Comprehend/Respond Benchmarks by Grade

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| Comprehend/Respond | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| **Reading Rates****Contemporary & Traditional Grade – level texts in a variety of forms (oral, print, other media) that address identity, community, & social responsibility (K-9)****Texts should reflect diverse personal identities, worldviews & backgrounds, including appearance, culture, socio-economic status, abilities, gender, age, language, career path) (5-9)****What:** **View/ Listen to/ Read/ Comprehend/ Respond** **\*\*Text types to include texts from FNM cultures as well as other cultures\*\*****Criteria:** | **CRK.4**Demonstrate awareness that communication can occur through visual & print texts (including FN & M)Show interest in books & readingLook at/readIllustrationsPhotographsVideo programsObjectsAuditory cuesGraphicsModelsLocate title, author /illustratorChoose to read/look at booksShow knowledge of print, reading-like behaviours, book-handling skillsCreate play situations from basic understandings of story Explain main ideaRelate personal experiences, represent responses through drama, physical movement, music, drawings, modelsMake connections among oral language & personal experiencesShare feelings, personal experiences & family traditions related to texts & visualsRelate feelings & personal experiences as a result of picture, photograph, modelSatisfy natural curiosity by engaging in inquiry: wondering, discuss, ask questions, identify self & others as sources of information, compare gathered ideas, share learning & information, compose with scribeIdentify key ideas & purposeIdentify supporting detailsCompare similarities & differences such as colour, type of visual, object placement between pictures, photographs, 3-D modelsDescribe visual texts & give reasons for liking/dislikingView & interpret key aspects (arrangement, facial expression) | **CR1.4**Read and re-read “just right” (independent level) texts for minimum **10-15 minutes daily****30-60 wcpm orally**Begin to silent readOwn writingExperience chartsLabelsSymbolsNarrativesSimple expository textsSimple informational textsScriptsPoems1, 2, 3-step instructionsPicturesPhotographsSimple graphsDiagramsPictographsIconsIllustrationsPrint in environmentDistinguish fact and fictionIdentify sequence of informational text (who, what, when, where, why, how ?’s)Retell central ideas, when, where, characters & feelings, beginning, middle, end, problem/solution Make & share connections (text, prior knowledge, personal experiences, from stories & characters to feelings)Show awareness of experiences & ideas of people from textsDescribe characters (feelings & situations)Show respect (cultures, lifestyles, experiences)Identify messages, feelings, featuresRecognize commonalities in same illustrator’s worksView and compare video and print version of a bookCompare real life to TV, cartoons, films | **CR2.4**Read appropriate fiction & non-fiction texts at a reasonable rate for **10-15 minutes daily****95-145 wcpm silently** on practiced texts**70-100 wcpm orally** Read most texts silentlyLegendsTraditional storiesFolktalesPoetryPredictable booksEnvironmental printWritten instructionsMultimedia clipsSignsIllustrationsDiagramsPhotographsGraphsSimple chartsPostersWebsitesVideo clipsMagazine photographsRelate & retell (support from text) key events & elements (setting, characters, traits, problem / solution, sequence) with specific detailsDiscuss how, why & what if questionsRead & retell key ideas & elements (main idea, supporting details, diagrams, headings, table of contents, glossary) of informational textsDiscuss experiences & traditions of various communities & cultures portrayed in texts & connect to personal experiences & prior learningIdentify similarities & differences between what is known & in textsShow courtesy & respect while viewingView & interpret (with support) purpose of a message (ex. to sell, to express feelings, to inform)Distinguish between fact (observable) and fantasy (imagined)Identify intent & appeal of TV ads for childrenDistinguish between TV commercial & programExplain how elements (colour, sound, music, physical movement, arrangement) enhance texts, products & performances | **CR3.4**Read and re-read just-right texts to improve fluency and comprehension for **10-15 minutes daily****120-170 wcpm silently****80-110 wcpm orally**Move comfortably from oral to silent readingFictionScriptPoetryNon-fictionMulti-step instructionsEnvironmental printVideosCartoonsIllustrationsDiagramsChartsMapPostersAsk questions & support answers from prior knowledge, literal & inferred information in text – main ideas, lessons, moralsIdentify main idea, supporting details in texts & visual/multimedia including safe websites for kidsComprehend basic plots, identify common elements, note/talk about author’s content & craftDescribe similarities between individual portrayals, situations, experiences & traditions in texts with own daily life Recognize range of cultures, human behaviours, experiences, emotions, & ideas in literary textsExplain reactions, connections, visual features that convey humour, emotion, moodRecord facts & ideas from texts (DVD, TV program, magazine, reference resources)Identify design, layout & other features (colour, bold typeface, sound effects) to help understand textsDescribe perspectives or messages promoted