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| Grade 9 ELA |
| “I Can” Statements for Outcomes and Indicators |
| Amy Orth |

**Goal - Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.**

***CR 9.1b View, listen to, read, comprehend and respond to a variety of texts that address identity (Exploring Love, Loyalty and Relationships), social responsibility (Equal Opportunity) and efficacy (Surviving and Conquering).***

***CR 9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., The Search for Self), social responsibility (e.g., Our Shared Narratives), and efficacy (e.g., Doing the Right Thing)***

* **I can show that I understand different visuals (see), oral (hear), print (read), multimedia texts (addressing identity, social responsibility, and social action).**
* **I can respond to different visual (see), oral (hear), print (read) multimedia texts (addressing identity, social responsibility, social action)**

**Indicators**

1. I can view a variety of contemporary and traditional texts and respond in a way that shows I understand what I have viewed. I can listen to a variety of contemporary and traditional texts and respond in a way that shows I understand what I have listened to. I can read a variety of contemporary and traditional texts and respond in a way that shows I understand what I have read.
2. I can listen to, view and read texts to show my comprehension and demonstrate a response by:
* Understanding the ideas
	+ Summarizing
	+ Cite details that explain the main ideas
	+ Make inferences
	+ Interpret themes or author’s message
* Understanding, using and evaluating text structures and language features to make meaning
	+ Evaluate text features (headings, diagrams, paragraphs, plot)
	+ Evaluate how a text is organized and structured (problem/solution, compare/contrast, cause/effect, order of importance, time order)
	+ Evaluate techniques in texts (personification, symbolism, irony, hyperbole, parallelism, colour, repetition)
* Responding to and interpreting texts
	+ Offer reactions and opinions
	+ Explain and justify reactions and opinions
	+ Make specific connections to previous knowledge and experiences
	+ Make judgments and draw conclusions based on evidence
	+ Make and support inferences about characters’ feelings, motivations and point of view
	+ Organise my response
1. I can view, listen to, read and respond to a variety of texts related to themes that support the development of critical and creative thinking skills and enrich classroom discussion.
2. I can paraphrase a text’s content, purpose and point of view.
3. I can describe and give examples to explain my criteria for deciding what I think about what I have viewed, heard or read.
4. I can identify and explain connections between what is viewed, heard and read and my personal ideas and beliefs.
5. I can use information I view, hear or read to develop inquiry questions, to create original texts, and to give personal and critical responses.
6. I can identify and investigate how different cultures and groups are portrayed in oral, print, visual and multimedia texts.
7. I can show that I understand how an author’s background, experience and culture can influence the way they write about different themes.
8. I can analyze a text, to show how it reflects the heritage, traditions, attitudes, privileges, and beliefs of the presenter/author.
9. I can question and reflect on my personal responses and interpretations
10. I can determine the creator’s/speaker’s/writer’s purpose, attitude and perspective
11. I can recognize persuasive techniques in visual, oral, written and multimedia texts.
12. I can identify and analyze recurring themes in different texts.
13. I can relate ideas and information in texts to universal themes.
14. I can compare the themes, purposes and appeal of different texts
15. I can compare and analyze works of writers to determine how similar ideas, people, experiences, traditions, and perspectives are presented
16. I can cite specific information to support inferences I make about what I view, hear or read.
17. I can investigate points of view and how they affect a text
18. I can differentiate between fact/opinion and identify bias and propaganda in texts
19. I can organize details and information from texts I view, hear or read
20. I can interpret and report on information from texts I view, hear or read

**CR 9.2 I can select and use appropriate strategies to construct meaning before (e.g., formulating focus questions), during (e.g., adjusting rate to the specific purpose and difficulty of the text), and after (e.g., analyzing and evaluating) viewing listening, and reading.**

* **I can select and use appropriate before, during and after strategies when viewing**
* **I can select and use appropriate before, during and after strategies when listening**
* **I can select and use appropriate before, during and after strategies when reading**

**Indicators**

a. I can use before, during and after strategies appropriate to text and purpose

b. I can analyze and evaluate the strategies used before, during and after viewing, listening and reading

Before:

* Activate prior knowledge
* Ask questions
* Preview text
* Anticipate message and intent
* Predict what text will be about
* Set a purpose

