

Good Spirit School Division

English Language Arts A38

January 2016

For Ministry of Education Use Only

Form A-2: Alternative Education Program Approval

Name of School Division: *Sask Rivers Public School Division #119*


School Name	School Number
Big River	6310143
Birch Hills	5510123
Canwood	6310223
Carlton Comprehensive	5670104
Debden	6310313
Kinistino	5510343
Meath Park	5610823
Prince Albert Collegiate	5651303
St. Louis	4810813
W.P. Sandin Composite	6310733
Wesmor Community	5611513

Alternative Education Program (check one) ☒ Grade 10 (18) ☒ Grade 11 (28) ☐ Grade 12 (38)

Course Title	Course Code	Commencement Date	Expiry Date
Language Arts/Communications A18	5402	August 1, 2015	July 31, 2016
Math 18	5404	August 1, 2015	July 31, 2016
Math 28	7404	August 1, 2015	July 31, 2016
Science A18	5406	August 1, 2015	July 31, 2016

Approved: Yes ☒ No ☐

Comments and Observations:

Approved  Date <u>Oct 28/2015</u> Director of Instruction

For use of Registrar's Unit Only

Oct 29 2015

Date Entered

Sherry Taylor

Registrar's Office Personnel Authorization

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Course Title	Course Code	Commencement Date	Expiry Date
Language Arts/Communications B18	5403	August 1, 2015	July 31, 2016
Language Arts/Communications A28	7402	August 1, 2015	July 31, 2016
Language Arts/Communications B28	7403	August 1, 2015	July 31, 2016
Language Arts/Communications A38	9402	August 1, 2015	July 31, 2016
Language Arts/Communications B38	9403	August 1, 2015	July 31, 2016
Life Skills 18	5407	August 1, 2015	July 31, 2016
Life Skills 28	7407	August 1, 2015	July 31, 2016
Life Skills 38	9407	August 1, 2015	July 31, 2016
Career and Work Exploration 18	5451	August 1, 2015	July 31, 2016
Career and Work Exploration 28	7451	August 1, 2015	July 31, 2016
Career and Work Exploration A38	9451	August 1, 2015	July 31, 2016

Approved: Yes ☒ No ☐

Comments and Observations:

Approved

Date

April 15 / 2016

Director of Instruction

[Signature]

For use of Registrar's Unit Only

Apr 18 2016

Date Entered

Sherry Taylor
Registrar's Office Personnel Authorization

4. Description of Students

Include:

- **The special characteristics of the students that necessitate an Alternative Education Program**

The target group consists of students of high school age who experience serious difficulties for a variety of reasons. These students began their school careers in regular programs but because of their learning difficulties, have been removed from regular and modified programs and placed in alternate programs for one or more subject areas. Contributing factors to these students' learning difficulties may include the following: lower cognitive abilities, fetal alcohol spectrum disorders, substance abuse, isolation, poor school attendance patterns, involvement with the justice system, abuse, neglect and/or lack of positive role models.

- **The student referral process for enrolment in this program**

Referrals for the alternate education program are received from elementary schools, high schools and other community agencies by the Student Support Services consultant. Collaboration with parents, former teachers, counselors, social workers and any other personnel from other agencies involved with the student occurs prior to a student enrolling in the program.

- **The criteria for student enrolment in an Alternative Education Program**

Criteria for enrollment includes assessment and evaluation of the student's academic and cognitive functioning, as well a review of the student's educational history and the agreement and input of both the student and the parent(s)/guardian(s)

- **School Division Policy and Guidelines that pertain to Alternative Education Programs.**

SPECIAL CLASS PLACEMENT FORM **Alternative Education**

Student's name: _____ Birthdate: _____

School: _____

Alternative Education classes are offered at Wesmor Community High School (grades 9-12) and Carlton Comprehensive High School (grades 9-12).

Alternative Education programs are designed for students who have experienced significant and ongoing difficulties with regular education programs and would benefit from a substantially changed education program. Behavior challenges are not the primary reason for placing a student in Alternative Education. Families and students are invited to develop a Personal Program Plan with the teacher to meet the student's unique learning needs.

The goals of Alternative Education are to prepare students to find employment after graduation and to function as independent adults.

Benefits of Alternative Education

1. Core classes are tailored to meet the unique learning needs of the student.
2. Students are offered volunteer experiences.
3. Career and Work Exploration classes allow students to experience a variety of employment opportunities and gain valuable experiences for their resume
4. Curriculum focuses on real-life situations and challenges that they may encounter.

I understand that the Alternative Education program does not meet the current admission requirements for most post-secondary educational institutions.

I understand that one Alternative Education class at the grade 10, 11 or 12 level automatically registers my child in the Alternative Education program.

I understand that if my child discontinues the Alternative Education program, he or she will be required to complete all required Regular Education courses in order to graduate with a Regular Education Grade 12.

I understand that this placement will be reviewed as needed in order to meet my child's educational needs.

