

## Viewing Grade 5

Outcome	4-Mastery	3-Proficiency	2-Approaching	1-Beginning
<p><b>Comprehension</b>  <b>CR5.1 Analyze and respond to a variety of grade-level texts that address identity, community, and social responsibility</b></p> <p><b>CR5.2 View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.</b></p>	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>insightfully</b> understanding, retelling, and explaining the ideas and information presented in the texts</li> <li>• <b>precisely</b> analyzing the text structures and features</li> <li>• <b>thoughtfully</b> analyzing the texts and developing responses with evidence from the texts, personal experience, and research</li> </ul> <p><b>Insightfully</b> describes and builds upon <b>thoughtful</b> connections between previous experiences, prior knowledge, and a variety of texts.</p> <p><b>Insightfully</b> compares to daily life:</p> <ul style="list-style-type: none"> <li>• challenges, situations, individuals, and perspectives of people in other times, places, and cultures</li> </ul> <p><b>Perceptively</b> analyzes persuasive:</p> <ul style="list-style-type: none"> <li>• techniques,</li> <li>• purposes,</li> <li>• biases, and</li> <li>• perspectives</li> </ul> <p>in various media.</p> <p><b>Skillfully</b> recognizes point of view and <b>accurately</b> distinguishes between fact and opinion.</p> <p><b>Insightfully</b> identifies how language, explicit and implicit message, and visual and multimedia features influence audience.</p>	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> <li>• understanding, retelling, and explaining the ideas and information presented in the texts</li> <li>• analyzing the text structures and features</li> <li>• analyzing the texts and developing responses with evidence from the texts, personal experience, and research</li> </ul> <p>Describes and builds upon connections between previous experiences, prior knowledge, and a variety of texts.</p> <p>Compares to daily life:</p> <ul style="list-style-type: none"> <li>• challenges, situations, individuals, and perspectives of people in other times, places, and cultures</li> </ul> <p>Analyzes persuasive:</p> <ul style="list-style-type: none"> <li>• techniques,</li> <li>• purposes,</li> <li>• biases, and</li> <li>• perspectives</li> </ul> <p>in various media.</p> <p>Recognizes point of view and distinguishes between fact and opinion.</p> <p>Identifies how language, explicit and implicit message, and visual and multimedia features influence audience.</p>	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>partially</b> understanding, retelling, and explaining the ideas and information presented in the texts</li> <li>• <b>generally</b> analyzing the text structures and features</li> <li>• <b>basically</b> analyzing the texts and developing responses with evidence from the texts, personal experience, and research</li> </ul> <p><b>Simplistically</b> describes and builds upon <b>obvious</b> connections between previous experiences, prior knowledge, and a variety of texts.</p> <p><b>Simplistically</b> compares to daily life:</p> <ul style="list-style-type: none"> <li>• challenges, situations, individuals, <b>and/or</b> perspectives of people in other times, places, <b>and/or</b> cultures</li> </ul> <p><b>Partially</b> analyzes persuasive:</p> <ul style="list-style-type: none"> <li>• techniques,</li> <li>• purposes,</li> <li>• biases, <b>and/or</b></li> <li>• perspectives</li> </ul> <p>in various media.</p> <p><b>Inconsistently</b> recognizes point of view and <b>occasionally</b> distinguishes between fact and opinion.</p> <p><b>Partially</b> identifies how language, explicit and implicit message, <b>and/or</b> visual and multimedia features influence audience.</p>	<p>Shows comprehension by:</p> <ul style="list-style-type: none"> <li>• <b>inaccurately</b> understanding, retelling, and explaining the ideas and information presented in the texts</li> <li>• <b>vaguely</b> analyzing the text structures and features</li> <li>• <b>ineffectively</b> analyzing the texts and developing responses with evidence from the texts, personal experience, and research</li> </ul> <p><b>Vaguely</b> describes and <b>states confusing</b> connections between previous experiences, prior knowledge, <b>and/or</b> a variety of texts.</p> <p><b>Ineffectively</b> compares to daily life:</p> <ul style="list-style-type: none"> <li>• challenges, situations, individuals, <b>and/or</b> perspectives of people in other times, places, <b>and/or</b> cultures</li> </ul> <p><b>Inadequately</b> analyzes persuasive:</p> <ul style="list-style-type: none"> <li>• techniques,</li> <li>• purposes,</li> <li>• biases, <b>and/or</b></li> <li>• perspectives</li> </ul> <p>in various media.</p> <p><b>Unable to</b> recognize point of view <b>and/or</b> distinguish between fact and opinion.</p> <p><b>Inadequately</b> identifies how language, explicit message, <b>and/or</b> visual and multimedia features influence audience.</p>
<p><b>Use of Strategies</b>  <b>CR5.4(b) Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.</b></p>	<p><b>Confidently</b> selects and flexibly uses appropriate strategies (before, during, and after) to construct meaning when viewing.</p> <p>Such as:  <u>Before, During, and After</u>  <b>Confidently</b> uses prior knowledge and previews text features (as appropriate) to:</p> <ul style="list-style-type: none"> <li>• make predictions</li> </ul>	<p>Selects and flexibly uses appropriate strategies (before, during, and after) to construct meaning when viewing.</p> <p>Such as:  <u>Before, During, and After</u>  <b>Appropriately</b> uses prior knowledge and experience to:</p> <ul style="list-style-type: none"> <li>• make predictions</li> </ul>	<p>Selects and uses <b>limited</b> strategies (before, during, and after) to construct meaning when viewing.</p> <p>Such as:  <u>Before, During, and After</u>  <b>With support and prompting</b>, uses strategies that have been explicitly taught to:</p> <ul style="list-style-type: none"> <li>• make predictions</li> </ul>	<p><b>Inconsistently</b> uses strategies (before, during, and after) to construct meaning when viewing.</p> <p>Such as:  <u>Before, During, and After</u>  <b>Attempts to use, with support and prompting</b>, a <b>limited number</b> of strategies to:</p> <ul style="list-style-type: none"> <li>• make predictions (<b>guess</b>)</li> </ul>

