

Viewing and Representing Benchmark Continuum

	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six
<p>Viewing and Presentation</p> <p>1.1.1 1.1.2 3.1.1 3.3.1 4.4.1 4.4.2</p>	<p>Expresses a desire to view</p> <p>Talks about what has been viewed</p> <p>Views respectfully (stays in one place, keeps respectful silence, keeps hands to self, accepts different ways of communicating)</p> <p>Begins to talk about ways to enhance a personal presentation</p> <p>Represents information and ideas related to a topic</p>	<p>Views respectfully (asks questions and participates in discussion, attentive facial expression and body language, shows interest)</p> <p>Begins to use modeled techniques used to enhance presentations (illustrations, colour, music/sound, words, type size, volume)</p> <p>Views stories and informational text from diverse cultures</p> <p>Represents visual similarities and differences</p> <p>Represents key information and ideas related to a topic</p>	<p>Views respectfully (asks relevant questions)</p> <p>Uses modeled techniques to enhance presentations (simple graphics or diagrams)</p>	<p>Views respectfully (gives non-verbal encouragement, shows encouragement and appreciation)</p> <p>Uses modeled techniques to enhance presentations (titles, photographs, charts, graphs, costumes, and props)</p>	<p>Views respectfully (listens to opposing opinions, acknowledges others' comments, ideas, perspectives, and questions)</p> <p>Uses modeled techniques to enhance presentations (tables, timelines)</p> <p>Talks about how multiple media can enhance presentations</p>	<p>Views respectfully (disagrees respectfully, responds respectfully with opinions)</p> <p>Uses modeled techniques to enhance presentations (subtitles, maps, expression, openings, and closings)</p>	<p>Views respectfully (shows evidence of comprehension, participates in conversations, expresses opinions, responds to speaker's gestures, responds to emotional aspect of presentation)</p> <p>Uses modeled techniques to enhance presentations (font, tone, mood, key ideas)</p> <p>Experiments with media to enhance presentations</p>
<p>Comprehension and Processing</p> <p>1.1.1 1.2.1 2.1.2 2.2.2 3.2.4 5.2.1</p>	<p>Begins to talk about connections between prior and new experiences and knowledge</p> <p>Begins to ask questions and/or express interest in</p>	<p>Talks about connections between new and prior knowledge</p> <p>Uses question words to clarify new understandings</p>	<p>Uses prior knowledge to make predictions to understand information</p> <p>Describes differences and similarities</p>	<p>Draws conclusions based on the connections between new and prior knowledge</p> <p>Uses others' responses to extend personal</p>	<p>Extends questions and answers to clarify new understandings</p> <p>Reaches tentative conclusions based on the</p>	<p>Adjusts personal opinion based on personal observations, descriptions, and interpretations</p> <p>Applies current understandings or</p>	<p>Talks about differences in personal interpretations with others</p> <p>Expresses personal interpretations</p>

	<p>new ideas, information or experiences</p> <p>Responds creatively and critically to shared viewing experiences to construct meaning</p>	<p>Talks about connections between prior knowledge and new information</p> <p>Represents the connections that evolved from conversation and the exploration of texts</p>	<p>between self, peers, and families</p>	<p>understanding</p> <p>Identifies main ideas in information</p> <p>Describes similarities and differences between own and others' experiences</p> <p>Sets a purpose for viewing to anticipate meaning</p>	<p>interpretation of new ideas and information</p> <p>Explains conclusions</p> <p>Identifies main and supporting ideas in information</p>	<p>conclusions to new contexts</p> <p>Describes similarities and differences between own and others' ideas</p>	<p>based on new understandings</p> <p>Extends questions and answers to clarify others' ideas, information, and experiences</p> <p>Recognizes differing perspectives of common experiences</p>
<p>Participation and Classroom Community</p> <p>3.2.1</p> <p>4.4.1</p> <p>5.1.1</p> <p>4.4.2</p> <p>5.2.1</p>	<p>Begins to ask others for information</p> <p>Shares ideas and information</p> <p>Begins to accept responsibility for a task and corresponding role in small group activities</p> <p>Begins to follow pre-established group processes when collaborating with a peer to accomplish a task</p> <p>Begins to adjust language to fit context (audience, purpose, and situation)</p>	<p>Asks others for information</p> <p>Offers ideas and information on a specific topic, from personal experience</p> <p>Accepts responsibility for a task and corresponding role in small group activities</p> <p>Follows pre-established group processes when collaborating with a peer to accomplish a task</p> <p>Adjusts language to fit context (audience, purpose, and situation)</p>	<p>Answers questions by selecting relevant information from a variety of sources</p> <p>Accepts responsibility for a task and corresponding role in small and whole group activities</p>		<p>Suggests ways to record information</p> <p>Uses relevant information from a variety of primary and secondary sources to answer inquiry or research questions</p>	<p>Discusses differences in language use in a variety of school and community contexts</p>	

<p>Reflection and Metacognition 1.1.1 1.1.4 4.4.1 4.4.2 5.1.3</p>	<p>Begins to talk about group processes</p> <p>Begins to reflect on personal behaviours and learning style</p> <p>Begins to reflect on personal behaviours that contribute to group success</p> <p>Begins to offer positive feedback to a peer about group process</p>	<p>Begins to reflect upon strengths and challenges as a viewer</p> <p>Reflects on personal behaviour and learning style</p> <p>Reflects on personal behaviours that contribute to group success to set personal goals</p> <p>Offers positive feedback to a peer about group process</p>	<p>Reflects upon and discusses strengths and challenges as a viewer</p> <p>Participates in the development of criteria to evaluate group process</p> <p>Assesses the effectiveness of the group process using the set criteria</p>	<p>Uses strengths and challenges to set goals to improve viewing behaviour, skills, and strategies</p> <p>Applies peer feedback about personal role in group process</p>	<p>Reviews goals set to improve viewing behaviour, skills, and strategies</p> <p>Reflects upon descriptions, observations, and interpretations</p> <p>Applies peer and/or group feedback about group process</p>	<p>Evaluates the effectiveness of chosen techniques to enhance presentations</p> <p>Offers praise and constructive feedback</p>	<p>Sets the criteria to assess the goals set for viewing</p>
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