During:

* Make connections
* Note key ideas and what supports them
* Construct mental images
* Make, confirm and adjust preditions
* Make, confirm and adjust inferences and draw conclusions
* Ask question
* Use cueing systems
* Adjust rate and/or strategy

After:

* Recall, paraphrase, summarize and synthesize
* Reflect and interpret
* Analyze and evaluate
* Evaluate craft and techniques
* Respond personally
* Listen, read, or view again and speak, write, and represent to deepen understanding and pleasure

**CR 9.3 Use pragmatic (e.g., language suitable for intended audience), textual (e.g., author’s thesis or argument, how author organized text to achieve unity, coherence, and effect), syntactic (e.g., parallel structures), semantic/lexical/morphological (e.g., connotation and denotation), graphophonic (e.g., common spellings and variants for effect or dialect), and other cues (e.g., fonts, colour) to construct and to confirm meaning.**

* **I can identify how a specific type of language has been used for a specific purpose**
* **I can identify how an author has organized a text to highlight a main idea or message**
* **I can identify how an author has used sentence constructions and specific words to convey meaning.**
* **I can identify how specific words have effected a text**
* **I can identify how fonts, colour or other cues have been used to construct meaning**

**Indicators**

1. I can recognize and comprehend the particular purpose, intended audience, register, textual structures and patterns, sentence patterns, word patterns and meanings, sound patterns and other cues in visual, oral, print, and multimedia texts.
2. I can understand and apply various language communication cues and conventions to help me understand, including:
**Pragmatic cues:** I can identify and understand how language is chose to suit a specific audience; I can explain the function and purpose of a text; I can detect the use of emotional appeal or persuasive language; I can recognize variations in language, accents and dialect according to country, community and text; I can identify an author’s/presenter’s overall intent.

**Textual cues:** I can understand and explain how structures and features of texts can work to shape understanding including and/or create a dominant impression, mood, tone, and style:

* Form/genre
* Personification, figurative language
* Exaggeration
* Symbolism
* Point of view
* Conflict
* Theme
* Supporting arguments
* Credits
* Headings
* Diagrams
* Columns
* Sidebar
* Point of view
* Organizational patterns (chronological, compare/contrast)

**Syntactic cues:** I can identify and understand how different word order and sentence patterns can be used to communicate and clarify meaning and for effect. I can identify and understand how effective capitalization and punctuation affects the text
**Semantic/Lexical/Morphological cues:**  I can identify and understand the connotative and denotative meaning of words. I can use context, prefixes, suffixes, root words, sounds and reference tools to determine the meanings of words

**Graphophonic cues:** I can demonstrate understand of spelling patterns and recognize common spellings and variants used for effect or dialect.

**Other cues:** I can identify and explain how non-verbal cues, sound effects, visuals, and multimedia aids can enhance presentations.

**CR 9.4 View and demonstrate comprehension and evaluation of visual and multimedia texts including illustrations, maps, charts, graphs, pamphlets, photography, art works, video clips, and dramatizations to glean ideas suitable for identified audience and purpose.**

 **View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources.**

* + **I can view and demonstrate comprehension of visual and multimedia texts (illustrations, maps, charts, graphs, pamphlets, photos, art, video clips, dramatizations)**
	+ **I can extract ideas from these texts**
	+ **I can synthesize and summarize ideas from more than one visual or multimedia source**
1. I can demonstrate effective, active viewing behaviours including:
	* Considering what I need to know about a topic
	* Viewing with a clear purpose in mind
	* Identifying different implicit (between the lines) and explicit (on the line) messages in text
	* Identifying and evaluating how elements (use of space, size, placement, camera angles, body movements) can influence the audience and communicate the message
	* Identifying bias, stereotyping, emotional persuasion and propaganda
2. I can use visual and multimedia texts as sources of information as well as entertainment
3. I can recognize that images, symbols and other effects play a role in shaping my understanding and interpretation of a visual text
4. I can evaluate common techniques used in visual and multimedia texts
5. I can recognize the elements and principles of design in any visual or multimedia text
6. I can analyze and evaluate what is viewed, and identify how the text was constructed, shaped, and produced.
* **I can listen to understand, analyze and evaluate oral texts from a range of texts including:**

