflicts between the visual and the verbal.</p> <p>Critically analyze the techniques used in, and the merits of, visual, multimedia, and digital texts in relation to given criteria.</p> <p>View, strategically compare, and skillfully analyze different presentations of the same ideas and issues.</p> <p>Skillfully analyze how branding elements, navigation, page hierarchy, iconography, use of graphics and multimedia, advertising, inclusion of user-generated content, interactive elements of a variety of websites, and blogs achieve the creator’s purpose.</p>	<p>Connect ideas, observations, opinions, and emotions to understand texts.</p> <p>Analyze, compare, and evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Make connections between personal experiences and prior knowledge of traditions, genres, and a variety of texts.</p> <p>Respond personally and critically to themes, values, and beliefs presented in a variety of First Nations and Métis texts.</p> <p>View, interpret, and demonstrate comprehension of grade-appropriate visual, multimedia, and digital texts.</p> <p>Demonstrate critical viewing behaviours.</p> <p>Interpret and use information in maps, charts, graphs, timelines, table, and diagrams.</p> <p>Evaluate the visual and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.</p> <p>Examine the intersections and conflicts between the visual and the verbal.</p> <p>Analyze the techniques used in, and the merits of, visual, multimedia, and digital texts in relation to given criteria.</p> <p>View, compare, and analyze different presentations of the same ideas and issues.</p> <p>Analyze how branding elements, navigation, page hierarchy, iconography, use of graphics and multimedia, advertising, inclusion of user-generated content, interactive elements of a variety of websites, and blogs achieve the creator’s purpose.</p>	<p>Simplistically connect ideas, observations, opinions, and/or emotions to understand texts.</p> <p>Simplistically analyze, compare, and/or evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Make simplistic connections between personal experiences and/or prior knowledge of traditions, genres, and a variety of texts.</p> <p>Partially respond personally and/or critically to themes, values, and beliefs presented in a variety of First Nations and Métis texts.</p> <p>View, simplistically interpret, and demonstrate partial comprehension of grade-appropriate visual, multimedia, and digital texts.</p> <p>Simplistically demonstrate critical viewing behaviours.</p> <p>Simplistically interpret and basically use information in maps, charts, graphs, timelines, table, and diagrams.</p> <p>Logically evaluate the visual and other special effects used in television, radio, film, and the Internet for their ability to inform, persuade, and entertain.</p> <p>Simplistically examine the intersections and conflicts between the visual and the verbal.</p> <p>Partially analyze the techniques used in, and the merits of, visual, multimedia, and digital texts in relation to given criteria.</p> <p>View, basically compare, and simplistically analyze different presentations of the same ideas and issues.</p> <p>Simplistically analyze how branding elements, navigation, page hierarchy, iconography, use of graphics and multimedia, advertising, inclusion of user-generated content, interactive elements of a variety of websites, and blogs achieve the creator’s purpose.</p>	<p>Inaccurately connect ideas, observations, opinions, and/or emotions to understand texts.</p> <p>Inaccurately analyze, compare, and/or evaluate interpretations and viewpoints when responding to First Nations and Métis texts and themes.</p> <p>Make vague connections between personal experiences and/or prior knowledge of traditions, genres, and a variety of texts.</p> <p>Ineffectively respond personally to themes, values, and/or beliefs presented in a variety of First Nations and Métis texts.</p> <p>View, ineffectively interpret, and attempt to demonstrate comprehension of grade-appropriate visual, multimedia, and/or digital texts.</p> <p>Ineffectively demonstrate critical viewing behaviours.</p> <p>Ineffectively interpret and attempt to use information in maps, charts, graphs, timelines, table, and/or diagrams.</p> <p>Inaccurately evaluate the visual and other special effects used in television, radio, film, and/or the Internet for their ability to inform, persuade, and/or entertain.</p> <p>Ineffectively examine the intersections and/or conflicts between the visual and the verbal.</p> <p>Inaccurately analyze the techniques used in, and/or the merits of, visual, multimedia, and digital texts in relation to given criteria.</p> <p>View, disconnectedly compare, and ineffectively analyze different presentations of the same ideas and/or issues.</p> <p>Inaccurately analyze how branding elements, navigation, page hierarchy, iconography, use of graphics and multimedia, advertising, inclusion of user-generated content, interactive elements of a variety of websites, and/or blogs achieve the creator’s purpose.</p>

