|  |
| --- |
| Student ELA Checklist – ELA A30 |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| 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 (define the individual, negotiate the community)
* social responsibility (shift centres, blur margins)
* social action (understand beliefs, initiate action
 |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| I can view and evaluate critically information and ideas obtained from First Nations, Métis, Saskatchewan, Canadian, visual and multimedia texts including:* advertisement
* news broadcast
* poster
* film
 |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| 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 speakers and authors from various communities. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| I can read, demonstrate comprehension and appreciation of grade-appropriate informational (including editorials, reviews and articles) and literary (including fiction, nonfiction, script, poetry) of First Nations, Métis, Saskatchewan, Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| I can create a range of visual, multimedia, oral, and written texts that explore:* Identity (define the individual, negotiate the community)
* social responsibility (shift centres, blur margins)
* social action (understand beliefs, initiate action
 |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| I can create and present visual and multimedia representations including using photographs to explain a range of contemporary course-related perspectives or landscapes. |  |  |  |  |
| I can present and express a range of ideas and information in formal (including a panel presentation and a business letter or community meeting) and informal (including discussions and collaborative work) situations for differing audiences and purposes. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| I can create a variety of written informational (including an inquiry/research paper and 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 assess own work for precision, clarity, and artistry. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| I can 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. |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

[**ELA A30 “At a Glance”**](https://resourcebank.ca/authoring/1763-ela-a30-your-curriculum-at-a-glance)*– 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 A30 Checklist |  |
| My work includes: | **Completed** |
| Style and tone appropriate to subject, audience, and purpose, as well as language and individual dialect when appropriate |  |
| Recognition of the structure and organization of texts incorporated into work to ensure logical and effective progression of ideas |  |
|  Different types of sentences to ensure variety of style, structure, purpose, and order to increase clarity, for example loose, parallel, inverted, balanced, and periodic structures |  |
| Appropriate words to achieve effect (avoid euphemisms, inappropriate and over-taxed metaphors, jargon, wordiness, and clichés), as well as connotation, persuasion, image, illusion, and symbolism |  |
| Canadian English spelling and pronunciation |  |
| Rhyme, meter, rhythm, alliteration, consonance, assonance, sibilance, repetition |  |
| Effective and impactful graphics, visuals, dramatizations, sound, model, multi-media, and digital technology 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 precision, clarity, and artistry.Set one or two goals and plans for personal language learning based on personal growth and success in language learning, as well as the importance of language learning as a self-directed, curious, self-appraising, and open-minded learner. Write the goals here, and be prepared to discuss how you are progressing on each goal. |
| Goal(s): |
| Reflection: |