|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student ELA Checklist – ELA 20 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR 20.1: I can view, listen to, read, comprehend and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan and Canadian texts that address:   * identity * social responsibility * social action |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CR 20.2: I can view, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including:   * illustrations * photographs * art works * maps * charts * graphs |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CR 20.3: I can listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate literary and informational texts created by First Nations, Métis, Saskatchewan, Canadian and international texts, including:   * spoken instructions * argumentative * persuasive speeches |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CR 20.4: I can read, demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC 20.1: I can create a range of visual, multimedia, oral, and written texts that explore:   * identity * social responsibility * social action |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC 20.2: I can create visual or multimedia presentations using dramatization or role-play, including a presentation of an interview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC 20.3: I can speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC 20.4: I can create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| AR 20.1: I can assess own ability to view, listen, read, speak, write, and use other forms of representing effectively. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| AR 20.2: I can establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

[**ELA 20 “At a Glance”**](https://resourcebank.ca/authoring/1762-ela-20-your-curriculum-at-a-glance/view)*– This Curriculum at a Glance* document was developed to provide a complete outline of the Saskatchewan ELA curriculum including: unit themes, questions for deeper understanding, must do lists, outcomes and I can statements. This document should be shared with students for transfer of responsibility opportunities.

|  |  |
| --- | --- |
| Grammar Scope and Sequence ELA 20 Checklist |  |
| My work includes: | **Completed** |
| Standard English register that builds and maintains inclusive communities |  |
| Clear organization with effective beginnings, supporting middles, and smooth and logical transitions and conclusions |  |
| Clear and varied sentences that link ideas logically and use active voice |  |
| Recognition and avoidance of sentence fragments, run-on sentences, misplaced qualifiers, excessive coordination, and faulty subordination in formal communication |  |
| Words that are clear, fresh, and economical (avoid the use of “to be” verbs and clichés) |  |
| Canadian spelling patterns |  |
| Clear and visually appealing presentations |  |

|  |
| --- |
| Goal Setting |
| Think about some areas on your student profile that you want to improve on and/or grow in. This should relate back to your learner profile and be in the area of reading, viewing, listening, speaking and writing effectively.  Set one or two goals and plans for personal language learning based on self-assessment of achievements, needs and interests, write them here, and be prepared to discuss how you are progressing on each goal. |
| Goal(s): |
| Reflection: |