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| Student ELA Checklist – ELA B30 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| I can view, listen to, read, comprehend and respond to a variety of grade-appropriate international, including indigenous, texts that address:   * identity (sense of self) * social responsibility (social criticism) * social action (addressing the issues) |  |  |  |  |
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| I can view, comprehend and evaluate critically a variety of visual and multimedia texts by international, including indigenous, artists and authors from various cultural communities and identify how the texts address beliefs, values, and power. |  |  |  |  |
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| I can listen to and comprehend grade-appropriate informational and literary texts created by international, including indigenous, speakers and authors, and analyze the following pieces presented in each text:   * perspectives * biases * beliefs * values * identities * power |  |  |  |  |
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| I can read and demonstrate comprehension  of a range of contemporary and classical grade-appropriate informational (including position papers, magazine and newspaper articles, and electronic communications) and literary (including drama, novels, poetry, short stories, essays, biographies, and autobiographies) texts from various international, including indigenous, cultures and analyze the philosophical, ethical, and social influences that have shaped information, issues, characters, plots, and themes. |  |  |  |  |
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| I can create a range of visual, multimedia, oral, and written texts that explore:   * Identity (sense of self) * social responsibility (social criticism) * social action (addressing the issues) |  |  |  |  |
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| I can create a visual or multimedia presentation that suits the topic, purpose, and audience; teaches others about a global social issue; and persuades them to act on the issue in a responsible manner. |  |  |  |  |
| I can create and defend an informed critical response to a global issue in formal (including a workshop presentation, a debate, and an oral reading of poetry or a prose passage related to the issue) and informal (including discussions and collaborative work) situations. |  |  |  |  |
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| I can compose and create narrative, descriptive, expository, and persuasive writing including a position paper, a comparative essay, a letter of inquiry, a critique of an author’s style, and a short story or essay that uses parody, satire, and/or irony. |  |  |  |  |
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| I can assess own and others’ work for precision, clarity, and artistry. |  |  |  |  |
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| I can reflect on and assess understanding of self as a self-directed, curious, self-appraising, and open-minded learner. |  |  |  |  |
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[**ELA B30 “At a Glance”**](https://resourcebank.ca/authoring/1764-ela-b30-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.

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| Grammar Scope and Sequence ELA B30 Checklist |  |
| My work includes: | **Completed** |
| An understanding and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles, and avoids abusage and establishes a distinctive voice to suit the audience and purpose |  |
| Effective organization of visual, oral, print, and multi-media texts, so work is coherent and purposeful |  |
| Sentence structure to communicate purpose and style (rhetorical effects) while avoiding sentence fragments, run-on sentences, misplaced qualifiers, misused pronouns, unnecessary verb tense shifts or point of view shifts, subject-verb disagreement, double negatives, and non-parallelism in formal communication |  |
| Emotional appeal and intended tone to achieve the effect of cultural language |  |
| Proper meanings of the common Greek and Latin prefixes, suffixes, and roots in the English language; recognize the colourful and varied history of English words; comprehend analogies |  |
| Recognizes the difference between English pronunciations dependent on geographical regions |  |
| “Proper words” in “proper places” and frequently mis-spelled words (e.g., affect/effect, allusion/illusion, canvas/canvass, cast/ caste, abhor, all right, arctic, census, coherence, discernible) to achieve the intended tone and style for both subject matter and audience |  |
| Appropriate form, language, and presentation techniques (including audio-visual aids) to communicate a message for a specific purpose and audience |  |

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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 precision, clarity, and artistry in your own and others’ work.  Set one or two goals and plans for personal language learning based on your understanding of yourself as a self-directed, self-appraising, and strategic learner. Write the goals here, and be prepared to discuss how you are progressing on each goal. |
| Goal(s): |
| Reflection: |