by visual depictions in film/ video/ DVD/ magazine Compare a variety of visual representations of same story or tale & compare ideas & points of view expressedIdentify & discuss key visual features (colour, line, size of illustrator’s style, how it relates to print, adds to the words)Express preference for particular texts | **CR4.4**Read grade-appropriate texts **silently - 135-185 wcpm for 20 minutes daily**Read with fluency, accuracy, pacing, intonation, and expression - **100-140 wcpm orally** Adjust reading rate to complexity & purposeStoriesNovelsScriptsPoetryMagazinesReportsInstructionsProceduresMulti-step instructionsDictionaryEncyclopediaHow-toExplanationsBiographyGraphs, mapsCharts, diagrams, multimedia DVD, websites, TV programs, ads, postersRecognize & explain author’s ideas, technique, explicit & implicit messages, techniques (figurative language)Identify characters’ traits, changes over time & themeRecognize expository text structures (compare-contrast; problem-solution; cause-effect; time sequence; description)Read for information in content area resources & reference materialsCompare information on same topic after reading several passages/articlesRead & use reference texts for inquiry & to identify main ideas, details, opinions, reasonsSupport opinions & conclusions about what is readRecognizing & understanding text structures (narrative, informational, poetry) & text features (description, figurative language, graphics)Responding to & interpreting texts, with supporting text evidenceConnect insights of individual(s) in texts to personal experiencesIdentify similarities & differences between personal experiences & people in other cultures as portrayed in texts Evaluate role of visuals in focusing attention on events/aspects, & influencing opinionsIdentify intent & appeal of TV & print ads & other visuals including FNM art & other textsIdentify, with support, values & aspects of other various cultures underlying visual messagesUnderstand how visual features (graphs, images, illustrations, charts, maps, diagrams) can enhance & clarify messages (spoken, written, silent)Identify how language, visual & multimedia features are used to persuade (sound, colour, movement) | **CR5.4**Read grade-appropriate texts for extended periods of time – **150-200 wcpm silently**Read to increase fluency, accuracy, pacing, intonation, and expression **– 110-150 wcpm orally**Adjust reading rate to purpose & text demandsFictionScriptPoetryPlaysMagazinesReportsInstructionsProceduresHow-to manualsDictionary EncyclopediaExplanationsBiographyPhotos, websites, maps, diagrams, posters, videos, ads, double bar graphsDetermine purpose, key ideas, arguments, perspectives, details, opinions, reasons of textsUnderstand how text features (format, graphics, sequence, diagrams, illustrations, charts, maps) make information/ ideas accessible/usableDistinguish facts, supported inferences, opinions in informational textsIdentify characteristics of poetry, plays, fiction, non-fictionIdentify in narrative texts main problem, conflict, plot, resolution; compare/ contrast actions, motives, appearances of characters; meaning of symbols; theme – meaning or moral of a workEvaluate author’s techniques (appeal of characters, logic & credibility of plots & settings, figurative language, imagery, strength of argument based on evidenceDevelop responses to text with evidence from texts, personal experience & researchDescribe & build upon connections between previous experiences, prior knowledge & textsCompare individuals, challenges & situations encountered in real daily life with those in other times, places & cultures portrayed in textsExplain personal perspectives on cultural representationsIdentify persuasive techniques including promises, flattery, and comparisons Discuss purpose, perspectives, biases & how visual textsRecognize point of viewDistinguish between fact and opinionAnalyze visual texts as sources for: information, entertainment, persuasion, interpretation of events, transmission of cultureIdentify how language, explicit & implicit messages, visual/ multimedia features (colour, sound, movement) are used to influence | **CR6.6, 6.7, 6.8**Read grade-appropriate texts for extended periods of time **– 160-210 wcpm silently**Read grade-appropriate texts to increase fluency, accuracy, pacing, intonation, and expression **– 120-160 wcpm orally**Choose appropriate reading rate (skim, scan, read carefully) for variety of purposes (gather information, follow directions, form opinion, understand, enjoy, appreciate)ProseFictionPoetryPlaysNon-fiction booksReportsMagazine articlesJournalsReference materialsWritten multi-step instructionsDigital texts with multiple links, sound, video, animation, virtual realityNewspapers, websites, comic books, broadcast media, video & advertisingDetermine fact or opinionIdentify point of view in narrative (1st, 2nd or 3rd person)Recognize author’s use of language (formal, informal, slang) & techniques (foreshadowing)Draw conclusions about author’s message, values, craftUnderstand the ideas (summarize, explicit & implicit messages, main idea, setting, main characters, conflicts, events, details, themes)Understand text organization (short story, drama, poetry, novel, autobiography, biography, informational, newspaper, reference) Use text structures (problem/solution, compare/contrast, cause/effect, order of importance, chronological) & features (elements, color, special effects, tone)Respond to and interpret texts (reactions, opinions, connections, judgements, supporting reasons, explanations, interpretations, inferences, conclusions)Discuss understanding of various community & cultural traditions in various times & placesConsider potential impact of visual, multimedia, oral & written textsCompare various oral, visual, multimedia & written text forms & genresIdentify ideas expressed as real/ imaginary; true/ false; seek additional information as needed Identify basic visual techniques (colour, point of view, interpretations of text’s purpose)Draw conclusions based on evidence in visual text (ex. line graph)Evaluate message, elements (shape, angles, physical movement), techniques, overall effect | **CR7.6, 7.7, 7.8**Read grade-appropriate texts for extended periods of time – **170-220 wcpm silently**Read grade-appropriate texts to increase fluency, accuracy, pacing, intonation, and expression **– 130-170 wcpm orally**Choose appropriate reading rate (skim, scan, read carefully) for variety of purposes (gather information, follow directions, form opinion, understand, enjoy, appreciate)ProseFictionShort storiesNovelsPoetryPlaysNon-fiction booksReportsArticlesReference materialsWritten instructionsAdvertising & promotional materialsWebsitesPeriodicals, pamphlets, magazines, newspapers, circle graphs, graphic novels, novels, broadcast media, videosPersonal & critical response to content & craft with text reference using learning logs, response journals, feelings, opinions, inferences, judgements, supporting reasons, reasonable assertions, conclusionsSummarize major ideas in printed textsRecognize author’s use of language (formal, informal, colloquial), elements & techniquesRead to complete inquiry/ research using online resources & other reference materials Cite sources of informationRecognize author’s point of view & reason for choosing itUnderstand the ideas (construct, justify, restate, paraphrase main idea, explicit & implicit messages, compare new and previous knowledge, setting, characters, motivations, feelings, main events, conflict)Understand text structures (headings, diagrams, paragraphs) Text features (plot, transition words, images & rhetorical techniques like hyperbole, parallelism, colour, repetition)Describe setting & atmosphere, characters, conflicts, events, purpose, theme, make notesCompare own with others’ understanding of people, cultural traditions, values in textsCompare choices & behaviours of individuals in textsCompare new information with previous knowledge/ beliefsConnect personally to characters, themes, situationsCompare texts to present-day lifeDetermine purpose, formulate questions, draw conclusions, use textual evidence, identify strategies for influencing audience Analyze opinions, messages, elements, techniques, overall effect in visual & multimedia textsIdentify how visual or multimedia text was constructed, shaped, producedRecognize & use databases, keyword searches, email | **CR8.6, 8.7, 8.8**Read grade-appropriate texts for extended periods of time – **180-230 wcpm silently**Read grade-appropriate texts to increase fluency, accuracy, pacing, intonation, and expression – **140-180 wcpm orally**Independently choose texts & reading rates that address learning needs & interestsProseFictionPoetryPlaysNon-fiction textsElectronic textsDirections, schedules, brochuresTV broadcasts, informational & dramatic presentations, websites, news programsfilms, videos, presentations,animation, computer gamesEvaluate purpose, message, point of view, craft, values, biases, stereotypes & prejudices, and main ideas, events, themes, supporting evidence, connections between new ideas & previous information & thoughts, biases, false reasoningInterpret & report on information from more than one sourceMake notes (lists, summaries, observations, descriptions)Understand author’s experience, background, culture influences treatment of themeUnderstand the ideas (summarize, implicit & explicit messages, setting, main characters, conflicts, events, inferences, themes)Understand, use, analyze text structures (headings, diagrams, paragraphs) Text features (transition words, rhetorical techniques & craft, hyperbole, parallelism, colour, repetition)Respond to and interpret texts (justify reactions, personal connections to text, opinions, judgements, conclusions, interpretations, inferences, characters’ feelings, motivations, point of view)Explain motivation of characters in literary textsIdentify & describe techniques to create moodExplain preferences for types of text, authors, genresExplain connections of new ideas/information to previousEvaluate content, quality, organization, presentation of text & develop personal criteriaIdentify stereotypingDiscuss how similar ideas, people, experiences, traditions are conveyed in variety of textsProduce response journals, blogsIdentify purpose, formulate questions, develop conclusions & opinions, relate t2t, t2self, t2world, main ideas, messages & values, how images hold attention impact of text Compare coverage of same topic (newspaper, radio, TV, Internet) | **CR9.6, 9.7, 9.8**Read grade-appropriate texts for extended periods of time – **215-260 wcpm silently**Read grade-appropriate texts to increase fluency and expression – **150+ wcpm orally**Adjust rate to specific purposeIndependently choose texts that address learning needs & interests, self-initiated & for assigned purposes using appropriate reading strategies (preview, ask questions, set purpose, consider what is known, what needs to be known, make connections, make inferences, re-read, summarize, paraphrase)ProseFictionPoetryPlaysInformation textsExpository essaysHistorical accountsNews articlesScientific writingLocate & analyze elements of setting, characterization, plotUnderstand how characters influence progression & resolution of plotAnalyze author’s form, technique, use of languageIdentify, analyze, apply knowledge of purpose, structure, elements of non-fiction, ideas presented in texts, techniques and elements such as figurative language, rhetorical, & stylistic features of textsDraw & support conclusions & opinions about author’s message, values, point of view, craftUse textual evidence to support interpretationsConsider alternative & more complex interpretationsCompare values expressed in texts through author & through characters to own values |

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| Comprehend/Respond | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Listening Skills | **CRK.3**Listen attentively to othersRespond appropriatelyListen for different purposes (retell, direct others, enjoyment)Identify important informationFollow simple directions correctly/independentlyRemember instructions given earlierConnect story events to own experienceAsk questions for clarificationMake comments relevant to topicEngage in conversation with others, exchange ideas, comments, questions | **CR1.3**Listen and respond to a oral communication (traditional and contemporary FNM stories & other cultures)Listen and retell most important informationListen & follow 4-6 simple step directionsListen courteously & attentivelyShow attentiveness comprehension through body language & facial expression (nodding in agreement)Retell stories including oral traditions by Elders & Knowledge Keepers (sequence of events – who, what, when, where, why, how) | **CR2.3**Listen & retell key points (who, what, where, when, why) in literary & informational texts (including FNM)Listen to & follow independently series of related directions or instructionsFollow & retell important steps in demonstrationsListen courteously during discussions, in pair work & small groups to share ideas, obtain information, solve problems, ask & respond to ?’sParaphrase information shared by others (ex. visitor such as grandparent, Elder, Knowledge Keeper)Ask for clarification & explanation of oral storiesRecall ideas about topic presented/discussed in class | **CR3.3**Listen to short presentation & make notesFollow multi-step directions independentlyListen attentively & courteously in discussions & to guest speakers; show respect for ideas, language & styles of others; give sensitive & thoughtful responsesIndentify & explain what peers said about a text or subjectRetell, paraphrase, explain what a speaker said (including Elders, Knowledge Keepers, community members)Distinguish between speaker’s opinion & verifiable factIndentify simple poetic effects (rhymes, repeated sounds, onomatopoeia, alliteration) | **CR4.3**Listen & respond to oral communications including oral traditions from Elders or Knowledge KeepersFollow multi-step directions & instructions independentlyAsk thoughtful questions that probe deeper thought; respond with elaborationSummarize & paraphrase main ideas & supporting evidence from spoken & formal presentations, draw conclusions supported by ideas presented Distinguish between verifiable fact & opinion & analyze message & presentation for evidence | **CR5.3**Listen, identify & summarize main ideas, supporting details, opinions heard (from a variety of cultural traditions, including oral traditions from Elders or Knowledge Keepers)Listen to instructions & procedures & decide best way to carry outInterpret speaker’s verbal & non-verbal messages, purposes, point of view, techniques & perspectives, including FNM Elders & Knowledge KeepersEvaluate content of oral communications; ask questions to seek additional informationListen to differentiate fact from opinion, analyze message & presentation, draw conclusions about ideas & strategies used | **CR6.5**Listen to understand, respond & analyze oral information from narratives, instructions, explanations, reports, opinionsRestate & follow multi-step instructions & show understanding by completing taskMake notes to assist recall of ideasIdentify important details, techniques used, seek additional informationAsk questions to clarifyIdentify speaker’s viewpoint & purposeRestate/ summarize major points & supporting details after presentation or podcastDraw conclusions about presenter’s stance & values | **CR7.5**Listen critically to understand & analyze complex instructions, oral explanations, reports, opinions, viewpointsMaking notes, making sense, predicting check for understanding, focus on message of speakerDetermine literal and implied messageIdentify perspective in oral presentation & what is information is not included Separate own ideas and opinions from speaker’sRespect speaker’s point of viewEvaluate effectivenessNote examples, illustrations, visual aids (help or hinder key message) | **CR8.5**Listen critically to understand, gather information, follow directions, form opinions, analyze oral presentations (adapt listening, focus on purpose & situation, keep an open mind, congruency between verbal & non-verbal