<p>Use of Strategies CR20.2 (b) Select, use, and evaluate critically a variety of before (page 19), during (page 20), and after (page 21) strategies to construct meaning when viewing.</p>	<p>Skillfully and insightfully select, use, and evaluate critically a variety of before, during, and after strategies to construct meaning when viewing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> • Tap, Activate, and Build Prior Knowledge • Ask Questions • Preview Text • Anticipate Message and Author’s/Presenter’s Intent • Predict • Set purpose <p>During</p> <ul style="list-style-type: none"> • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, adjust predictions, inferences, and draw conclusions • Ask questions and self-monitor comprehension • Adjust rate and/or strategy as needed <p>After</p> <ul style="list-style-type: none"> • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate • Analyze craft and technique • Respond personally • View again, listen, read, represent, speak, and write to deepen understanding and pleasure 	<p>Select, use, and evaluate critically a variety of before, during, and after strategies to construct meaning when viewing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> • Tap, Activate, and Build Prior Knowledge • Ask Questions • Preview Text • Anticipate Message and Author’s/Presenter’s Intent • Predict • Set purpose <p>During</p> <ul style="list-style-type: none"> • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, adjust predictions, inferences, and draw conclusions • Ask questions and self-monitor comprehension • Adjust rate and/or strategy as needed <p>After</p> <ul style="list-style-type: none"> • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate • Analyze craft and technique • Respond personally • View again, listen, read, represent, speak, and write to deepen understanding and pleasure 	<p>Simplistically select, use, and evaluate a variety of before, during, and after strategies to construct meaning when viewing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> • Tap, Activate, and Build Prior Knowledge • Ask Questions • Preview Text • Anticipate Message and Author’s/Presenter’s Intent • Predict • Set purpose <p>During</p> <ul style="list-style-type: none"> • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, adjust predictions, inferences, and draw conclusions • Ask questions and self-monitor comprehension • Adjust rate and/or strategy as needed <p>After</p> <ul style="list-style-type: none"> • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate • Analyze craft and technique • Respond personally • View again, listen, read, represent, speak, and write to deepen understanding and pleasure 	<p>Ineffectively select, use, and evaluate a variety of before, during, and/or after strategies to construct meaning when viewing.</p> <p>Such as:</p> <p>Before</p> <ul style="list-style-type: none"> • Tap, Activate, and Build Prior Knowledge • Ask Questions • Preview Text • Anticipate Message and Author’s/Presenter’s Intent • Predict • Set purpose <p>During</p> <ul style="list-style-type: none"> • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, adjust predictions, inferences, and draw conclusions • Ask questions and self-monitor comprehension • Adjust rate and/or strategy as needed <p>After</p> <ul style="list-style-type: none"> • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate • Analyze craft and technique • Respond personally • View again, listen, read, represent, speak, and write to deepen understanding and pleasure
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<p>Cues and Conventions CR20.2 (c) Uses language cues and conventions (page 17) of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>	<p>Skillfully and insightfully use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>	<p>Use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>	<p>Simplistically use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>	<p>Ineffectively use language cues and conventions of a variety of informational and literary texts to construct and confirm meaning when viewing.</p>
<p>Pragmatic</p> <ul style="list-style-type: none"> Recognize how and when language is used to convey information and ideas easily and unambiguously <p>Textual</p> <ul style="list-style-type: none"> Recognize and comprehend the distinctive genres, formats, and organization patterns found in a range of oral, print, and other texts, and the various elements and techniques. <p>Syntactical</p> <ul style="list-style-type: none"> Recognize and comprehend how sentences are constructed to communicate ideas and/or feelings using basic patterns, expanding, combining, parallelism and balance, and transformations. <p>Semantic/Lexical/Morphological</p> <ul style="list-style-type: none"> Recognize and comprehend words that are loads with meaning significance, and when they have emotional appeal. <p>Graphophonic</p> <ul style="list-style-type: none"> Recognize the sound patterns in language including rhyme, rhythm, metre, alliteration, consonance, assonance, and repetition, and the role of word play in communication. <p>Other Cues and Conventions</p> <ul style="list-style-type: none"> Identify and explain how graphics, visuals, dramatizations, sound and movement, models, and layout affect the appeal and understanding of a message. 				