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 & reading  Look at/read  Illustrations  Photographs  Video programs  Objects  Auditory cues  Graphics  Models  Locate title, author /illustrator  Choose to read/look at books  Show knowledge of print, reading-like behaviours, book-handling skills  Create play situations from basic understandings of story  Explain main idea  Relate personal experiences, represent responses through drama, physical movement, music, drawings, models  Make connections among oral language & personal experiences  Share feelings, personal experiences & family traditions related to texts & visuals  Relate feelings & personal experiences as a result of picture, photograph, model  Satisfy 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 scribe  Identify key ideas & purpose  Identify supporting details  Compare similarities & differences such as colour, type of visual, object placement between pictures, photographs, 3-D models  Describe visual texts & give reasons for liking/disliking  View & 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 read  Own writing  Experience charts  Labels  Symbols  Narratives  Simple expository texts  Simple informational texts  Scripts  Poems  1, 2, 3-step instructions  Pictures  Photographs  Simple graphs  Diagrams  Pictographs  Icons  Illustrations  Print in environment  Distinguish fact and fiction  Identify 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 texts  Describe characters (feelings & situations)  Show respect (cultures, lifestyles, experiences)  Identify messages, feelings, features  Recognize commonalities in same illustrator’s works  View and compare video and print version of a book  Compare 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 silently  Legends  Traditional stories  Folktales  Poetry  Predictable books  Environmental print  Written instructions  Multimedia clips  Signs  Illustrations  Diagrams  Photographs  Graphs  Simple charts  Posters  Websites  Video clips  Magazine photographs  Relate & retell (support from text) key events & elements (setting, characters, traits, problem / solution, sequence) with specific details  Discuss how, why & what if questions  Read & retell key ideas & elements (main idea, supporting details, diagrams, headings, table of contents, glossary) of informational texts  Discuss experiences & traditions of various communities & cultures portrayed in texts & connect to personal experiences & prior learning  Identify similarities & differences between what is known & in texts  Show courtesy & respect while viewing  View & 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 children  Distinguish between TV commercial & program  Explain 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 reading  Fiction  Script  Poetry  Non-fiction  Multi-step instructions  Environmental print  Videos  Cartoons  Illustrations  Diagrams  Charts  Map  Posters  Ask questions & support answers from prior knowledge, literal & inferred information in text – main ideas, lessons, morals  Identify main idea, supporting details in texts & visual/multimedia including safe websites for kids  Comprehend basic plots, identify common elements, note/talk about author’s content & craft  Describe similarities between individual portrayals, situations, experiences & traditions in texts with own daily life  Recognize range of cultures, human behaviours, experiences, emotions, & ideas in literary texts  Explain reactions, connections, visual features that convey humour, emotion, mood  Record facts & ideas from texts (DVD, TV program, magazine, reference resources)  Identify design, layout & other features (colour, bold typeface, sound effects) to help understand texts  Describe 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 expressed  Identify & 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 & purpose  Stories  Novels  Scripts  Poetry  Magazines  Reports  Instructions  Procedures  Multi-step instructions  Dictionary  Encyclopedia  How-to  Explanations  Biography  Graphs, maps  Charts, diagrams, multimedia DVD, websites, TV programs, ads, posters  Recognize & explain author’s ideas, technique, explicit & implicit messages, techniques (figurative language)  Identify characters’ traits, changes over time & theme  Recognize expository text structures (compare-contrast; problem-solution; cause-effect; time sequence; description)  Read for information in content area resources & reference materials  Compare information on same topic after reading several passages/articles  Read & use reference texts for inquiry & to identify main ideas, details, opinions, reasons  Support opinions & conclusions about what is read  Recognizing & understanding text structures (narrative, informational, poetry) & text features (description, figurative language, graphics)  Responding to & interpreting texts, with supporting text evidence  Connect insights of individual(s) in texts to personal experiences  Identify similarities & differences between personal experiences & people in other cultures as portrayed in texts  Evaluate role of visuals in focusing attention on events/aspects, & influencing opinions  