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.**	Reads 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.	Reads 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.	Reads 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.	Reads 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.
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.**	Reads and **insightfully** summarizes narrative texts to identify: • characters' traits, • characters' changes over time, and • the theme. **Readily** recognizes and explains a variety of expository text structures including:	Reads and summarizes narrative texts to identify: • characters' traits, • characters' changes over time, and • the theme. Recognizes and explains a variety of expository text structures including:	Reads and **simplistically** summarizes with **limited details**, narrative texts to identify: • characters' traits, • characters' changes over time, and • the theme. **Occasionally** recognizes and explains familiar forms of expository text structures including:	Reads and **minimally** summarizes, with **vague or inaccurate** details, narrative texts to identify: • characters' traits, • characters' changes over time, and • the theme. **With teacher support, occasionally** recognizes familiar forms of expository text structures including:

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	• compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. **Thoroughly and accurately** reads content area resources and reference materials for information and inquiry to identify: • main ideas, • details, • opinions, and • reasons. **Insightfully** compares information on the same topic. **Accurately and consistently** follows multi-step written instructions and procedures. Supports opinions and conclusions about what is read with **insightful and thorough details.**	• compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. Reads content area resources and reference materials for information and inquiry to identify: • main ideas, • details, • opinions, and • reasons. Compares information on the same topic. Follows multi-step written instructions and procedures. Supports opinions and conclusions about what is read.	• compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. Reads content area resources and reference materials, **with support and prompting,** for information **and/or** inquiry to identify: • main ideas, • details, • opinions, and • reasons. **Simplistically** compares information on the same topic **Occasionally, with prompting** follows multi-step written instructions and procedures. Supports opinions and conclusions about what is read with **general and simplistic details.**	• compare-contrast, • problem-solution, • cause and effect, • time sequence, and • description. Reads content area resources and reference materials, **with one-to-one support,** for information and/or inquiry **and attempts** to identify: • main ideas, • details, • opinions, and • reasons. **Minimally or inaccurately** compares information on the same topic **Attempts, with one-to-one support** to follow multi-step written instructions and procedures. Supports opinions and conclusions about what is read with **inaccurate or incomplete details**.
Use of Strategies **CR 4.4** (b) Select and use pertinent before, during, and after strategies to construct meaning when reading.	**Insightfully** selects and uses pertinent Before, During, and After strategies to construct meaning when reading. 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	Selects and uses **pertinent** Before, During and After strategies to construct meaning when reading. 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	Selects and uses **limited** Before, During, and After strategies to construct meaning when reading. 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	**Has difficulty selecting and using** Before, During, and After strategies to construct meaning when reading. 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

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(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	• Self-questioning, self-monitoring, and self-correcting • Draw conclusions • Adjust 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure Reads orally with **appropriate** fluency, accuracy, pacing, intonation, and expression.	• Self-questioning, self-monitoring, and self-correcting • 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure Reads orally with fluency, accuracy, pacing, intonation, and expression.	• Self-questioning, self-monitoring, and self-correcting • 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure Reads orally with **some** fluency, accuracy, pacing, intonation, and expression.	• Self-questioning, self-monitoring, and self-correcting • Draws conclusions • Adjusting 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 • Reads again, speaks, writes, and uses other forms of representing to deepen understanding and pleasure Reads orally with **limited and/or inconsistent** fluency, accuracy, pacing, intonation, and expression.
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.	**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 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

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