**CR 9.5 Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews, and speeches.**

 **Listen purposefully to understand, analyze, and evaluate oral information and ideas from a range of texts including directions and speeches, recognizing train of thought, main points and presentation techniques.**

* + **Conversations**
	+ **Discussions**
	+ **Interviews**
	+ **Speeches**
	+ **Directions**
* **I can recognize a train of thought and identify the main ideas in a presentation**
* **I can recognize presentation techniques in a presentation**
1. I can demonstrate effective active listening behaviours including:
	* Listening for a specific purpose and adapting my habits for specific purposes
	* Keeping an open mind
	* Making notes to assist remembering
	* Recognizing overall organization, transition cues and key ideas
	* Interacting appropriately for clarification
	* Recalling and summarizing main ideas and conclusions
2. I can examine others’ ideas during discussion in order to extend my own learning
3. I can show that I understand the main ideas, events, issues or themes in a variety of oral, literary, and informational texts.
4. I can participate constructively in individual, small group, and whole class discussion
5. I can recognize the effects of verbal and non-verbal language in effective communication
6. I can analyze and evaluate what was heard and the techniques that were used
7. I can analyze the speaker’s viewpoint for validity and supporting evidence
8. I can enhance my understanding by discussing my interpretations with others
9. I can ask specific questions to elicit information including evidence to support someone’s claims and conclusions
10. I can recognize biases, stereotyping, and propaganda in a presentation
11. I can evaluate the overall effectiveness of an oral or multimedia presentation

**CR 9.8 Read Grade 9 appropriate texts to increase fluency and expression (150+ wcpm orally; 215-260 silently)**

**CR 9.7 Read independently and demonstrate comprehension of a variety of information texts including expository essays, historical accounts, news articles and scientific writing.**

**CR 9.6 Read and demonstrate comprehension and interpretation of grade-level appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Metis, and other cultures to develop an insightful interpretation and response.**

* **I can read grade-level appropriate texts**
* **I can demonstrate comprehension and interpretation of grade appropriate level texts**
* **I can read at an appropriate rate for my grade level**
1. I can demonstrate the behaviours of an active reader including:
	* Previewing
	* Asking questions, setting purpose
	* Considering what you know and what you want to know
	* Adjusting your rate to a specific purpose
	* Making connections
	* Making inferences
	* Re-reading
	* Summarizing
	* Paraphrasing
2. I can locate and analyze elements of setting, characterization and plot to show that I understand how characters influence the body and conclusion of the plot
3. I can analyze the author’s form, technique, and use of language
4. I can identify, analyze and apply knowledge of the purpose, structure, and elements of non-fiction.
5. I can analyze and evaluate the ideas presented in texts
6. I can compare values expressed in texts to my own values
7. I can draw and support conclusions about the author’s message, values, point of view, and craft.
8. I can recognize how text contributes to my own understanding of myself, my role in society and my relationship with others.
9. I can respond critically to text ideas and author’s craft by using evidence to support my ideas.
10. I can identify and analyze techniques and elements such as figurative language and stylistic features of texts.
11. I can consider more complex and alternative interpretations
12. I can choose texts which address my learning needs and interests
13. I can read independently because I want to and when I am assigned to do so

**Compose and Create (CC) Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.**

**CC 9.1 Create various visual, multimedia, oral, and written texts that explore identity, social responsibility and efficacy.**

1. I can create and deliver a variety of personal, literary and informational communications:
	* Poems
	* Stories
	* Personal essays
	* Written explanations
	* Summaries
	* Arguments
	* Letters
	* Biographies
2. I can create and present speeches, writing and other representations that feature:
	* A clear message
	* Specific organization and coherence
	* Appropriate language conventions
		1. Sense of audience
		2. Variety in diction
		3. Use of conjunctions
		4. Varied sentence structure
		5. Correct spelling
		6. Correct punctuation (including colon, dash and hyphen)
		7. Visually accurate, legible and neat presentation
3. I can create original texts to show that I understand forms and techniques
4. I can use speaking, writing, and other forms of representing to respond to experiences and to texts

**CC 9.2 Create and present an individual researched inquiry project related to a topic, theme, or issue studied in English language arts.**

