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| Student ELA Checklist – ELA 8 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR 8.1 I can view, listen to, read, comprehend, and respond to a variety of texts that address identity:   * Identity (Becoming Myself) * social responsibility (In Search of Justice) * efficacy (Building a Better World) |  |  |  |  |
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| CR 8.2 I can select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading. |  |  |  |  |
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| CR 8.3 I can use language cues and conventions to help me understand when viewing, listening, and reading. |  |  |  |  |
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| CR 8.4 I can understand and interpret information presented when I view a variety of visual and multimedia texts. |  |  |  |  |
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| CR 8.5 I can listen critically to understand and analyze oral information and ideas from a wide range of sources.  I can respond thoughtfully and critically to both the content and the author’s craft. |  |  |  |  |
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| CR 8.6 I can read and show my comprehension and interpretation of a variety of grade-appropriate texts for fiction. |  |  |  |  |
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| CR 8.7 I can read independently and show that I understand a variety of informational texts. |  |  |  |  |
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| CR 8.8 I can read grade 8 appropriate texts to increase fluency, both orally and silently. I can read with expression. |  |  |  |  |
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| CC 8.1 I can create various visual, oral, written, and multimedia (including digital) texts. |  |  |  |  |
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| CC 8.2 I can create and present a group inquiry project related to a topic, theme, or issue studied in English language arts. |  |  |  |  |
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| CC 8.3 I can select and use the appropriate strategies to communicate meaning before, during and after speaking, writing and other representing activities. |  |  |  |  |
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| CC8.4 I can use language cues and conventions to help me communicate. |  |  |  |  |
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| CC 8.5 I can create and present a variety of representations |  |  |  |  |
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| CC 8.6 I can use oral language appropriately as I work with others in pairs, small groups, and large group situations. |  |  |  |  |
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| CC 8.7 I can use oral language appropriately as I work with others in formal and informal situations.   * to debate a point, * to participate in a meeting, * to give a dramatic reading of a poem or play excerpt). |  |  |  |  |
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| CC 8.8 I can write:   * to describe a landscape scene; * to narrate a personal story or anecdote and an historical narrative * to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter |  |  |  |  |
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| CC8.9 - I can try using different text forms and techniques. |  |  |  |  |
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| AR8.1 - I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies. |  |  |  |  |
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[*ELA 8 Curriculumn at a Glance*](https://resourcebank.ca/authoring/1730-ela-8-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.

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| Grammar Scope and Sequence ELA 8 Checklist |  |
| My work includes: | **Completed** |
| Ability to identify audience, purpose, tone, voice and point of view.  Ability to explain significance of text; world views, bias and beliefs of creator, as well as whose point of view is not shown.  Ability to show how to apply these conventions to own writing. |  |
| Clear organization with effective beginnings, supporting middles, and smooth and logical conclusions.  Teach how to identify and explain different forms/genres. |  |
| Clear and varied sentences that link ideas logically.  Teach punctuation usage for clarity and effect. |  |
| Explain sentence structure and how to write clear, complete sentences that show variety in structure and length  Recognition and avoidance of sentence fragments, run-on sentences, and to ensure subject-verb agreement. |  |
| Teach how to choose and use vivid words, as well as how to use commonly confused words correctly. |  |
| Teach features of words and study the relationship between symbols and sounds for correct pronunciation and spelling. |  |
| Clear and visually appealing presentations. Teach the use of elements such as graphics, colour, sound, movement, and/or props to increase interest. |  |

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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: |