cues, fact or opinion, interact with speaker, seek clarification)Process information received orally (including podcast)Make connections among texts by theme, issues, styles, appealParaphrase speaker’s purpose & point of viewEvaluate others’ ideas or opinionsEvaluate speaker credibility & how visual images affect impressions/opinionsAnalyze informational texts for fact and opinion, point of view, bias, stereotyping | **CR9.5**Listen purposefully to understand, analyze, evaluate oral information & ideas from conversations, discussions, interviews, speeches, directions, train of thought, main points, presentation techniques (adapt listening, focus on purpose & situation, keep an open mind, consider ideas that differ from own, make notes to assist recall, clarify, recall, summarize main ideas & conclusions)Examine others’ ideas to extend own understandingDemonstrate understanding of: main ideas, events, issues, themes, in a variety of oral, literary, informational textsParticipate in individual, small group & whole class discussions/debatesDiscuss interpretations with othersAnalyze & evaluate what was heard, techniques, speaker’s viewpoint & argument, overall effectivenessAsk probing questionsRecognize biases, stereotyping & propaganda  |

Comprehend/Respond Benchmarks by Grade – Before, During & After Strategies

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| Comprehend/Respond | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Before | Make connections to background knowledge when viewing & listening | Activate, build upon prior knowledge & experiencePreview textAnticipate author’s /creator’s intentionSet purpose for reading | Activate, build upon prior knowledge & experiencePreview textAnticipate author’s /creator’s intentionSet purpose for reading | Activate, build upon prior knowledge & experiencePreview textAnticipate author’s /creator’s intentionSet purpose for reading | Activate, build upon prior knowledge & experiencePreview textAnticipate author’s /creator’s intentionSet purpose for reading | Activate, build upon prior knowledge & experiencePreview textAnticipate author’s /creator’s intentionSet purpose for reading | Tap, activate, build prior knowledgeAsk questionsPreview (preview beginning events) Anticipate message & intentPredictSet purpose for reading | Tap, activate, build prior knowledge (list or outline ex. KW chart)Ask questions to guide viewing, listening, readingPreview (skim, scan)Anticipate message & intent (maps, charts, graphs, illustrations)Predict outcomesSet purpose for reading (use 5W’s & H) | Tap, activate, build prior knowledge (KWL chart)Ask questions (survey text; ask implicit questions, search in text)Preview text (sections, headings, illustrations, bold type, first & last paragraphs)Anticipate message & intent (given brief biographical info about author) Predict (information or stance used to support main ideas)Set purpose for reading (discuss purpose with peers) | Tap, activate, build prior knowledge (Brainstorm & reflect on what needs to be known & explore how well it is already known)Ask questions (formulate focus questions & search for answers in text; create expectation outline to guide questions about text)Preview text (reflect upon possible themes after being introduced to upcoming text; preview & skim)Anticipate message & intent (discuss subject, raise questions about it, seek possible solutions prior to viewing, listening, reading; use anticipation guide) Predict before viewing, listening, reading using evidence from text to support thinking; consider previous study & experience to consider what might be found in text)Set purpose for reading (focus on improving understanding of what text presents – intent, ideas, form, technique, tone) |

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| Comprehend/Respond | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| During | Identify important ideas & events when viewing & listening | Make connections (personal knowledge & experience)Interpret visuals (pictures, photos, diagrams, icons, illustrations, graphics, tables)Identify key & supporting ideasConstruct mental imagesMake, confirm, adjust predictions & inferencesDraw conclusionsUse cueing systems to (construct meaning, Self-question, self-monitor, self-correct)Adjust rate and/or strategy to purpose or difficulty of text | Make connections (personal knowledge & experience)Interpret visuals (illustrations, graphics, tables)Identify key & supporting ideasConstruct mental imagesMake, confirm, adjust predictions & inferencesDraw conclusionsUse cueing systems to (construct meaning, self-question, self-monitor, self-correct)Adjust rate and/or strategy to purpose or difficulty of text | Make connections (personal knowledge & experience)Interpret visuals (illustrations, graphics, tables)Identify key & supporting ideasConstruct mental imagesMake, confirm, adjust predictions & inferencesDraw conclusionsUse cueing systems to (construct meaning, self-question, self-monitor, self-correct)Adjust rate and/or strategy to purpose or difficulty of text | Make connections (personal knowledge & experience)Interpret visuals (illustrations, graphics, tables)Identify key & supporting ideasConstruct mental imagesMake, confirm, adjust predictions & inferencesDraw conclusionsUse cueing systems to (construct meaning, self-question, self-monitor, self-correct)Adjust rate and/or strategy to purpose or difficulty of