* I can use inquiry to explore my understanding of a particular topic, question, or issue related to the themes being studied
1. I can use clear inquiry questions and suitable research methods like the library or internet to find and present evidence from primary and secondary sources.
2. I can determine what I know about a topic in order to identify possible areas of inquiry
3. I can prepare and use a plan to access, gather, and evaluate ideas and information from a variety of sources
4. I can evaluate sources for bias using criteria created for my specific project
5. I can use e-mail, threaded discussion, and file sharing to exchange ideas and findings
6. I can select appropriate resources related to an inquiry project
7. I can make notes to reconstruct knowledge
8. I can solve problems requiring sorting, organizing, classifying, and extending data using information technology tools
9. I can add information I learn from group discussions and interviews to other things I learn about my topic
10. I can include citations, quotations and works cited in my inquiry presentation
11. I can evaluate the authority, validity, and reliability of content
12. I can document sources of information using standard format and utilizing software to manage and insert references
13. I can design a website to communicate and share information with an audience
14. I can evaluate my own research process
15. I can use the language of inquiry (See Focus on Inquiry, Alberta Learning)

**CC 9.3 Select and use appropriate strategies to communicate meaning before, during and after speaking, writing and other representing activities.**

1. I can show an understanding of the writing process by planning, creating drafts, revising, and creating a final version.
2. I can analyze, evaluate, and apply the strategies used before, during and after speaking, writing and representing including:
	* Before:
		1. Activate prior knowledge
		2. Consider audience and purpose
		3. Consider and generate specific ideas and information that might be included in text
		4. Consider and choose a possible form for creating
		5. Collect and focus ideas and information (KWL etc)
		6. Plan and organize ideas for drafting (concept map etc)
		7. Consider the qualities of effective communication and the language to choose
	* During:
		1. Create drafts and experiment with possible topics
		2. Confer with others
		3. Use language and its conventions to make sense of message
		4. Use a variety of strategies to “fix-up” my work
		5. Acknowledge my sources
		6. Experiment with communication features and techniques
	* After:
		1. Revise for content and meaning
		2. Revise for organization
		3. Revise for sentence structure and flow
		4. Revise for word choice, spelling, and usage
		5. Proofread for mechanics and appearance
		6. Confer with peers, teacher, or others
		7. Polish, practice and decide how work will be shared and published
		8. Share final product, reflect, consider feedback and celebrate learning

**CC 9.4 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.**

1. I can understand and apply the conventions of oral and written language and the conventions of visual and multimedia texts.
2. I can use and apply language cues and conventions to communicate meaning including:
	* Pragmatic:
		1. Demonstrate confidence using language in formal and informal situations
		2. Use inclusive language that demonstrates respect for people across cultures, genders, ages, and abilities
		3. Use language appropriate for public events, occasions, or traditions
		4. Adjust language to suit audience and purposes
		5. Use appropriate register
		6. Avoid jargon, slang and clichés
		7. Use emotional appeal or persuasive language
		8. Use standard Canadian English
		9. Avoid personal “I/you” in formal communication
	* Textual:
		1. Use structures and features of text like:
			+ Form/genre
			+ Personification
			+ Figurative language
			+ Exaggeration
			+ Symbolism
			+ Point of view
			+ Conflict
			+ Theme
			+ Supporting arguments
			+ Credits
			+ Headings
			+ Diagrams
			+ Columns
			+ Sidebar
		2. Use a range of standard forms including paragraphs and multi-paragraph compositions
		3. Use appropriate point of view
		4. Use organizational patterns
		5. Craft strong leads, coherent bodies, and effective conclusions
		6. Maintain focus
		7. Use effective transition words
		8. Include cover page and list of references
	* Syntactical
		1. Ensure that sentences are complete, interesting, and on topic
		2. Use clear sentence structure
		3. Use complex and compound sentences
		4. Use subordinate clauses to show a precise relationship between ideas
		5. Recognize that effective co-ordination, subordination, and apposition of ideas make sentences clear and varied
		6. Recognize and use parallel structure for parallel ideas
		7. Use active verbs
		8. Vary sentence beginnings
		9. Ensure agreement of subjects, verbs, and pronouns
		10. Use correct pronouns
		11. Use effective capitalization and punctuation (periods, commas, semicolons, quotation marks, colons, dashes and hyphens)
		12. Punctuate titles appropriately
	* Semantic/Lexical/Morphological
		1. Use appropriate words for audience, purpose and context
		2. Use specific words and synonyms for variety
		3. Use common homonyms and commonly confused words correctly
		4. Avoid overused and misused words
		5. Consider both the connotative and denotative meaning of words
		6. Avoid wordiness, mixed metaphors or “fancy” words
		7. Use reference tools to determine the meaning of words
		8. Recognize and use words figuratively and for imagery
		9. Spell most words correctly using Canadian spelling; use strategies to learn spellings
	* Graphophonic
		1. Enunciate clearly and carefully
		2. Pronounce words with proper emphasis
		3. Use knowledge of spelling patterns to help identify, analyze and correct spelling errors
	* Other cues:
		1. Use volume and presentation techniques appropriate to audience and purpose
		2. Use appropriate non-verbal cues (gestures, physical movements, facial expressions, eye contact, body language) to enhance presentation
		3. Use sound effects, visuals, and multimedia aids to enhance presentation
		4. Combine print and visuals to enhance presentations
		5. Use printing and cursive writing appropriate to purpose
		6. Write legibly with appropriate speed and control
		7. Arrange and balance words and visuals using font in order to send a clear message
		8. Ensure that graphics, sound, and technology enhance representations

