|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student ELA Checklist – ELA B10 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR B10.1 I can comprehend and respond to a variety of visual, oral, print, and multimedia texts that address:   * identity * social responsibility * social action |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CR B10.2 I can view, interpret, and report on ideas and information from more than one source to develop and support positions based on course themes including:   * identity * social responsibility * personal agency |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CR B10.3 I can listen to, comprehend, interpret and summarize information and ideas of grade-appropriate literary and informational texts including:   * group discussion * oral readings * interviews * prepared talks * talk-back show |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CR B10.4 I can read, interpret and summarize a wide variety of classical and contemporary literary texts including: drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC B10.1 I can create a range of visual, multimedia, oral, and written texts that explore:   * identity * social responsibility * social action |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC B10.2 I can create and present visual or multimedia presentations supporting a prepared talk on a research issue, using either digital or other presentation tools |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC B10.3 I can speak to present ideas and information appropriately in informal (including discussions and group work) and formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) situations. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| CC B10.4 I can create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| AR B10.1 I can establish and apply criteria to evaluate my own and others’ ability to view, listen, read, speak, write, and use other forms of representing effectively. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| AR B10.2 I can set personal language goals and select strategies to enhance growth in language and learning. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

[*ELA B10 “At a Glance”*](https://resourcebank.ca/authoring/1761-ela-b10-your-curriculum-at-at-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 B10 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 conclusions |  |
| Clear and varied sentences that link ideas logically and use active voice |  |
| Recognition and use Canadian spelling conventions and pronunciations (accept/except). |  |
| Words that are clear, fresh, and following grammatical rules (prepositions, homonyms, plurals, possessives, and meaning (then/than, few/fewer, less/lesser) as well as subordination, parallelism, misplaced qualifiers, dangling qualifiers, subject/verb agreements, verb tense consistency, pronoun agreement, clear pronoun reference, that/which, who/whom, and punctuation). |  |
| 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: |