	<ul style="list-style-type: none"> <li>• set purpose</li> <li>• monitor comprehension</li> <li>• make inferences</li> <li>• summarize/synthesize</li> </ul> <p>Demonstrates <b>consistent</b> attention to the task and ignores distractions when reading.</p>	<ul style="list-style-type: none"> <li>• set purpose</li> <li>• monitor comprehension</li> <li>• make inferences</li> <li>• recall/summarize</li> </ul> <p>Demonstrates attention to the task and ignores most distractions.</p>	<ul style="list-style-type: none"> <li>• sets or uses a prompted purpose</li> <li>• <b>basic</b> inferences</li> <li>• recall <b>most</b> ideas/events</li> </ul> <p>Demonstrates attention to the task <b>usually but inconsistently</b> ignores distractions.</p>	<ul style="list-style-type: none"> <li>• sets <b>possible</b> purpose</li> <li>• <b>limited</b> ability to monitor comprehension</li> <li>• <b>basic</b> inferences</li> <li>• recalling <b>some</b> ideas/events</li> </ul> <p><b>Needs reminders</b> to focus attention on task; <b>distracted</b> frequently.</p>
<p><b>Cues and Conventions</b></p> <p><b>CR5.4(c)</b> Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when viewing.</p>	<p>Understands and applies <b>relevant and engaging</b> pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> Identifies intended audience and purpose for text.</p> <p>Identifies and readily uses various text structures, their elements, and their organizational patterns to understand.</p> <p>Uses sentence structure and punctuation to understand what is read.</p> <p>Uses context and word structure to determine meaning.</p> <p>Recognizes the characteristics of different media and the key features and elements in visual and multimedia texts.</p>	<p>Understands and applies relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> Recognizes text was created for an intended purpose and audience.</p> <p>Identifies and explains different forms, organization, and conventions of texts.</p> <p>Uses word order and punctuation to understand meaning.</p> <p>Uses a variety of strategies to determine word meaning.</p> <p>Recognizes and uses key features in text including, colour, bold typeface, music, and sound effects.</p>	<p><b>Attempts</b> to apply some pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> <b>With prompting</b>, identifies purpose of familiar text forms and possible intended audiences.</p> <p>Uses knowledge of text structure to make obvious predictions.</p> <p>Notices word order and how punctuation clarifies meaning.</p> <p>Recognizes <b>most</b> high-frequency words and with support, uses context clues.</p> <p>Identifies <b>some</b> key elements and details, and the medium used in visual and multimedia texts.</p>	<p><b>Uncertain and simplistic</b> use of pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.</p> <p><u>Such as:</u> <b>With teacher guidance</b>, recognizes a purpose for viewing and a possible intended audience.</p> <p><b>With teacher guidance</b>, recognizes <b>some basic</b> features, structures, and elements of texts.</p> <p><b>With teacher guidance</b>, recognizes <b>basic</b> sentence structures, word order, and how punctuation clarifies meaning.</p> <p><b>With teacher guidance</b>, uses context clues and word structure to determine word meaning.</p> <p>Recognizes, <b>with teacher guidance</b>, the medium and elements of visual and multimedia texts.</p>