**CC 9.5 Create and present a variety of visual and multimedia presentations to best represent message for an intended audience and purpose.**

 **Create and present a variety of visual and multimedia presentations including addressing various audiences for one proposal**

1. Explore ideas and express understanding using various visual and other representational techniques (storyboarding, scripting, concept mapping)
2. Analyze, organize and convert information into different forms (charts, graphs, drawings, movements)
3. Create multimedia presentations to communicate information using presentation software
4. Integrate a variety of media (sound effects, mime, graphics, physical movement, short video clip) into oral and written representations to enhance the message
5. Use visual aids, media and other technology to support oral presentations
6. Include visual aids by using technology to organize and record information on charts, maps, and graphs
7. Experiment with representing using familiar and unfamiliar forms (comic strip, video documentary on social issue)
8. Create, edit and use sound and video files
9. Adapt a print work to another medium (book jacket)
10. Experiment with technology in order to communicate for a range of purposes and audiences

**CC 9.6 Use oral language to interact purposefully, confidently, and appropriately in a variety of situations including participating in one-to-one, small group, and large group discussions:**

* **Prompting and supporting others**
* **Solving problems**
* **Resolving conflicts**
* **Building consensus**
* **Articulating and explaining personal viewpoint**
* **Discussing preferences**
* **Speaking to extend current understanding**
* **Celebrate special events and accomplishments**

**CC 9.7 Use oral language intentionally to express a range of information and ideas in formal and informal situations including dramatic readings of poems, monologues, scenes from plays, and stories and presenting reasoned arguments**

1. Use talk to explore own and others’ ideas and to express understanding
2. Read aloud short prose passages to support a point
3. Participate in dramatic speaking such as role play and dramatic reading
4. Give oral presentations to different audiences for different purposes such as summaries, narratives, persuasive topics, inquiry projects, and speeches
5. Demonstrate respect for the needs, rights, and feelings of others
6. Establish a controlling impression or coherent thesis that shows a clear perspective on a given topic. Maintain a consistent tone and focus throughout the presentation
7. Support a position by recognizing opposing views
8. Organize ideas in appropriate format and sequence them clearly and logically
9. Move smoothly and logically from one point to another
10. Adjust language and tone to suit audience, purpose, and situation
11. Adjust volume, tone, pitch, and pace of speech to create effect and enhance communication
12. Use gestures, facial expressions, visual aids, and other non-verbal cues effectively to enhance meaning of talk
13. Hold audience’s attention
14. Present ideas and opinion in response to a presentation
15. Apply rules for co-operative or whole class debate and discussion on controversial issues
16. Solve a problem or understand a task by working in a group
17. Define group roles by deciding on them together and make sure job gets done properly
18. Analyze oral statements made by self and others
19. Generalize from several comments and points made
20. Experiment with speaking in formal situations like debates, meetings, presentation to an unfamiliar audience

