

English Language Arts Grade 3 Comprehend and Respond				
Outcome	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings) community (e.g., Hand in Hand) social responsibility (e.g., All Together) and make comparison with personal experiences.	I rarely respond to texts that relate to identity, community, or social responsibility.	I sometimes respond to texts that relate to identity, community or social responsibility.	I respond to a variety of texts related to identity to community, or social responsibility.	I respond and explain with examples how a text I read relates to the theme of identity, community, or social responsibility.
	I rarely connect situations portrayed in text to personal experiences or prior learning.	I sometimes connect situations portrayed in text to personal experiences or prior learning.	I connect to situations portrayed in text to personal experiences and prior learning.	I connect and compare situations portrayed in text to personal experiences and prior learning, with evidence .
	I rarely identify similarities or differences between what is known, and what is presented in texts.	I sometimes identify similarities or differences between what is known, and what is presented in texts.	I identify similarities and differences between what is known, and what is presented in texts.	I identify and explain similarities and differences between what is known and what is presented in texts.
Comments				

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CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.	I rarely explain my reaction to visual or multimedia texts or make connections to myself or the world.	I sometimes explain my reaction to visual or multimedia texts or make connections to myself or to the world.	I explain my reaction to visual or multimedia texts and make connections to myself or to the world.	I explain my reaction to visual or multimedia texts and make connections to other texts , to myself, or to the world.
	I rarely identify visual features within a text.	I sometimes identify the purpose(s) for visual features within a text, such as conveying humour, emotion, and mood.	I identify and explain the purpose(s) for visual features within a text, such as conveying humour, emotion, and mood.	I identify, explain and compare the use of visual features within texts, such as conveying humour, emotion, and mood.
	I rarely identify key elements of visual features including colour and bold typeface.	I sometimes identify key elements of visual features in text including colour and bold typeface.	I identify the impact of key elements of visual features including colour and bold typeface.	I identify the impact and compare the use of key elements of visual features, including colour and bold typeface in various texts.
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CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.	I identify the main topics or ideas in a few of the texts I've listened to.	I identify the main topics or ideas in most of the texts I've listened to.	I identify the main topics or ideas in texts I've listened to.	I identify the main topics or ideas in a variety of complex texts I've listened to.
	I identify a few supporting details in texts I've listened to.	I identify most supporting details in texts I've listened to.	I identify and retell supporting details in texts I've listened to.	I identify, retell and paraphrase supporting details in complex texts I've listened to.
	I rarely identify different ideas and points of view in texts I've listened to.	I sometimes identify different ideas and points of view in texts I've listened to.	I identify and compare different ideas and points of view in texts I've listened to.	I identify and compare different ideas and points of view in a variety of complex texts I've listened to.
	I identify a few connections between different texts I've listened to.	I identify most connections between different texts I've listened to.	I identify and provide evidence for connections I've made between different texts I've listened to.	I identify, explain and provide detailed evidence for connections I've made between different texts I've listened to.
	I rarely use before, during, or after strategies when listening.	I sometimes use before, during, or after strategies when listening.	I select and use effective before, during, and after strategies when listening.	I consistently select, use and explain a variety of before, during, and after strategies.
	I am unable to follow oral multi-step instructions.	I sometimes follow oral multi-step instructions.	I follow oral multi-step instructions.	I consistently and independently follow oral multi-step instructions.

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CR3.3 continued...	I rarely identify the purpose, form, or organization of a familiar text I hear.	I sometimes identify the purpose, form, and organization of familiar texts that I hear.	I recognize and explain the purpose, form, and organization of a variety of texts that I hear.	I recognize and explain the purpose, form, and organization of a variety of complex texts that I hear.
	I recognize a few key features in text that I listen to.	I recognize most key features in text that I listen to, including music and sound effects.	I recognize the key features in text that I listen to, including music and sound effects.	I recognize and explain key features in text that I listen to, including music and sound effects.
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CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.	I am unable to read grade-appropriate texts fluently.	I sometimes read grade-appropriate texts fluently.	I read a variety of grade-appropriate texts fluently.	I read above grade-appropriate texts fluently.
	I rarely use my strategies, knowledge of word order or punctuation to read fluently.	I sometimes use my strategies, knowledge of word order or punctuation to read fluently.	I use my knowledge of strategies, word order and punctuation to read fluently.	I consistently use my knowledge of strategies, word order and punctuation to read fluently.
	I am unable to identify the basic plot, main idea, supporting details and the message of grade-appropriate text.	I sometimes identify the basic plot, main idea, supporting details and the message of grade-appropriate text.	I identify and explain the basic plot, main idea, supporting details and the message of grade-appropriate text.	I identify, explain and compare the basic plot, main idea, supporting details or the message of grade-appropriate text.
	I rarely use before, during or after strategies when reading to make meaning.	I sometimes use before, during or after strategies when reading to make meaning.	I select and use appropriate before, during and after strategies when reading to make meaning.	I select, use and explain appropriate before, during and after strategies when reading to make meaning.
	I am unable to state my reactions or make connections to a variety grade-appropriate texts.	I sometimes state my reactions and make connections to variety of grade-appropriate texts.	I explain my reactions and make connections to a variety of grade-appropriate texts.	I explain and support my reactions with evidence and make detailed connections to a variety of grade-appropriate texts.
	I rarely identify the purpose, elements OR features of different text forms.	I sometimes identify the purpose, elements OR features of different text forms.	I identify and explain the purpose, elements and features of different text forms.	I identify, explain and compare the purpose, elements and features of different text forms.
CR3.4 continued...				

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