text | Make connections (personal knowledge & experience)Interpret visuals (illustrations, graphics, tables)Identify key & supporting ideasConstruct mental imagesMake, confirm, adjust predictions & inferencesDraw conclusionsUse cueing systems to (construct meaning, self-question, self-monitor, self-correct)Adjust rate and/or strategy to purpose or difficulty of text | Connect and construct meaning (connections to self, text, world)Note key ideas (problem/resolution, supporting details)Construct mental imagesMake, confirm, adjust predictionsMake, confirm, and adjust inferencesDraw conclusionsAsk questionsUse cueing systems (construct meaning & self-monitor)Adjust rate and/or strategy | Connect and construct meaning (connections to self, text, world, issues) (visualize)Note key ideas (cause/effect, relationships)Construct mental imagesMake, confirm, adjust predictions, inferencesDraw conclusions (from dialogue, double-meaning language)Ask questionsUse cueing systems(self monitor comprehension)Adjust rate and/or strategy | Connect and construct meaning (connections to self, text, world, to predict, visualize, draw conclusions)Note key ideas and what supports them (stop at end of each page, section, chapter)Construct mental images (what character sees, hears, smells, tastes, feels)Make/ confirm/ adjustpredictions, inferences, conclusionsAsk questions to gain meaningUse cues and self monitor (insert notations for new knowledge, questions, important information)Adjust rate and strategy | Connect and construct meaning (keep an open mind, consider how text relates to self, other texts, world by giving specific examples)Note key ideas and what supports them (determine what text presents literally and what the text might mean by what is said)Construct mental images (imagine what text intends for us to see, hear, smell, taste, feel experiences and situations)Make/ confirm/ adjustpredictions, inferences, draw conclusionsAsk questions to about the intent of text & its effectivenessUse cues for meaning and self monitor for comprehension (make notes in own words & organize them using headings)Adjust rate and strategy (ex. skim, scan, & read in keeping with purpose & difficulty of text) |

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| After | Recall after viewing & listening | Recall, paraphrase,summarize, synthesizeInterpret (identify new knowledge & insights)Evaluate messageEvaluate craft & techniqueRespond personally, giving support from the textView, listen, read againSpeak, write, represent | Recall, paraphrase,summarize, synthesizeInterpret (identify new knowledge & insights)Evaluate messageEvaluate craft & techniqueRespond personally, giving support from the textView, listen, read againSpeak, write, represent | Recall, paraphrase,summarize, synthesizeInterpret (identify new knowledge & insights)Evaluate messageEvaluate craft & techniqueRespond personally, giving support from the textView, listen, read againSpeak, write, represent | Recall, paraphrase,summarize, synthesizeInterpret (identify new knowledge & insights)Evaluate messageEvaluate craft & techniqueRespond personally, giving support from the textView, listen, read againSpeak, write, represent | Recall, paraphrase,summarize, synthesizeInterpret (identify new knowledge & insights)Evaluate messageEvaluate craft & techniqueRespond personally, giving support from the textView, listen, read againSpeak, write, represent | Recall, paraphrase,summarize, synthesizeReflect and interpretEvaluate & respond criticallyDraw conclusionsIdentify fact and opinionEvaluate craft & techniques (symbolism, text layout)Respond personallyListen, read, view again Speak, write, represent | Recall, paraphrase,summarize, synthesize information about charactersReflect and interpretEvaluate & respond criticallyIdentify bias and stereotypingEvaluate craft and techniqueRespond personallyListen, read, view againSpeak, write, represent | Recall, paraphrase, summarize, synthesize (connect, compare, contrast, implied & literal messages, make notes)Reflect, interpretEvaluate & respond critically (identify exaggeration, one-sided view, jolts)Evaluate craft, and techniqueRespond personally Listen, read, view againSpeak, write, represent | Recall, paraphrase, summarize, synthesize (provide evidence of understanding the complex ideas & plots in a text)Reflect, interpretAnalyze & evaluate (purpose, message, values, artistry, perspective presented in text)Evaluate craft, and techniquesRespond personally giving support from textListen, read, view againSpeak, write, represent to deepen understanding & pleasure (insights into culture & time periods) |
| Comprehend/Respond | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |

Comprehend/Respond Benchmarks by Grade – Cues & Conventions

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| Comprehend/Respond | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 |