Signature of parent or guardian

Date

Signature of student

Date

Signature of Student Support Services Consultant

Date

5. Designing the Alternative Education Program

a. The courses we are proposing are from Good Spirit School Division and from Prairie Spirit School Division, modeled after the Saskatchewan Curriculum grades 2 to 9.

b. Rationale

The goal of the Program is to help students plan their future with confidence, responsibility and independence. The program emphasizes a commitment to literacy and life-long learning, democratic values; individual self-worth; responsible social participation; respect for individual and cultural differences; the development of a healthy lifestyle (physically, mentally, spiritually, aesthetically and recreationally); preparation for entry into the workforce; and provision of the skills, knowledge and values necessary to make a meaningful contribution to our ever changing world.

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Alternative Education Rationale

Good Spirit School Division believes in “Learning Without Limits” and “Achievement For All.” This philosophy applies to the education of all students. In an effort to create an educational program in which each and every student can learn and succeed, Good Spirit has developed an Alternative Education Program for high school students that provides specific supports tailored to individual student needs.

The Alternative Education Program in Good Spirit is designed for students who are unable to meet the learning objectives of the Secondary Level Regular Education Program, even after the Adaptive Dimension has been applied extensively. When students are unable to meet the learning objectives of the Regular Education Program, it is imperative for school personnel to determine why. The decision to move a student from a Regular Education Program to an Alternative Education Program should be based on formal and informal assessments of both academic and cognitive functioning. A student’s educational history and information gathered at team meetings should also be considered. (An education team includes, but may not be limited to, parent(s)/caregiver(s), student, educators, and others directly involved with the student.) Placement in an Alternative Education Program is not considered appropriate for students with average to above average cognitive ability who may have learning disabilities and/or behaviour disorders, and/or for whom English is a second language or dialect.

Once a student is placed in the Alternative Education Program, teachers tailor educational opportunities around student interests, learning styles, and needs. The goal of the program is to help students become independent, contributing members of their community and in society. Curriculums for classes that are a part of the Alternative Education Program are meant to be guidelines and can be adjusted to meet individual student needs. Students may or may not have all outcomes included in their programs. The inclusion of outcomes depends on the abilities of the student and the appropriateness of each outcome in student success.

English Language Arts A38

(taken from the [Saskatchewan Online English Language Arts 10A Curriculum](#))

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan’s Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world. The students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Engaged Citizens

In the English language arts, students learn how language enables them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning in English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Aim and Goals of English Language Arts

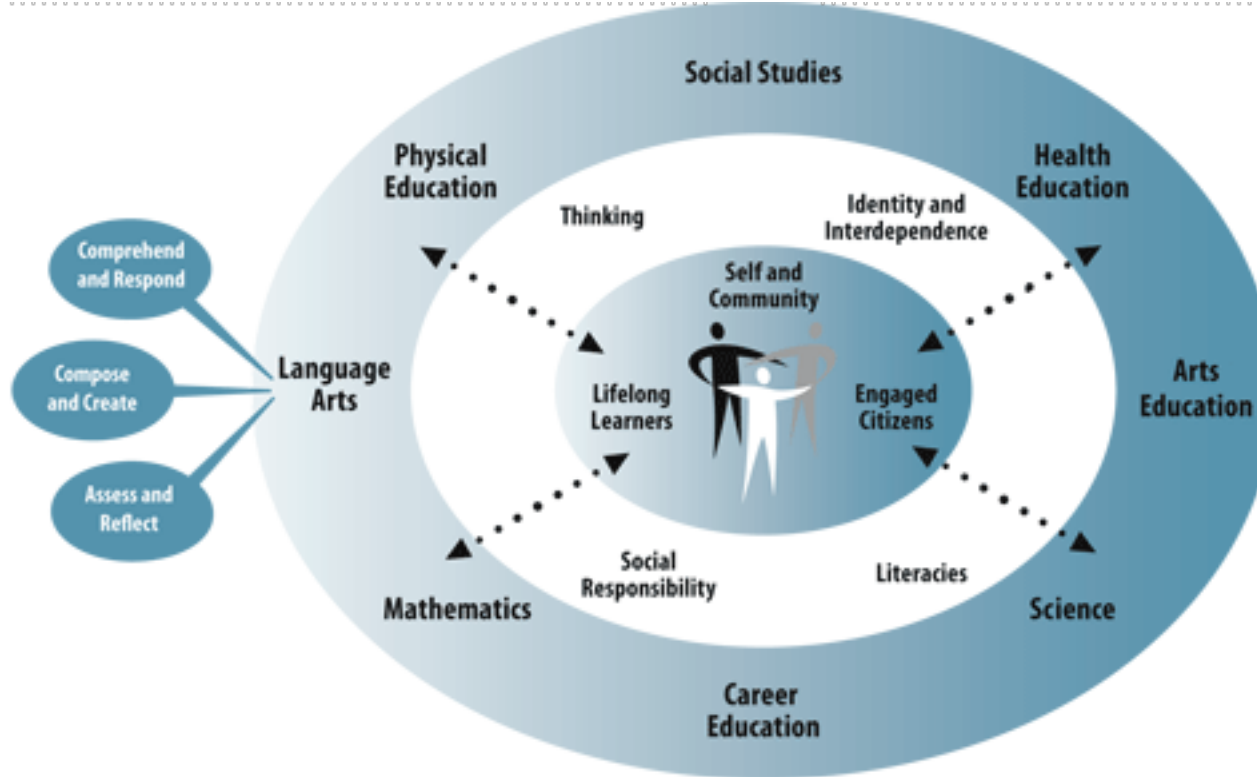
The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 goals are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR). Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.