Identify intent & appeal of TV & print ads & other visuals including FNM art & other texts  Identify, with support, values & aspects of other various cultures underlying visual messages  Understand 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 demands  Fiction  Script  Poetry  Plays  Magazines  Reports  Instructions  Procedures  How-to manuals  Dictionary  Encyclopedia  Explanations  Biography  Photos, websites, maps, diagrams, posters, videos, ads, double bar graphs  Determine purpose, key ideas, arguments, perspectives, details, opinions, reasons of texts  Understand how text features (format, graphics, sequence, diagrams, illustrations, charts, maps) make information/ ideas accessible/usable  Distinguish facts, supported inferences, opinions in informational texts  Identify characteristics of poetry, plays, fiction, non-fiction  Identify in narrative texts main problem, conflict, plot, resolution; compare/ contrast actions, motives, appearances of characters; meaning of symbols; theme – meaning or moral of a work  Evaluate author’s techniques (appeal of characters, logic & credibility of plots & settings, figurative language, imagery, strength of argument based on evidence  Develop responses to text with evidence from texts, personal experience & research  Describe & build upon connections between previous experiences, prior knowledge & texts  Compare individuals, challenges & situations encountered in real daily life with those in other times, places & cultures portrayed in texts  Explain personal perspectives on cultural representations  Identify persuasive techniques including promises, flattery, and comparisons  Discuss purpose, perspectives, biases & how visual texts  Recognize point of view  Distinguish between fact and opinion  Analyze visual texts as sources for: information, entertainment, persuasion, interpretation of events, transmission of culture  Identify 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)  Prose  Fiction  Poetry  Plays  Non-fiction books  Reports  Magazine articles  Journals  Reference materials  Written multi-step instructions  Digital texts with multiple links, sound, video, animation, virtual reality  Newspapers, websites, comic books, broadcast media, video & advertising  Determine fact or opinion  Identify 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, craft  Understand 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 & places  Consider potential impact of visual, multimedia, oral & written texts  Compare various oral, visual, multimedia & written text forms & genres  Identify 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)  Prose  Fiction  Short stories  Novels  Poetry  Plays  Non-fiction books  Reports  Articles  Reference materials  Written instructions  Advertising & promotional materials  Websites  Periodicals, pamphlets, magazines, newspapers, circle graphs, graphic novels, novels, broadcast media, videos  Personal & critical response to content & craft with text reference using learning logs, response journals, feelings, opinions, inferences, judgements, supporting reasons, reasonable assertions, conclusions  Summarize major ideas in printed texts  Recognize author’s use of language (formal, informal, colloquial), elements & techniques  Read to complete inquiry/ research using online resources & other reference materials  Cite sources of information  Recognize author’s point of view & reason for choosing it  Understand 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 notes  Compare own with others’ understanding of people, cultural traditions, values in texts  Compare choices & behaviours of individuals in texts  Compare new information with previous knowledge/ beliefs  Connect personally to characters, themes, situations  Compare texts to present-day life  Determine purpose, formulate questions, draw conclusions, use textual evidence, identify strategies for influencing audience  Analyze opinions, messages, elements, techniques, overall effect in visual & multimedia texts  Identify how visual or multimedia text was constructed, shaped, produced  Recognize & 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 & interests  Prose  Fiction  Poetry  Plays  Non-fiction texts  Electronic texts  Directions, schedules, brochures  TV broadcasts, informational & dramatic presentations, websites, news programs  films, videos, presentations,  animation, computer games  Evaluate 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 reasoning  Interpret & report on information from more than one source  Make notes (lists, summaries, observations, descriptions)  Understand author’s experience, background, culture influences treatment of theme  Understand 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 texts  Identify & describe techniques to create mood  Explain preferences for types of text, authors, genres  Explain connections of new ideas/information to previous  Evaluate content, quality, organization, presentation of text & develop personal criteria  Identify stereotyping  Discuss how similar ideas, people, experiences, traditions are conveyed in variety of texts  Produce response journals, blogs  