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| Student ELA Checklist – ELA 9 |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| **CR9.1A/B** - I can view, listen to, read, comprehend, and respond to different visual, oral, print, and multimedia texts, including: * Identity
* Social responsibility
* Social action
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| **CR 9.2A/B** I can select and use appropriate before, during, and after strategies when viewing, listening, and reading.  |  |  |  |  |
| **CR 9.3 A/B** I 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 and confirm 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 9.4B** I can view and demonstrate comprehension of visual and multimedia texts, extract ideas from these texts, and synthesize and summarize ideas from more than one visual or multimedia source. |  |  |  |  |
| **CR 9.5A/B** I can listen to understand, analyze, and evaluate oral texts from a range of texts including: * Conversations
* Discussions
* Interviews
* speeches
* directions,

I can recognize a train of thought and identify the main ideas in a presentation and recognize presentation techniques in a presentation. |  |  |  |  |
| **CR 9.6A/B** I can read grade-level appropriate texts and demonstrate comprehension and interpretation of such texts. |  |  |  |  |
| **CR 9.7 A/B** I can read and comprehend a range of informative texts such as:* expository essays
* historical accounts
* news articles
* scientific writing
 |  |  |  |  |
| **CR 9.8A/B** I can read grade-level appropriate texts to increase fluency and expression. |  |  |  |  |
| **CC 9.1A** I can create various visual, oral, written, and multimedia (including digital) texts. |  |  |  |  |
| **CC 9.1B** I can create various visual, oral, written, and multimedia (including digital) texts. |  |  |  |  |
| **CC 9.2 A/B** I 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 9.3 A/B** I can select and use appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. |  |  |  |  |
| **CC 9.4 A/B** I can use language cues and conventions to help me communicate:* pragmatic (inclusive)
* textual (coherent)
* syntactic (subordination)
* semantic/ lexical/ morphological (denotative)
* graphophonic (spelling patterns)
 |  |  |  |  |
| **CC 9.5A** I can create and present different kinds of visual and multimedia presentations to represent my message for a specific audience and purpose. |  |  |  |  |
| **CC 9.5B** I can create and present different kinds of visual and multimedia presentations to represent my message to various audiences. |  |  |  |  |
| **CC 9.6 A/B** I can use oral language to interact appropriately as I work with others in pairs, small groups, and large group situations. |  |  |  |  |
| **CC 9.7A/B** I can intentionally use oral language to express information and ideas in both formal and informal situations. |  |  |  |  |
| **CC 9.8A** I can write to describe, narrate, explain, inform, and persuade. |  |  |  |  |
| **CC 9.8B** I can write to describe, narrate, explain, inform, and persuade. |  |  |  |  |
| **CC 9.9A/B** I can experiment using a variety of text forms and techniques. |  |  |  |  |
| **AR 9.1A/B** I 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/B** I can assess my own and others’ work for clarity, correctness, and impact. |  |  |  |  |

[**ELA 9 At A Glance**](https://resourcebank.ca/groups/pebl-ela-team/10/19/39/) *– 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.

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| Grammar Scope and Sequence ELA 9 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  |  |

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| 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: |