Questions Derived from the Aim and Goals

The questions in this section focus on the long-term abilities associated with the overall aim and K-12 goals for the English language arts program. They recur in and give an overall focus to all instruction, assessment, and evaluation in English language arts.

Comprehend and Respond (CR):

- What is this text saying? Explicitly? Implicitly?
- How was the text created?
- What forms and conventions are used?
- In what context and for what purpose was the text created?
- What is my interpretation of the text?
- What evidence do I have to support this interpretation?
- What does this text have to say about identity, social responsibility, and personal agency (making a difference)?

- Whose voices are represented and whose are not?
- Why are viewing, listening, and reading important?

Compose and Create (CC):

- What do I know, and how can I express that?
- How can I best express these ideas for this audience and purpose?
- What forms can I use? What are the conventions of those forms?
- How can I communicate most clearly and effectively?
- Do my messages demonstrate a deep understanding of the subject matter?
- Are my compositions and presentations well-crafted, fully developed, coherent, and appropriate to my purpose and audience?
- To what extent is the voice, pen, or screen “mightier than the sword”?

Assess and Reflect (AR):

- Why are effective language usage and effective communication important?
- What are the characteristics of effective viewers, listeners, readers, representers, speakers, and writers? What do they do, feel, look like, or sound like?
- What are my teacher’s and my personal expectations for viewing, listening, reading, speaking, writing, and other forms of representing?
- What are my personal goals for becoming a more effective viewer, listener, reader, representer, speaker, and writer? How will I achieve them?
-

Why Study English Language Arts?

English language arts is the study of the English language, its texts, and communication skills and strategies.

As a defining characteristic of human beings, language is the base for learning, thinking, and communicating. To successfully participate in the workplace, in world affairs, and in life, individuals must be effective in visual, oral, and written communication and be able to think deeply and critically and use language for a variety of purposes. English language arts provides the opportunity for students to become effective communicators, learners, and thinkers through developing their skills as viewers, listeners, readers, representers, speakers, and writers.

By comprehending through viewing, listening, and reading and by responding to a range of texts, both literary and informational, students learn about ideas, information, and what it is like to be a human being.

Through composing, creating, and using oral, written, and other forms of representation, students learn to communicate more clearly and powerfully. They develop the language skills that allow them to shape their thoughts and to communicate the worth of these thoughts.

Through assessing and reflecting on how language works (the elements, forms, conventions, and use of language), students learn to make appropriate language choices and to apply them for effect in a range of contexts both in school and beyond. Students learn the power of language in their own lives, in their communities, and in the world.

Language is the medium of most learning. Learning to understand and apply language in various texts and forms allows students to participate fully and effectively in all areas of study, in the workplace, and in life.

An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be, rather than the way they might have known it to be in the past. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help students find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know, understand, and be able to do, clearly stated in outcomes and associated indicators
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes (Fullan, Hill, & Crévola, 2006, pp. 36-37).

This curriculum is designed to be the starting point for the detailed map, knowledge, and assessment and evaluation tools that teachers must know and understand in order to help students learn effectively through the English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and processes in the disciplines equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

What ELA Is	What ELA Is Not
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting “literature” drive the program
Setting meaningful and relevant contexts for teaching and learning including connections to students’ experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for “deep understanding” (using compelling questions, creating a climate of inquiry)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when viewing, listening, and reading)	Answering knowledge/comprehension questions, individually, after reading print texts
Creating meaning for themselves and others (when speaking, writing, and using other forms of representing)	Using limited forms of communication, usually writing
Using culturally responsive critical, creative, and metacognitive processes to make sense of ideas, information, and experiences	Accessing and accepting isolated information at face value

Creating, critiquing, and applying knowledge, understanding, and wisdom, not just “having” them	Collecting information that has no practical application in real life
Participating in, contributing to, and making connections with the world beyond the classroom	Not considering the implications of issues within the broader community
Promoting critical reflection and questioning that challenge assumptions, stereotypes, and biases	Perpetuating a Eurocentric worldview as superior
Using a variety of strategies (e.g., before, during, and after) depending upon the task	Following only teacher-directed skills and strategies, and spending time on isolated skill and drill activities
Understanding how language works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and using purposefully “grammatical” conventions for purpose and effect	Learning “grammar” for “grammar’s” sake
Engaging in inquiry learning	Doing a project or, if time permits, a series of activities to bring closure
Recognizing and respecting a range of worldviews	Not thinking critically about whose worldview is presented
Using assessment and evaluation to guide and improve learning and provide opportunities to reflect, monitor, self-assess, and set targets for learning	Not reflecting on or analyzing own progress
Demonstrating learning in many ways	Avoiding accountability for own learning
Reflecting on own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher
Developing the disposition to lifelong learning	Setting short-term goals for learning (e.g., “Is it on the test?”)
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology’s sake

