**CR A30.1 View, listen, read, comprehend, and respond to a variety of grade-appropriate First Nations, Metis, Saskatchewan, and Canadian texts that address identity, social responsibility, and social action.**

* I can **view** First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action.
* I can **listen** to First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action.
* I can **read** First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action.
* I can **understand** First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action.
* I can **respond** to First Nations, Metis, Saskatchewan and Canadian texts that address identity, social responsibility, and social action.

**CR A30.2 View and evaluate critically information and ideas obtained from First Nations, Metis, Saskatchewan, and Canadian visual and multimedia texts, including an advertisement, news broadcast, poster, and film.**

* I can **view** information and ideas from First Nations, Metis, Saskatchewan, and Canadian visual texts, such as advertisements, a news broadcast, a poster, and a film.
* I can **evaluate** **and analyze** visual information from First Nations, Metis, Saskatchewan, and Canadian visual texts, such as advertisements, a news broadcast, a poster, and a film.

**CR A30.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Metis, Saskatchewan, and Canadian speakers and authors from various communities.**

* I can **listen** **to oral** literary and informational texts created by First Nations, Metis, Saskatchewan, and Canadian speakers and authors from various communities.
* I can **understand oral** literary and informational texts created by First Nations, Metis, Saskatchewan, and Canadian speakers and authors from various communities.
* I can **develop** **clear and logical interpretations of oral** literary and informational texts created by First Nations, Metis, Saskatchewan, and Canadian speakers and authors from various communities.

**CR A30.4 Read, demonstrate comprehension of, and apply knowledge from grade-appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Metis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.**

* I can **read** **informational texts**, *such as editorials, reviews, and articles* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture.
* I can **read literary texts**, *such as fiction, script, poetry, and non-fiction,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture.
* I can **show understanding after reading informational texts**, *such as editorials, reviews, and articles,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture.
* I can **show understanding after reading literary texts**, *such as fiction, script, poetry, and non-fiction,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture.
* I can **use what I learn after reading informational texts**, *such as editorials, reviews, and articles,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture.
* I can **use what I learn from literary texts**, *such as fiction, script, poetry, and non-fiction,* from First Nations, Metis, Saskatchewan, and Canadian authors as a way to understand the individual and diverse voices of Canadian culture.

**CC A30.1 Create a range of visual, multimedia, oral, and written texts that explore identity, social responsibility, and social action.**

* I can **create visual texts** that explore identity, social responsibility, and social action, such as photographs / illustrations, maps, charts, graphs, posters, and billboards.
* I can **create multimedia texts** that explore identity, social responsibility, and social action, such as documentaries, podcasts, blogs with hyperlinks, a Prezi project or a commercial.
* I can **create oral texts** that explore identity, social responsibility, and social action, such as a narrative, speech, an announcement, a discussion, presentation, or conversation.
* I can **create written texts** that explore identity, social responsibility, and social action, such as a poem, short story, script, essay, article or blog post.

**CC A30.2 Create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes.**

* I can **create a visual** or multimedia presentation on a contemporary Canadian landscape or perspective.
* I can **present a visual** or multimedia presentation on a contemporary Canadian landscape or perspective.

**CC A30.3 Present and express a range of ideas and information in formal (including a panel presentation and a business or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes.**

* I can **present ideas / information in formal** situations for differing audiences and purposes, such as a panel presentation and a business or community meeting.
* I can **present ideas / information in informal** situations for differing audiences and purposes, such as discussions and collaborative work.

**CC A30.4 Create a variety of informational (including an inquiry / research paper and an editorial) and literary (including a real or invented narrative and a literary criticism essay) texts that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining.**

* I can **create informational texts** that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining, such as an inquiry paper, research paper, minutes of a meeting and editorial.
* I can **create literary texts** that are appropriate to a variety of audiences and purposes including informing, persuading, and entertaining, such as a real or invented narrative, a chapter of a novel, a short story, and a literary criticism essay.
* I can **create written** text considering elements of writing (purpose, speaker, audience, and form) in a variety of writing genres, such as narrative, expository, persuasive, informative, and descriptive.

**AR A30.1 Assess own work for precision, clarity, and artistry.**

* I can **review and analyze my own work** for content, organization, delivery, audience response, and style.
* I can **identify skills and strategies to use** for viewing, listening, reading, representing, speaking, and writing in order to improve communication.

**AR A30.2 Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner.**

* I can **reflect on my own personal growth** and successes in language learning.
* I can **consider the role and importance of language learning** when developing goals and plans to improve.
* I can **demonstrate that I am self-directed**, curious about ways to improve, self-assess my own work effectively, and be an open-minded learner.