Identify 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 purpose  Independently 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)  Prose  Fiction  Poetry  Plays  Information texts  Expository essays  Historical accounts  News articles  Scientific writing  Locate & analyze elements of setting, characterization, plot  Understand how characters influence progression & resolution of plot  Analyze author’s form, technique, use of language  Identify, 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 texts  Draw & support conclusions & opinions about author’s message, values, point of view, craft  Use textual evidence to support interpretations  Consider alternative & more complex interpretations  Compare 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 others  Respond appropriately  Listen for different purposes (retell, direct others, enjoyment)  Identify important information  Follow simple directions correctly/independently  Remember instructions given earlier  Connect story events to own experience  Ask questions for clarification  Make comments relevant to topic  Engage 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 information  Listen & follow 4-6 simple step directions  Listen courteously & attentively  Show 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 instructions  Follow & retell important steps in demonstrations  Listen courteously during discussions, in pair work & small groups to share ideas, obtain information, solve problems, ask & respond to ?’s  Paraphrase information shared by others (ex. visitor such as grandparent, Elder, Knowledge Keeper)  Ask for clarification & explanation of oral stories  Recall ideas about topic presented/discussed in class | **CR3.3**  Listen to short presentation & make notes  Follow multi-step directions independently  Listen attentively & courteously in discussions & to guest speakers; show respect for ideas, language & styles of others; give sensitive & thoughtful responses  Indentify & explain what peers said about a text or subject  Retell, paraphrase, explain what a speaker said (including Elders, Knowledge Keepers, community members)  Distinguish between speaker’s opinion & verifiable fact  Indentify simple poetic effects (rhymes, repeated sounds, onomatopoeia, alliteration) | **CR4.3**  Listen & respond to oral communications including oral traditions from Elders or Knowledge Keepers  Follow multi-step directions & instructions independently  Ask thoughtful questions that probe deeper thought; respond with elaboration  Summarize & 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 out  Interpret speaker’s verbal & non-verbal messages, purposes, point of view, techniques & perspectives, including FNM Elders & Knowledge Keepers  Evaluate content of oral communications; ask questions to seek additional information  Listen 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, opinions  Restate & follow multi-step instructions & show understanding by completing task  Make notes to assist recall of ideas  Identify important details, techniques used, seek additional information  Ask questions to clarify  Identify speaker’s viewpoint & purpose  Restate/ summarize major points & supporting details after presentation or podcast  Draw conclusions about presenter’s stance & values | **CR7.5**  Listen critically to understand & analyze complex instructions, oral explanations, reports, opinions, viewpoints  Making notes, making sense, predicting check for understanding, focus on message of speaker  Determine literal and implied message  Identify perspective in oral presentation & what is information is not included  Separate own ideas and opinions from speaker’s  Respect speaker’s point of view  Evaluate effectiveness  Note 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, appeal  Paraphrase speaker’s purpose & point of view  Evaluate others’ ideas or opinions  Evaluate speaker credibility & how visual images affect impressions/opinions  Analyze 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 understanding  Demonstrate understanding of: main ideas, events, issues, themes, in a variety of oral, literary, informational texts  Participate in individual, small group & whole class discussions/debates  Discuss interpretations with others  Analyze & evaluate what was heard, techniques, speaker’s viewpoint & argument, overall effectiveness  Ask probing questions  Recognize 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 & experience  Preview text  Anticipate author’s /creator’s intention  Set purpose for reading | Activate, build upon prior knowledge & experience  Preview text  Anticipate author’s /creator’s intention  Set purpose for reading | Activate, build upon prior knowledge & experience  Preview text  Anticipate author’s /creator’s intention  Set purpose for reading | Activate, build upon prior knowledge & experience  Preview text  Anticipate author’s /creator’s intention  Set purpose for reading | Activate, build upon prior knowledge & experience  Preview text  Anticipate author’s /creator’s intention  Set purpose for reading | Tap, activate, build prior knowledge  Ask questions  Preview (preview