** Grade 1: Viewing Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(explicit messages, feelings, and features in a variety of visual and multimedia texts)**

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|  |  | **Fully meeting expectations, with enriched understanding (EU)** | **Fully meeting grade level expectations (FM)** | **Mostly meeting grade level expectations (MM)** | **Not yet meeting grade level expectations (NY)** |
| **Information and Ideas** | Identify Intent and Appeal | Wow! You were able to **identify** what the creator wanted to say with the message and support your thinking with evidence from the viewing text. | Good job! You were able to **identify** what the creator wanted to say with the message. | You are starting to know what the creator of the message wants to say. | Think: What did the creator of the message want to say? Was the creator successful? |
| Feelings | You were able to **recognize** the feelings portrayed in the visual/multimedia texts and **appraise** the commonalities in works by the same creator. | You were able to **recognize** some of the feelings portrayed in the visual/multimedia texts. | You are beginning to **recognize** some of the feelings portrayed in the visual/multimedia texts. | Think: What feeling does the creator want you to have? |
| **Text Structures and Features** | View and Locate Key Information (Explicit messages) | You were able to **interpret** the key information in pictures, charts, and other visual forms. | You were able to **identify** the key information in pictures, charts, and other visual forms. | You were able to **find** some of the key information in pictures, charts, and other visual forms. | Think: What important information is given in this picture, shart, photograph, physical movement, icon? |
| **Respond to and Analyze Texts** | Purpose of Representation | You can **explain** the purpose of this representation. | You can **tell** the purpose of this representation. | Good start! Dig further to find what the purpose of the representation is. | Think: What was the purpose of this representation? |
| Distinguish between Fiction and Non-fiction | You are able to **evaluate** the difference between daily life and life in television shows, cartoons and films. | You are able to **distinguish** between daily life and life in television shows, cartoons and films. | You are getting the idea that there is a difference between daily life and life in television shows, cartoons and films.  | Think: Fantasy is not real. Fact is real. What parts were real (daily life) and what parts were fantasy (TV life)? |

**Feedback:**