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| **I Can Statements** | **Indicator/ Assignment** | **Date Assessed** | **Grade/ Mark** | **Reflection** |
| CR 9.1AI can view, listen to, read, comprehend, and respond to different visual, oral, print, and multimedia texts. |  |  |  |  |
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| CR 9.1BI can view, listen to, read, comprehend, and respond to different visual, oral, print, and multimedia texts. |  |  |  |  |
| CR 9.2 A/BI can select and use appropriate before, during, and after strategies when viewing, listening, and reading.  |  |  |  |  |
| CR 9.3 A/BI can identify how a specific type of language has been used for a specific purpose, an author has organized a text to highlight a main idea or message, an author has used sentence constructions and specific words to convey meaning, specific words have effected a text and how fonts, colour or other cues have been used to construct meaning. |  |  |  |  |
| CR 9.4A I can view and demonstrate understanding of visual and multimedia texts, extract ideas from these texts, and synthesize and summarize ideas from more than one visual or multimedia source. |  |  |  |  |
| CR 9.4BI can view and demonstrate understanding of visual and multimedia texts, extract ideas from these texts, and synthesize and summarize ideas from more than one visual or multimedia source. |  |  |  |  |
| CR 9.5AI can listen to understand, analyze, and evaluate oral texts from a range of texts including: conversations, discussions, interviews, speeches and directions, recognize a train of thought and identify the main ideas in a presentation and recognize presentation techniques in a presentation. |  |  |  |  |
| CR 9.5B I can listen to understand, analyze, and evaluate oral texts from a range of texts including: conversations, discussions, interviews, speeches and directions, recognize a train of thought and identify the main ideas in a presentation and recognize presentation techniques in a presentation. |  |  |  |  |
| CR9.6 A/BI can read grade-level appropriate texts and demonstrate comprehension and interpretation of such texts. |  |  |  |  |
| CR 9.7A/BI can read and show an understanding of a range of informative texts. |  |  |  |  |
| CR 9.8 A/BI can read grade-level appropriate texts at a rate appropriate for my grade level. |  |  |  |  |
| CC 9.1AI can create various visual, oral, written, and multimedia (including digital) texts. |  |  |  |  |
| CC 9.1BI can create various visual, oral, written, and multimedia (including digital) texts. |  |  |  |  |
| CC 9.2A/BI can use inquiry to explore my understanding of a particular topic, question, or issue related to the themes being studied and create and present an individual project. |  |  |  |  |
| CC 9.3A/BI can select and use appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. |  |  |  |  |
| CC 9.4A/BI can use language cues and conventions to help me communicate. |  |  |  |  |
| CC 9.5AI can create and present different kinds of visual and multimedia presentations to represent my message for a specific audience and purpose. |  |  |  |  |
| CC 9.5BI can create and present different kinds of visual and multimedia presentations to represent my message to various audiences. |  |  |  |  |
| CC 9.6 A/BI can use oral language appropriately as I work with others in pairs, small groups, and large group situations. |  |  |  |  |
| CC 9.7A/BI can intentionally use oral language to express information and ideas in both formal and informal situations. |  |  |  |  |
| CC 9.8AI can write to describe, narrate, explain, inform, and persuade. |  |  |  |  |
| CC 9.8BI can write to describe, narrate, explain, inform, and persuade. |  |  |  |  |
| CC 9.9A/BI can try using different text forms and techniques. |  |  |  |  |
| AR 9.1A/BI can assess my personal strengths and weaknesses as a viewer, listener, reader, presenter, speaker, and writer and as a contributor to the classroom community. I can develop goals based on my own self-assessment and work towards achieving them. |  |  |  |  |
| AR 9.2A/BI can assess my own and others’ work for clarity, correctness, and impact. |  |  |  |  |