beginning events)  Anticipate message & intent  Predict  Set purpose for reading | Tap, activate, build prior knowledge (list or outline ex. KW chart)  Ask questions to guide viewing, listening, reading  Preview (skim, scan)  Anticipate message & intent (maps, charts, graphs, illustrations)  Predict outcomes  Set 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 ideas  Construct mental images  Make, confirm, adjust predictions & inferences  Draw conclusions  Use 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 ideas  Construct mental images  Make, confirm, adjust predictions & inferences  Draw conclusions  Use 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 ideas  Construct mental images  Make, confirm, adjust predictions & inferences  Draw conclusions  Use 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 ideas  Construct mental images  Make, confirm, adjust predictions & inferences  Draw conclusions  Use 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 ideas  Construct mental images  Make, confirm, adjust predictions & inferences  Draw conclusions  Use 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 images  Make, confirm, adjust predictions  Make, confirm, and adjust inferences  Draw conclusions  Ask questions  Use 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 images  Make, confirm, adjust predictions, inferences  Draw conclusions (from dialogue, double-meaning language)  Ask questions  Use 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/ adjust  predictions, inferences, conclusions  Ask questions to gain meaning  Use 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/ adjust  predictions, inferences, draw conclusions  Ask questions to about the intent of text & its effectiveness  Use 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, synthesize  Interpret (identify new knowledge & insights)  Evaluate message  Evaluate craft & technique  Respond personally, giving support from the text  View, listen, read again  Speak, write, represent | Recall, paraphrase,  summarize, synthesize  Interpret (identify new knowledge & insights)  Evaluate message  Evaluate craft & technique  Respond personally, giving support from the text  View, listen, read again  Speak, write, represent | Recall, paraphrase,  summarize, synthesize  Interpret (identify new knowledge & insights)  Evaluate message  Evaluate craft & technique  Respond personally, giving support from the text  View, listen, read again  Speak, write, represent | Recall, paraphrase,  summarize, synthesize  Interpret (identify new knowledge & insights)  Evaluate message  Evaluate craft & technique  Respond personally, giving support from the text  View, listen, read again  Speak, write, represent | Recall, paraphrase,  summarize, synthesize  Interpret (identify new knowledge & insights)  Evaluate message  Evaluate craft & technique  Respond personally, giving support from the text  View, listen, read again  Speak, write, represent | Recall, paraphrase,  summarize, synthesize  Reflect and interpret  Evaluate & respond critically  Draw conclusions  Identify fact and opinion  Evaluate craft & techniques (symbolism, text layout)  Respond personally  Listen, read, view again  Speak, write, represent | Recall, paraphrase,  summarize, synthesize  information about characters  Reflect and interpret  Evaluate & respond critically  Identify bias and stereotyping  Evaluate craft and technique  Respond personally  Listen, read, view again  Speak, write, represent | Recall, paraphrase, summarize, synthesize (connect, compare, contrast, implied & literal messages, make notes)  Reflect, interpret  Evaluate & respond critically (identify exaggeration, one-sided view, jolts)  Evaluate craft, and technique  Respond personally  Listen, read, view again  Speak, write, represent | Recall, paraphrase, summarize, synthesize (provide evidence of understanding the complex ideas & plots in a text)  Reflect, interpret  Analyze & evaluate (purpose, message, values, artistry, perspective presented in text)  Evaluate craft, and techniques  Respond personally giving support from text  Listen, read, view again  Speak, 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, reading  Analyze purpose of text: inform, persuade, narrate | Identify audience & purpose for text: inform, persuade, narrate, describe  Uses of language (social, cultural, regional situations) | Function and purpose of text: inform, persuade, narrate, describe  Language (formal, informal, slang) | Recognize author’s purpose & point of view: inform, persuade, narrate, describe  Language (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 & purpose  Recognize & 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/genre  Artistic 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, sidebars  pull-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, sidebars  pull-quotes)  Recognize how language & techniques create a dominant impression, mood, tone, style |