Alternative Education ELA Overview

To help students become lifelong learners, develop a sense of self and connection to others, and become engaged citizens, the alternative education ELA curriculums suggest possible themes that encourage students to “find fulfillment, be socially responsible, and act in ways that will make their community and world better places (quote found under the heading **An Effective English Language Arts Curriculum** in each of the the Grade 1 to 12 Saskatchewan ELA curriculums).” An overview of the Alt Ed ELA program is as follows:

	ELA A18	ELA B18	ELA A28	ELA B28	ELA A38	ELA B38
Identity	Getting to Know Myself	Expressing Myself	Thinking for Myself	Giving My Personal Best	Exploring Thoughts, Feelings and Ideas	Becoming Myself
Community	My Home and Family	My School Community (My Friends)	My Local Community	Helping Others	Celebrating Others	Teamwork
Social Responsibility	Conservation	Friendship	Protecting Our Environment	Doing My Part for the Environment	Making Our Community More Peaceful	Doing the Right Thing

Alternative Education ELA Outcome and Indicator Comparison Chart

English A18	English B18	English A28	English B28	English A38	English B38
Comprehend and Respond					

English A18	English B18	English A28	English B28	English A38	English B38
CR A18.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR B18.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR A28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR A18.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR B18.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship),	CR A28.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR A18.1b Make personal connections to the texts based on prior knowledge and experience.	CR B18.1b Connect situations in text to personal experiences and prior learning.	CR A28.1b Identify similarities and differences from personal experiences to the experiences of the characters in the text.	CR B28.1b Describe and build upon the connections between the text and personal experiences and prior knowledge.	CR A38.1b Compare the portrayal of situations in the text with personal experiences.	CR B38.1b Compare the challenges of situations presented in the text with personal experiences.

English A18	English B18	English A28	English B28	English A38	English B38
CR A18.1c Identify the main characters in the texts and their key characteristics.	CR B18.1c Describe the characters in texts, the way they might feel, and the way situations might cause them to feel.	CR A28.1c Identify similarities and differences of characters in the text with characters from previous texts or personal experiences.	CR B28.1c Describe and build upon the connections between the characters in the text and with characters from previous texts or personal experiences.	CR A38.1c Compare the portrayal of individuals in the text to personal experiences.	CR B38.1c Compare the challenges of individuals presented in the text with personal experiences.
CR A18.1d Retell the ideas and information presented in the texts.	CR B18.1d Correctly sequence the retelling of ideas and information presented in the texts.	CR A28.1d Retell and explain the ideas and information presented in the texts by making personal connections to text.	CR B28.1d Retell and explain the ideas and information presented in the texts by making connections to others.	CR A38.1d Retell and explain the ideas and information presented in the texts by making connections to the world around them.	CR B38.1d Apply the ideas and information presented in the texts to their own lives or the lives of those around them.
CR A18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR B18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR A28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

English A18	English B18	English A28	English B28	English A38	English B38
CR A18.2a Describe main idea or purpose of the visual or multimedia text.	CR B18.2a Identify the main idea of the visual or multimedia text and provide reason for choice of main idea.	CR A28.2a Identify the important details from visuals or multimedia texts.	CR B28.2a Recognize the feelings and/or emotions portrayed in the visual or multimedia texts.	CR A38.2a Make personal connections to the visual or multimedia text.	CR B38.2a Identify the purpose for a visual or multimedia text (to sell something, to express feelings, to inform, etc.).
CR A18.2b Make personal connections to the visuals and/or multimedia texts based on prior knowledge and experiences.	CR B18.2b Distinguish between what happens in real life and life depicted in television shows, cartoons, and films.	CR A28.2b Distinguish between fact (observable) and fantasy (imagined).	CR B28.2b Distinguish between fact and opinion.	CR A38.2b Discuss point of view in visuals and multimedia texts.	CR B38.2b Identify the importance of recognizing point of view in visuals and multimedia texts (e.g. advertising, etc.).
CR A18.2c Record facts and ideas from visuals and/or multimedia texts.	CR B18.2c Record facts and ideas from visuals and/or multimedia texts and identify the main idea.	CR A28.2c Record facts and ideas from visuals and/or multimedia texts and identify the most important facts and/or ideas presented.	CR B28.2c Record facts and ideas from visuals and/or multimedia texts describe reaction to facts and ideas based on prior knowledge and experiences.	CR A38.2c Record facts and ideas from visuals and/or multimedia texts and make connections to the world around them.	CR B38.2c Record facts and ideas from visuals and/or multimedia texts and discuss how ideas can be applied in their daily lives (if applicable).
CR A18.2d Express preferences for particular texts.	CR B18.2d Express preferences for visuals and multimedia texts and provide reason for preference.	CR A28.2d View for a variety of purposes including: to gather information, to form an opinion, and to enjoy.	CR B28.2d Identify purpose for viewing: to gather information, to form an opinion, and to enjoy.	CR A38.2d Find a visual or multimedia text to demonstrate a specific point of view.	CR B38.2d Find a visual or multimedia text to demonstrate a specific point of view and explain evidence for viewpoint.

English A18	English B18	English A28	English B28	English A38	English B38
CR A18.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR B18.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR A28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR A18.3a Listen to a short presentation and make some notes that identify the main idea or focus of the presentation.	CR B18.3a Listen to a short presentation and make some notes identifying the key facts (who, what, when, where, etc.) of the presentation.	CR A28.3a Listen to a short presentation and make some notes about important ideas and details of the presentation.	CR B28.3a Listen to a short presentation and make some notes that focus on reactions to the text.	CR A38.3a Listen to a short presentation and make some notes that focus on making personal connections to the text.	CR B38.3a Listen to a short presentation and make some notes that identify the presenter's message and meaning of the presentation.
CR A18.3b Retell what was heard.	CR B18.3b Correctly sequence the retelling of ideas and information heard.	CR A28.3b Retell and explain the ideas and information heard by making personal connections to text.	CR B28.3b Retell and explain the ideas and information heard by making connections to others.	CR A38.3b Retell and explain the ideas and information heard by making connections to the world around them.	CR B38.3b Apply the ideas and information heard to their own lives or the lives of those around them.
CR A18.3c Make personal connections to what was heard based on prior knowledge and experiences.	CR B18.3c Summarize what was heard.	CR A28.3c Distinguish between fact and opinion in what was heard.	CR B28.3c Paraphrase what is heard.	CR A38.3c Ask questions for clarification.	CR B38.3c Draw conclusions from what was heard.

English A18	English B18	English A28	English B28	English A38	English B38
CR A18.3d Listen courteously and attentively to understand the meaning and intent of others.	CR B18.3d Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement).	CR A28.3d Listen courteously during discussions to obtain information and ask and respond to relevant questions.	CR B28.3d Listen courteously while working in pairs and small groups to share ideas, obtain information, ask and respond to relevant questions.	CR A38.3d Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.	CR B38.3d Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.
CR A18.3e Listen and carry out directions at an appropriate personal level.	CR B18.3e Listen and carry out directions at an appropriate personal level.	CR A28.3e Listen, carry out, and retell directions at an appropriate personal level.	CR B28.3e Listen, carry out, and retell directions at an appropriate personal level.	CR A38.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level.	CR B38.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level.
CR A18.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR B18.4 Read, comprehend, and respond to a variety of texts at personal reading level that that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR A28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

English A18	English B18	English A28	English B28	English A38	English B38
CR A18.4a Distinguish between fact and fiction.	CR B18.4a Summarize what was read.	CR A28.4a Distinguish between fact and opinion of what was read.	CR B28.4a Paraphrase what is read.	CR A38.4a Ask questions for clarification while reading.	CR B38.4a Draw conclusions from what was read.
CR A18.1b Retell ideas and information in what was read.	CR B18.1b Correctly sequence the retelling of ideas and information in what was read.	CR A28.1b Retell and explain the ideas and information read by making personal connections to text.	CR B28.1b Retell and explain the ideas and information read by making connections to others.	CR A38.1b Retell and explain the ideas and information read by making connections to the world around them.	CR B38.1b Apply the ideas and information read to their own lives or the lives of those around them.
CR A18.4c Answer who, what, where, when, why and/or how questions.	CR B18.4c Answer questions that focus on the main idea of the text.	CR A28.4c Answer questions about the supporting details of the texts.	CR B28.4c Answer questions that require the identification of personal reactions to the text.	CR A38.4c Answer questions that require making personal connections to the text	CR B38.4c Answer questions that focus on identifying the author's meaning of the text based on prior knowledge and experiences.
CR A18.4d Make personal connections to the texts based on prior knowledge and experiences.	CR B18.4d Make personal connections to the texts based on prior knowledge and experiences.	CR A28.4d Make personal connections to the texts based on prior knowledge and experiences.	CR B28.4d Make personal connections to the texts based on prior knowledge and experiences.	CR A38.4d Make personal connections to the texts based on prior knowledge and experiences.	CR B38.4d Make personal connections to the texts based on prior knowledge and experiences.
CR A18.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR B18.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR A28.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR B28.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR A38.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR B38.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.
CR A18.4f Read and carry out directions at an appropriate personal level.	CR B18.4f Read and carry out directions at an appropriate personal level.	CR A28.4f Read and carry out directions at an appropriate personal level.	CR B28.4f Read and carry out directions at an appropriate personal level.	CR A38.4f Read and carry out directions at an appropriate personal level.	CR B38.4f Read and carry out directions at an appropriate personal level.

English A18	English B18	English A28	English B28	English A38	English B38
Compose and Create					
CC A18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC B18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC A28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CC B28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CC A38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC B38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CC A18.1a Create spoken, written, and other representations that convey a specific message.	CC B18.1a Create spoken, written, and other representations that tell about a personal experience.	CC A28.1a Create spoken, written, and other representations that tell a story.	CC B28.1a Create spoken, written, and other representations that are informational in nature.	CC A38.1a Create spoken, written, and other representations that explain a procedure.	CC B38.1a Create spoken, written, and other representations that report on a given topic.
CC A18.1b Communicate thoughts and ideas that convey a specific message in a clear and appropriate written form.	CC B18.1b Communicate thoughts and ideas about a personal experience in a clear and appropriate written form.	CC A28.1b Communicate a story in a clear and appropriate written form.	CC B28.1b Communicate ideas that are informational in nature in a clear and appropriate written form.	CC A38.1b Communicate the steps of a procedure in a clear and appropriate written form.	CC B38.1b Communicate ideas that report on a given topic in a clear and appropriate written form.

English A18	English B18	English A28	English B28	English A38	English B38
CC A18.1c Deliver an oral presentation that conveys a specific message about familiar experiences or interests.	CC B18.1c Deliver an oral presentation about a personal experience.	CC A28.1c Deliver an oral presentation that tells a story.	CC B28.1c Deliver an oral presentation that is informational in nature.	CC A38.1c Deliver an oral presentation that explains a procedure.	CC B38.1c Deliver an oral presentation that reports on a given topic.
CC A18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC B18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC A28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CC B28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CC A38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC B38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CC A18.2a Use visual aids to communicate a specific message.	CC B18.2a Use visual aids to communicate thoughts and ideas about a personal experience.	CC A28.2a Use visual aids to tell a story.	CC B28.2a Use visual aids to present ideas that are informational in nature.	CC A38.2a Use visual aids to present the steps in a procedure.	CC B38.2a Use visual aids to present information in a report.

English A18	English B18	English A28	English B28	English A38	English B38
CC A18.2b Organize ideas and information about a specific message in a clear, meaningful manner appropriate to personal readiness level.	CC B18.2b Organize ideas and information about a personal experience in a clear, meaningful manner appropriate to personal readiness level.	CC A28.2b Organize a story in a clear, meaningful manner appropriate to personal readiness level.	CC B28.2b Organize ideas that are informational in nature in a clear, meaningful manner appropriate to personal readiness level.	CC A38.2b Organize the steps for a procedure in a clear, meaningful manner appropriate to personal readiness level.	CC B38.2b Organize information in a report in a clear, meaningful manner appropriate to personal readiness level.
CC A18.2c Choose an appropriate way to convey a specific message.	CC B18.2c Choose an appropriate way to represent a presentation about a personal experience.	CC A28.2c Choose an appropriate way to tell a story.	CC B28.2c Choose an appropriate way to present ideas that are informational in nature.	CC A38.2c Choose an appropriate way to present the steps in a procedure.	CC B38.2c Choose an appropriate way to present information in a report.
CC A18.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC B18.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC A28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CC B28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CC A38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC B38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CC A18.3a Provide a beginning, middle, and end to an oral presentation that conveys a specific message.	CC B18.3a Provide a beginning, middle, and end to an oral presentation that tells about a personal experience.	CC A28.3a Provide a beginning, middle, and end to an oral presentation that tells a story.	CC B28.3a Provide a beginning, middle, and end to an oral presentation that presents ideas that are informational in nature.	CC A38.3a Provide a beginning, middle, and end to an oral presentation that presents the steps in a procedure.	CC B38.3a Provide a beginning, middle, and end to an oral presentation that presents information in a report.

English A18	English B18	English A28	English B28	English A38	English B38
CC A18.3b Use oral language to initiate and sustain a conversation.	CC B18.3b Use oral language to participate in partner work.	CC A28.3b Use oral language to participate in small group work.	CC B28.3b Use oral language to participate in class discussions.	CC A38.3b Use oral language to request information outside of class instruction.	CC B38.3b Use oral language for a specific purpose outside of class instruction.
CC A18.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC B18.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC A28.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC B28.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC A38.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC B38.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.
CC A18.3d Give directions to help or explain.	CC B18.3d Give directions to help or explain.	CC A28.3d Give directions to help or explain.	CC B28.3d Give directions to help or explain.	CC A38.3d Give directions to help or explain.	CC B38.3d Give directions to help or explain.
CC A18.3e Make relevant contributions to class.	CC B18.3e Make relevant contributions to class.	CC A28.3e Make relevant contributions to class.	CC B28.3e Make relevant contributions to class.	CC A38.3e Make relevant contributions to class.	CC B38.3e Make relevant contributions to class.
CC A18.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC B18.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC A28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CC B28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CC A38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC B38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

English A18	English B18	English A28	English B28	English A38	English B38
CC A18.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC B18.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC A28.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC B28.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC A38.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC B38.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).
CC A18.4b Write clear and coherent sentences to convey a message.	CC B18.4b Write clear and coherent sentences about a personal experience.	CC A28.4b Write clear and coherent sentences to tell a story.	CC B28.4b Write clear and coherent sentences to present ideas that are informational in nature.	CC A38.4b Write clear and coherent sentences to explain a procedure.	CC B38.4b Write clear and coherent sentences in a report.
CC A18.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC B18.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC A28.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC B28.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC A38.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC B38.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.
CC A18.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC B18.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC A28.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC AB28.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC A38.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC B38.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.
CC A18.4e Write personal letters, thank-you notes, invitations, etc.	CC B18.4e Write personal letters, thank-you notes, invitations, etc.	CC A28.4e Write personal letters, thank-you notes, invitations, etc.	CC B28.4e Write personal letters, thank-you notes, invitations, etc.	CC A38.4e Write personal letters, thank-you notes, invitations, etc.	CC B38.4e Write personal letters, thank-you notes, invitations, etc.
AR A18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

English A18	English B18	English A28	English B28	English A38	English B38
AR A18.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B18.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A28.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B28.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A38.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B38.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.
AR A18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR B18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR A28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR B28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR A38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR B38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.
AR A18.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR B18.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR A28.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR B28.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR A38.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR B38.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.
AR A18.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR B18.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR A28.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR B28.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR A38.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR B38.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.
AR A18.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B18.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A28.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B28.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A38.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B38.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

English A18	English B18	English A28	English B28	English A38	English B38
AR A18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR B18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR A28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR B28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR A38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR B38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.
AR A18.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B18.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A28.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B28.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A38.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B38.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
AR A18.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR B18.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR A28.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR B28.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR A38.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR B38.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

Outcomes and Indicators

Comprehend and Respond (CR):

CR A38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).
- b. Compare the portrayal of situations in the text with personal experiences.
- c. Compare the portrayal of individuals in the text to personal experiences.
- d. Retell and explain the ideas and information presented in the texts by making personal connections to the world around them.

CR A38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. Make personal connections to visuals or multimedia texts.
- b. Discuss point of view in visuals and multimedia texts.
- c. Record facts and ideas from visuals and/or multimedia texts and make connections to the world around them.
- d. Find a visual or multimedia text to demonstrate a specific point of view.

CR A38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. Listen to a short presentation and make some notes that focus on making personal connections to the text.
- b. Retell and explain the ideas and information heard by making connections to the world around them.
- c. Ask questions for clarification.
- d. Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.
- e. Listen, carry out, retell, and identify purpose of directions at an appropriate personal level.

CR A38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. Ask questions for clarification while reading.
- b. Retell and explain the ideas and information read by making connections to the world around them.
- c. Answer questions that require making personal connections to the text.
- d. Make personal connections to the texts based on prior knowledge and experiences.
- e. Read and re-read “just-right” texts, based on interests, and for enjoyment.
- f. Read and carry out directions at an appropriate personal level.

Compose and Create (CC):

CC A38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. Create spoken, written, and other representations that explain a procedure.
- b. Communicate the steps of a procedure in a clear and appropriate form.
- c. Deliver an oral presentation that explains a procedure.

CC A38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. Use visual aids to present the steps in a procedure.
- b. Organize the steps for a procedure in a clear, meaningful manner appropriate to personal readiness level.
- d. Choose an appropriate way to present the steps in a procedure.

CC A38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. Provide a beginning, middle and end to an oral presentation that presents the steps in a procedure.
- b. Use oral language to request information outside of class instruction.
- c. Recount experiences, stories, and current events in a logical sequence with appropriate details.
- d. Give directions to help or explain.
- e. Make relevant contributions to class.

CC A38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).
- b. Write clear and coherent sentences to explain a procedure.
- c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.
- d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.
- e. Write personal letters, thank-you notes, invitations, etc.

Assess and Reflect (AR):

AR A38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

- a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

AR A38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

- a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.
- b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.
- c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

AR A38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

- a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
- b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

Comprehend and Respond

UbD Planning Document - CR A38.1

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Comprehend and Respond CR A38.1		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.		

CR A38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). <ol style="list-style-type: none"> View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). Compare the portrayal of situations in the text with personal experiences. Compare the portrayal of individuals in the text to personal experiences. Retell and explain the ideas and information presented in the texts by making connections to the world around them. 	
<p><u>Big Ideas/Enduring Understandings</u></p> <p>What do you want students to understand and be able to use several years from now?</p> <p>What are the BIG ideas?</p>	<p><u>Essential Questions</u></p> <p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>
<ul style="list-style-type: none"> - You can compare the situations in texts with your personal experiences. - You can compare the individuals in texts with your personal experiences. - You can learn more about the world around you from the ideas and information presented in texts that you read, listen to, and view. - People understand and represent their understanding differently based on their unique background knowledge and experiences. - You can make connections to the world around you through the texts you read. 	<ul style="list-style-type: none"> - How can I describe my personal connections to the text? - How can I build upon the connections I have made to the text? - Why do people make different connections to what they read, listen to, and view? - How are the characters similar and different to those around me? - How are the experiences of the characters similar to those around me? - How can I represent what I know? - How can I make connections to the world around me through the text I read?
<p><u>Knowledge and Skills (Students will know and do...)</u></p> <p>What key knowledge and skills will students acquire as a result of this unit?</p> <p>(These <u>may</u> be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...)</p> <p>What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...)</p> <p>What key <u>skills</u> will students acquire as a result of this unit?</p>

<ul style="list-style-type: none"> - everyone has different knowledge and background experiences. - you can describe your personal connections to the text. - you can build upon your personal connections to the text. - text contains a message. - you can learn about the world around you from the characters and their experiences in the texts you read, listen to, and view. 	<ul style="list-style-type: none"> - describe their connection to the text. - build upon their connection to the text. - make a connection between the characters in the text and the world around them. - make a connection between the experiences of the characters in the text and the world around them. - retell and explain what they read.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CR A38.1	Dramatizations - Students act out what they learned during a unit, such as making our community more peaceful. Co-construct criteria with the students before they begin this project.
	Celebrations Fair - Hold a celebrations fair to celebrate the contributions of others. Students identify someone they want to celebrate and create a presentation about that person.
	Choice Boards - Offer students a choice in how they respond to different texts during a unit of study such as exploring thought, feelings, and ideas or celebrating others.
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	
Examples of possible formative assessments include: Analogies - Encourage students to write analogies about a unit of study. For example, students could write an analogy about an individual they are celebrating during a unit on celebrating others and then give their reasons for the analogy. An example might be something like, "Sandra is a like a light house" and the reasoning could be that she is always there if people need her. Carousel Brainstorming - Write a number of questions about a unit on sheets of chart paper. Place the chart paper around the room and have students rotate through the room and respond to the questions. Questions for a unit on making our community more peaceful may include: What do you do to make our community more peaceful? How are conflicts resolved in our community? What role do leaders play in making our community more peaceful? Who is someone in our community that helps make our community a more peaceful place? Turn and Talk - To discover what students have learned during a unit, have them turn and talk about the topic of study with a neighbour. As students share with each other, circulate around the room and listen to discussions. Use this information to plan further instruction.	

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Sentence Prompts - Before beginning a new unit, provide students with a number of sentence prompts or starters to gain an understanding of what they know about the unit.

Word Sort - Write individual words related to thoughts, feelings, and ideas on individual cards. Give each student or pair of students a set of these cards. Students put the words into groups and explain how they sorted their cards to a partner or small group.

Say Something - Print the topic of a new unit of study on the white board. Go around the room and ask students to “say something” about the topic.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR A38.1a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).

- Bring in a variety of texts that are centred around a topic such as celebrating others. Have students choose the books they would like to read and then respond to what they read in a journal.
- Have students read or listen to a book on a current topic of study. Find a movie that has a similar message and show this movie to the students. Encourage students to compare the book and the movie.

CR A38.1b. Compare the portrayal of situations in the text with personal experiences.

- Give students a Venn Diagram. Ask them to compare a situation or event in a book they read to a situation or event in their own lives. Give question prompts such as, "How are the events similar?" and "How are the events different?" to guide students in their comparison.
- After students have read a book on a given topic, have them make personal connections to the stories. Students then pair up with another student to share their stories and personal connections. After students have had time to share with each other, come together as a class and discuss common themes and ideas.

CR A38.1c. Compare the portrayal of individuals in the text to personal experiences.

- Encourage students to imagine they are one of the characters in a story they have been reading. Discuss how students are similar and different to the character they have chosen. Now ask students to think about how the story may have had a different ending if they were the character in the story. Ask students to explore how their unique characteristics would have influenced the story line.
- Ask students to complete a compare and contrast graphic organizer. Students compare an individual in a text to another character or individual they have come across in the past.

CR A38.1d. Retell and explain the ideas and information presented in the texts by making connections to the world around them.

- Provide students with a graphic organizer and have them use the graphic organizer to present information from a text. Encourage students to connect the information to the world around them.
- Let students choose how they will present information and ideas they encounter in the texts they read on a given topic such as "Exploring Thoughts, Feelings, and Ideas." Pre-conference with students before they begin their presentations.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR A38.2

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Comprehend and Respond CR A38.2		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p align="center"><u>Outcome(s)</u></p> <p align="center">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p>CR A38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> <ol style="list-style-type: none"> Make personal connections to visuals or multimedia texts. Discuss point of view in visuals and multimedia texts. Record facts and ideas from visuals and/or multimedia texts and make connections to the world around them. