Amy

ELA 20

“I Can” Statements

**CR 20.1**

**View, listen to, read, comprehend, and respond to a variety of grade-appropriate First Nations, Métis, Saskatchewan, Canadian, and international texts that address:**

**• identity (e.g., Relationships with Family and Others);**

**• social responsibility (e.g., Evolving Roles and Responsibilities); and**

**• social action (agency)(e.g., The Past and the Present).**

I can view First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction.

I can listen to First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction

I can read First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction

I can show that I understand First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction

I can respond to First Nations, Metis, Saskatchewan, Canadian, and international texts that address identity, social responsibility and social reaction

**CR 20.2 View, comprehend, and develop coherent and plausible interpretations of informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts (including multimedia advertising) that use specialized visual features including illustrations, photographs, art works, maps, charts, graphs.**

I can view informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) that use special graphics or visual features.

I can show that I understand informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) that use special graphics or visual features.

I can develop reasonable interpretations of informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) that use special graphics or visual features.

**CR 20.3 Listen to, comprehend, and develop coherent and plausible interpretations of grade-appropriate informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts, including spoken instructions, and argumentative and persuasive speeches.**

I can listen to informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) including spoken instructions and argumentative and persuasive speeches.

I can show that I understand informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) including spoken instructions and argumentative and persuasive speeches.

I can develop reasonable interpretations of informational and literary texts (First Nations, Metis, Saskatchewan, Canadian and international) including spoken instructions and argumentative and persuasive speeches.

**CR 20.4 Read and demonstrate comprehension and appreciation of grade-appropriate informational (including instructions and procedural texts) and literary (including fiction, nonfiction, script, poetry, and essays) First Nations, Métis, Saskatchewan, Canadian, and international texts.**

I can read informational texts (First Nations, Metis, Saskatchewan, Canadian and international)

* Instructions
* Procedural texts

I can read literary texts (First Nations, Metis, Saskatchewan, Canadian and international)

* Fiction
* Non-fiction
* Script
* Poetry
* Essays

I can show that I understand and appreciate informational texts (First Nations, Metis, Saskatchewan, Canadian and international)

* Instructions
* Procedural texts

I can show that I understand and appreciate literary texts (First Nations, Metis, Saskatchewan, Canadian and international)

* Fiction
* Non-fiction
* Script
* Poetry
* Essays

**CC 20.1 Create a range of visual, multimedia, oral, and written texts to explore: • identity (e.g., Relationships with Family and Others); • social responsibility (e.g., Evolving Roles and Responsibilities); and • social action (agency)(e.g., The Past and the Present).**

Create visual texts that explore identity, social responsibility and social action. For example:

* Photographs/Illustrations
* Maps
* Charts
* Graphs
* Poster
* Billboard

Create multimedia texts that explore identity, social responsibility and social action. For example:

* Documentaries
* Podcast
* Blog (with hyperlinks – more than just the writing)
* Commercial

Create oral texts that explore identity, social responsibility and social action. For example:

* Narratives
* Speech
* Announcement
* Discussion
* Presentations
* Conversation

Create print texts that explore identity, social responsibility and social action. For example:

* Poem
* Short story
* Script
* Essay
* Autobiography/biography
* Article
* Email

**CC 20.2 Create visual or multimedia presentations using dramatization or role-play, including a presentation of an interview of a literary character (or author or historical or contemporary person) from a First Nations, Métis, Saskatchewan, Canadian, or international text.**

I can act out or film an interview with a literary character.

**CC 20.3 Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.**

I can speak to present ideas and information in informal situations, such as discussions and group work.

I can speak to present ideas and information in formal situations, such as interviews, a dramatic reading, introducing and thanking a speaker.

**CC 20.4 Create a variety of written informational (including an essay of explanation of a process, an application letter and résumé, and an argumentative or a persuasive essay) and literary (including a reflective or personal essay and an analysis of a literary text) communications.**

I can create different kinds of written informational texts (application letter and resume, persuasive essay, and expository essay).

I can create different kinds of written literary texts (personal essay and literary essay).

**AR 20.1 Assess own ability to view, listen, read, speak, write, and use other forms of representing effectively.**

I can make judgement about how well I view, listen, read, speak, write and represent.

**AR 20.2 Establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests.**

I can set reasonable goals for my personal language learning and make plans to achieve those goals.