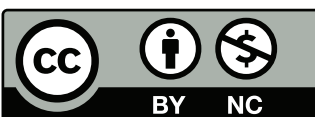
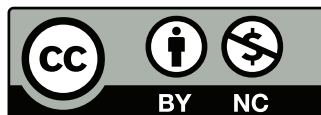


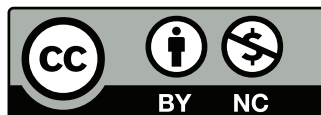
Outcome	Mastery	Proficient	Approaching	Beginning
<p>Comprehension CR 4.1 Comprehend and respond to a variety of grade-level texts that address: identity, community, and social responsibility and support response with evidence from text and from own experiences.</p> <p>CR 4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction, scripts, poetry, and non-fiction from various cultures, including First Nations and Métis, and countries.</p>	<p>Reads 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>Reads and insightfully summarizes narrative texts to identify:</p> <ul style="list-style-type: none"> • characters’ traits, • characters’ changes over time, and • the theme. <p>Readily recognizes and explains a variety of expository text structures including:</p>	<p>Reads 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>Reads and summarizes narrative texts to identify:</p> <ul style="list-style-type: none"> • characters’ traits, • characters’ changes over time, and • the theme. <p>Recognizes and explains a variety of expository text structures including:</p>	<p>Reads 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>Reads and simplistically summarizes with limited details, narrative texts to identify:</p> <ul style="list-style-type: none"> • characters’ traits, • characters’ changes over time, and • the theme. <p>Occasionally recognizes and explains familiar forms of expository text structures including:</p>	<p>Reads 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>Reads and minimally summarizes, with vague or inaccurate details, narrative texts to identify:</p> <ul style="list-style-type: none"> • characters’ traits, • characters’ changes over time, and • the theme. <p>With teacher support, occasionally recognizes familiar forms of expository text structures including:</p>



	<ul style="list-style-type: none"> • compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. <p>Thoroughly and accurately reads content area resources and reference materials for information and inquiry to identify:</p> <ul style="list-style-type: none"> • main ideas, • details, • opinions, and • reasons. <p>Insightfully compares information on the same topic.</p> <p>Accurately and consistently follows multi-step written instructions and procedures.</p> <p>Supports opinions and conclusions about what is read with insightful and thorough details.</p>	<ul style="list-style-type: none"> • compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. <p>Reads content area resources and reference materials for information and inquiry to identify:</p> <ul style="list-style-type: none"> • main ideas, • details, • opinions, and • reasons. <p>Compares information on the same topic.</p> <p>Follows multi-step written instructions and procedures.</p> <p>Supports opinions and conclusions about what is read.</p>	<ul style="list-style-type: none"> • compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. <p>Reads content area resources and reference materials, with support and prompting, for information and/or inquiry to identify:</p> <ul style="list-style-type: none"> • main ideas, • details, • opinions, and • reasons. <p>Simplistically compares information on the same topic</p> <p>Occasionally, with prompting follows multi-step written instructions and procedures.</p> <p>Supports opinions and conclusions about what is read with general and simplistic details.</p>	<ul style="list-style-type: none"> • compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. <p>Reads content area resources and reference materials, with one-to-one support, for information and/or inquiry and attempts to identify:</p> <ul style="list-style-type: none"> • main ideas, • details, • opinions, and • reasons. <p>Minimally or inaccurately compares information on the same topic</p> <p>Attempts, with one-to-one support to follow multi-step written instructions and procedures.</p> <p>Supports opinions and conclusions about what is read with inaccurate or incomplete details.</p>
<p>Use of Strategies CR 4.4 (b) Select and use pertinent before, during, and after strategies to construct meaning when reading.</p>	<p>Insightfully selects and uses pertinent Before, During, and After strategies to construct meaning when reading.</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 	<p>Selects and uses pertinent Before, During and After strategies to construct meaning when reading.</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 	<p>Selects and uses limited Before, During, and After strategies to construct meaning when reading.</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 	<p>Has difficulty selecting and using Before, During, and After strategies to construct meaning when reading.</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



<p>(j) Read grade-appropriate texts silently (e.g., 20 minutes; 135-185 wcpm) and orally (with fluency, accuracy, pacing, intonation, and expression; 100-140 wcpm), adjusting reading rates to the complexity of the materials and the purpose for reading</p>	<ul style="list-style-type: none"> • Self-questioning, self-monitoring, and self-correcting • Draw conclusions • Adjust 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure <p>Reads orally with appropriate fluency, accuracy, pacing, intonation, and expression.</p>	<ul style="list-style-type: none"> • Self-questioning, self-monitoring, and self-correcting • 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure <p>Reads orally with fluency, accuracy, pacing, intonation, and expression.</p>	<ul style="list-style-type: none"> • Self-questioning, self-monitoring, and self-correcting • 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure <p>Reads orally with some fluency, accuracy, pacing, intonation, and expression.</p>	<ul style="list-style-type: none"> • Self-questioning, self-monitoring, and self-correcting • Draws conclusions • Adjusting 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure <p>Reads orally with limited and/or inconsistent fluency, accuracy, pacing, intonation, and expression.</p>
<p>Cues and Conventions CR 4.4 (c) Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when reading.</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>



Pragmatic

- States reasons for reading 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 read.

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

- Uses phonics to say words correctly;
- 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
- Recognizes the key elements in visual texts