| Pragmatic | Recognize variations of language use at home, on the playground, in the classroom | Identify purpose for viewing, listening, reading | Identify & state purpose for viewing, listening, reading | Recognize intended purpose text was created for | Identify & state purpose for viewing, listening, readingAnalyze purpose of text: inform, persuade, narrate | Identify audience & purpose for text: inform, persuade, narrate, describeUses of language (social, cultural, regional situations) | Function and purpose of text: inform, persuade, narrate, describeLanguage (formal, informal, slang) | Recognize author’s purpose & point of view: inform, persuade, narrate, describeLanguage (formal, informal, colloquialism, jargon, slang)Persuasive language (testimonials, emotional appeals, bandwagon effects) | Recognize purpose (inform, persuade, narrate, describe), intended audience & tone Language (formal, informal, colloquialism, jargon, slang, clichés)Persuasive language (testimonials, emotional appeals, bandwagon effects) | Recognize & understand how language of text was chosen for intended audience & purposeRecognize & explain function & purpose (inform, persuade, narrate, describe)Language (formal, informal, colloquialism, jargon, slang, clichés)Persuasive language (testimonials, emotional appeals, bandwagon effects)Language variations (accent, dialect) |
| Textual | Describe characteristics of fiction texts | Recognize:Text forms (poem, story, fairy tale, informational)Text features & structures: (title, page number, sequence, description, problem/resolution)Recognize difference between fiction & non-fiction | Recognize & use:Text forms (story, poem, recipe, explanation, play)Text elements (title, author, character, problem) Text features (paragraphs, verses, dialogue) | Identify & explain:Text forms (story, play, poem, video, legends, fables, informational texts)Text elements/ organization (goal/ problem/solution, description, sequence, comparison, cause/ effect)Text conventions (chapter titles, table of contents, glossary) | Identify & use:Text forms (stanzas in poems, chapters in novels)Text elements (setting, characters, plot, main idea)Text organization (comparison, cause & effect, problem-solution) | Identify:Text form & characteristics (headings, paragraphs)Text types used in other subject areas Organization & patterns (comparison/contrast) | Structures and features of:Text Form/genreArtistic devices (personification, figurative language, exaggeration,symbolism)Elements (point of view, conflict, theme, supporting arguments)Text Features (credits, headings, diagrams, glossaries, columns, sidebars, pull quotes) | Structures and features of text:Form/genre (chronological, enumerative, problem/ solution, cause/effect, compare/contrast)Artistic devices (personification, figurative language like similes & metaphors, exaggeration,symbolism)Elements (point of view, conflict, theme, supporting arguments)Text Features (credits, headings, diagrams, glossaries, columns, sidebars, pull quotes) | Structures and features of text :Form/genre (chronological, enumerative, problem/situation, cause/effect, comparison/ contrast)Artistic devices (personification, figurative language-similes, metaphors, exaggeration, symbolism)Elements (point of view, conflict, theme, supporting arguments)Text features (credits, headings, diagrams, columns, sidebarspull-quotes) | Structures and features of text :Form/genre/organizational patterns (chronological, enumerative, problem/situation, cause/effect, comparison/ contrast)Artistic devices (personification, figurative language-similes & metaphors, exaggeration, symbolism)Elements (point of view, conflict, theme, supporting arguments)Text features (credits, headings, diagrams, columns, sidebarspull-quotes)Recognize how language & techniques create a dominant impression, mood, tone, style |
| Syntactical | Develop a sense of sentence | Understand sentence structure & predictable word orderRecognize complete sentence & end punctuationUse punctuation (period and comma) to help understanding | Recognize & comprehend simple, compound & complex sentencesUse related punctuation, including quotation marks, & knowledge of sentence structure to determine meaning (ex. subject & verb inverted for a question, question mark, exclamation, apostrophe) | Use knowledge of word order to determine meaning of sentences Use relationships of words (ex. subject-verb, noun-pronoun) & punctuation (question mark, exclamation mark, comma) to determine meaning  | Use knowledge of sentence structure & elements to comprehendUse punctuation to determine meaning | Use knowledge of sentence elements & patterns (simple, compound, complex)Use punctuation to understand what is listened to or read | Recognize & comprehend sentence structure:Verbs, subjectsCompound structures (conjunctions, joining words)Complete sentencesSentence beginningsPunctuation & capitalization -periods, commas, quotation marks, hyphens, colons, dashes | Recognize & comprehend sentence structure:Verbs, subjectsCompound structures (conjunctions, joining words)Complete sentences (main idea & appropriate subordination & modification)Varied sentence beginningsPunctuation & capitalization -periods, commas, quotation marks, hyphens, colons, dashes | Recognize & comprehend sentence structure:Verb and its subjectCompound and complex sentences (variety, interest, clear and effect)Complete sentences (main idea & appropriate subordination & modification)Qualifiers, punctuation, capitalization, periods, commas, semicolons,quotation marks, colons, dashes, and hyphens | Recognize & comprehend sentence structure:Verb and its subjectCompound and complex sentences (variety, interest, clear and effect)Complete sentences (coordination, subordination & apposition provide clarity & variety)Parallel structure or balanced sentencesActive vs. passive verbs Capitalization & punctuation (periods, commas, semicolons,quotation marks, colons, dashes, & hyphens) |
| Semantic/Lexical / Morphological | Show curiosity in words & their sounds | Recognize & comprehend words:100 most commonly used words in printContext & visual cues (pictures & illustrations)Sound patterns (rhyming)Common antonyms & synonyms | Recognize & comprehend words:250 basic sight wordsContext cluesSimple prefixes & suffixes, same words in different formsIndividual words to predict meaning of compound wordsWord play | Recognize & comprehend words:Common word families, use context, break into syllables, use sound of the word, use dictionaryCommon prefixes (un, re) & suffixes (-ed, -ing, -er, -est, -ful)Specialized terms in subject areasWord play | Determine pronunciation & meaning using:Patterns of word structureRoot words to determine meaning of unfamiliar wordsA dictionary Identify synonyms & antonyms for familiar words | Determine pronunciation & meaning using:Word attack strategies (context, structure, sound, reference)Knowledge of root words, prefixes, suffixes | Capture intended meaning:Audience, purpose, contextPrefixes (anti, auto, pre, trans)Suffixes (tion, ment)Root wordsReference toolsWord meaning figuratively (personification, similes, metaphors)Imagery | Recognize and comprehend words:Audience, purpose, contextUse content, prefixes, suffixes, and root words, sounds and reference tools to determine meaning of wordsWord meaning figuratively, for imagery, with multiple meanings, “shades of meaning” in related words | Recognize and comprehend words:Audience, purpose, contextSynonyms used for varietyContext, prefixes, suffixes, root words, soundsReference tools -dictionary, thesaurus, handbooksWord meaning figuratively and those used for imagery | Recognize and comprehend words:Audience, purpose, contextDenotative & connotative meaningContext, prefixes, suffixes, root words, soundsReference tools -dictionary, thesaurus, handbooksKnowledge of Indigenous, Norse, Greek, Roman, other narratives to understand origin/meaning |
| Phonological/ Graphophonic | Develop phonological awareness | Recognize & explain:Count phonemes & segment/blend phonemes at beginning of wordsAlphabetLetter/sound relationships & patterns in wordsConsonant sounds in spoken wordsBasic phonetic analysis & consonant sounds in some blends & digraphs (bl, br, th, wh) in 1-syllable wordsRhyming wordsWord patterns & differences | Use phonics to decode wordsSegment all sounds of a word, including sound clusters (ex. sk, ch, sh)Delete beginning/ending sounds & tell remaining wordDecode sounds in multi-syllabic wordsRecognize features of words: possessives, double vowels, multi-syllabic, long vowel sounds, contractions, “y” as vowel, consonant clusters, consonant digraphs | Recognize:R-vowel patterns, silent consonants, digraphs, compound words, contractions, prefixes, irregular plurals (f to v, y to i), easy multi-syllabic words | Use phonics to say words correctlyRecognize:Vowel patterns in multi-syllabic words, double consonants, contractions, consonant digraphs, word endings, prefixes (anti-, non-, con-, tri-, de-), suffixes (-ness, -ment, -able, -sh, -ant), plural possessives | Use phonics to decode & say words correctlyRecognize:Vowel patterns in multi-syllabic words, double consonants, word endings, prefixes (dis-, in-, un-, ir-, il-, non-, anti-, pro-, pre-), suffixes (-ish, -en, -ance), plural possessives | Recognize & explain:Sound symbol patterns and relationshipsWord families | Recognize & explain:Onomatopoeia, alliteration, derivatives, bases, affixes | Word patternsStress, pitch, and juncture of a wordsAffixes, root words, onomatopoeia, alliteration | Spelling patternsSound symbol relationships, rules to help identify, comprehend, analyze wordsRecognize common spellings & variants used for effect or dialect |
| Other Cues | Non-verbal cues:Recognize how gestures & body language communicate part of the message | Non-verbal cues:Facial expression, gesturesConventions of texts (captions, illustrations, colours, sizes, movements in text types) | Non-verbal cues:Facial expression, gesturesConventions of texts (pictures, graphics, diagrams, bold type)Recognize & use labels, headings, sounds, colours | Non-verbal cues:Facial expression, gesturesConventions of texts (colour, bold typeface, music, sound effects) | Non-verbal cues:Facial expression, gesturesRecognize characteristics of different media (print, television, digital)Key elements in visual texts (sections in magazines) | Non-verbal cues:Facial expression, gesturesRecognize & use characteristics of different media (photograph, television, digital)Key elements in visual & multimedia texts (sections in magazines) | Non-verbal cues:Body language, movement, gestures, facial expression, sound, visual and multimedia aidsConventions of texts (labels, sidebars, diagrams) | Non-verbal cues:Physical movement, body language, gestures, facial expressionsRecognize sound, visual & multimedia techniques (navigation bars, footnotes, headings, charts, diagrams) | Non-verbal cues: gestures, physical movements, facial expressions, body languageLayout and accompanying graphicsPresentations (sound effects, visuals, multi-media aids) | Non-verbal cues: gestures, physical movements, facial expressions, eye contact, body languageLayout and accompanying graphicsPresentations (sound effects, visuals, multi-media aids)Recognize how graphics, sound, fonts, colours, and technology can enhance representations |