**CC9.8 Write to describe, to narrate, to explain and inform and to persuade**

* **A profile of a character**
* **A description of a scene**
* **A narrative essay**
* **A personal essay**
* **A researched report**
* **A multi-paragraph letter**
* **A review**
* **A letter to the Editor**

**CC 9.9 Experiment with a variety of text forms and techniques**

* **Debates**
* **Meetings**
* **Presentations to unfamiliar audiences**
* **Poetry**
* **Précis**
* **Short script**
* **Advice column**
* **Video documentary**
* **Comic strip**
* **Tone**
* **Persona**
* **Point of view**
* **Imagery**
* **Dialogues**
* **Figurative language**
1. Prepare compositions including essays, reports, presentations and inquiry projects with adequate detail for audience understanding
2. Experiment with and use memorable language effectively
3. Experiment with different personas
4. Seek out teachers, peers and others with specific strengths for writing conferences
5. Design and publish documents using publishing software and graphics programs
6. Write clear and focused narrative, descriptive, expository, and persuasive essays (1500 words)
7. Write response to texts to show a complete grasp of the important ideas in literary texts. Support important ideas and views through accurate and detailed reference to the text, and demonstrate awareness of the author’s use of language.
8. Apply knowledge and strategies for composing pieces in a variety of forms (narrative, descriptive, expository, persuasive, poetic, script)
9. Write texts that relate clear ideas or events in a coherent manner using specific details
10. Create narrative texts (short stories, personal narrative) with:
	1. Scenes and incidents that take place in specific places
	2. Use details to describe the sights, sounds, and smells of the scene and the specific actions, movements, and feelings of the characters
	3. Use inner monologue to depict characters’ feelings
	4. Use narrative and descriptive devices (relevant dialogue, specific action, physical description, compare/contrast)
	5. Develop narrative in order, leading to a climax or conclusion
	6. Reveal the author’s attitude about the incident, event, or situation and the significance of this attitude
11. Create expository, informational and procedural texts (research report, consumer letter) with:
	1. Relevant questions to limit scope of presentation
	2. A clear purpose and defined thesis
	3. A topic with important facts, details, examples, and explanations from multiple authoritative sources
	4. Several paragraphs or sections organized in logical sequences
	5. Use of transitions
	6. Organized information on charts, maps and graphs
	7. A conclusion
	8. Viewer/listener/reader’s potential misunderstandings, biases, and expectations
12. Create descriptive texts (profile a character) with:
	1. A clear and colourful picture of the person
	2. Sensory details and vivid words
	3. Use of dialogue when appropriate
	4. A logical order (background, physical description)
13. Create persuasive texts (essay, letter to the editor) with:
	1. A well-defined thesis
	2. A position stated clearly and convincingly
	3. Support in the form of facts, reasons, examples, explanations and evidence
	4. Fact and opinion differentiated
	5. Ideas and arguments structured in a sustained and logical fashion
	6. A reasonable tone
	7. Viewer/listener/reader’s concerns, biases, expectations, counterclaims addressed
14. Experiment with a variety of forms (poetry, letters, short scripts, advice column) and techniques (tone, point of view, imagery, dialogue, figurative language)

**Assess and Reflect on Language Abilities (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement**

**AR 9.1 Assess personal strengths and needs as a viewer, listener, reader, representer, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them**

**AR 9.2 Assess own and others’ work for clarity, correctness, and impact.**

* 1. Evaluate and change own roles in group interactions in different situations
	2. Establish and use relevant criteria and vocabulary to evaluate group process and personal contributions and make suggestions for improvement
	3. Use criteria/rubric to evaluate oral presentations including purpose, delivery techniques, content, visual aids, body language, and facial expressions
	4. Monitor progress in achieving language communication goals
	5. Reflect on attainment of goals for effective language learning and use
	6. Review and refine speaking, writing, and other representing skills and strategies, through reflection, feedback, and self-assessment
	7. Determine personal language strengths
	8. Determine personal language goals
	9. Articulate performance related to viewing, listening and reading processes and strategies. Reflect on growth in these areas with increasingly complicated texts
	10. State appropriate goals based on self-analysis; choose and apply strategies appropriate to these goals and reflect on progress in achieving them
	11. Use criteria to examine qualities of own and others’ work