| Syntactical | Develop a sense of sentence | Understand sentence structure & predictable word order  Recognize complete sentence & end punctuation  Use punctuation (period and comma) to help understanding | Recognize & comprehend simple, compound & complex sentences  Use 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 comprehend  Use 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, subjects  Compound structures (conjunctions, joining words)  Complete sentences  Sentence beginnings  Punctuation & capitalization -periods, commas, quotation marks, hyphens, colons, dashes | Recognize & comprehend sentence structure:  Verbs, subjects  Compound structures (conjunctions, joining words)  Complete sentences (main idea & appropriate subordination & modification)  Varied sentence beginnings  Punctuation & capitalization -periods, commas, quotation marks, hyphens, colons, dashes | Recognize & comprehend sentence structure:  Verb and its subject  Compound 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 subject  Compound and complex sentences (variety, interest, clear and effect)  Complete sentences (coordination, subordination & apposition provide clarity & variety)  Parallel structure or balanced sentences  Active 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 print  Context & visual cues (pictures & illustrations)  Sound patterns (rhyming)  Common antonyms & synonyms | Recognize & comprehend words:  250 basic sight words  Context clues  Simple prefixes & suffixes, same words in different forms  Individual words to predict meaning of compound words  Word play | Recognize & comprehend words:  Common word families, use context, break into syllables, use sound of the word, use dictionary  Common prefixes (un, re) & suffixes (-ed, -ing, -er,  -est, -ful)  Specialized terms in subject areas  Word play | Determine pronunciation & meaning using:  Patterns of word structure  Root words to determine meaning of unfamiliar words  A 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, context  Prefixes (anti, auto, pre, trans)  Suffixes (tion, ment)  Root words  Reference tools  Word meaning figuratively (personification, similes, metaphors)  Imagery | Recognize and comprehend words:  Audience, purpose, context  Use content, prefixes, suffixes, and root words, sounds and reference tools to determine meaning of words  Word meaning figuratively, for imagery, with multiple meanings, “shades of meaning” in related words | Recognize and comprehend words:  Audience, purpose, context  Synonyms used for variety  Context, prefixes, suffixes, root words, sounds  Reference tools -dictionary, thesaurus, handbooks  Word meaning figuratively and those used for imagery | Recognize and comprehend words:  Audience, purpose, context  Denotative & connotative meaning  Context, prefixes, suffixes, root words, sounds  Reference tools -dictionary, thesaurus, handbooks  Knowledge 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 words  Alphabet  Letter/sound relationships & patterns in words  Consonant sounds in spoken words  Basic phonetic analysis & consonant sounds in some blends & digraphs (bl, br, th, wh) in 1-syllable words  Rhyming words  Word patterns & differences | Use phonics to decode words  Segment all sounds of a word, including sound clusters (ex. sk, ch, sh)  Delete beginning/ending sounds & tell remaining word  Decode sounds in multi-syllabic words  Recognize 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 correctly  Recognize:  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 correctly  Recognize:  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 relationships  Word families | Recognize & explain:  Onomatopoeia, alliteration, derivatives, bases, affixes | Word patterns  Stress, pitch, and juncture of a words  Affixes, root words, onomatopoeia, alliteration | Spelling patterns  Sound symbol relationships, rules to help identify, comprehend, analyze words  Recognize 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, gestures  Conventions of texts (captions, illustrations, colours, sizes, movements in text types) | Non-verbal cues:  Facial expression, gestures  Conventions of texts (pictures, graphics, diagrams, bold type)  Recognize & use labels, headings, sounds, colours | Non-verbal cues:  Facial expression, gestures  Conventions of texts (colour, bold typeface, music, sound effects) | Non-verbal cues:  Facial expression, gestures  Recognize characteristics of different media (print, television, digital)  Key elements in visual texts (sections in magazines) | Non-verbal cues:  Facial expression, gestures  Recognize & 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 aids  Conventions of texts (labels, sidebars, diagrams) | Non-verbal cues:  Physical movement, body language, gestures, facial expressions  Recognize sound, visual & multimedia techniques (navigation bars, footnotes, headings, charts, diagrams) | Non-verbal cues: gestures, physical movements, facial expressions, body language  Layout and accompanying graphics  Presentations (sound effects, visuals, multi-media aids) | Non-verbal cues: gestures, physical movements, facial expressions, eye contact, body language  Layout and accompanying graphics  Presentations (sound effects, visuals, multi-media aids)  Recognize how graphics, sound, fonts, colours, and technology can enhance representations |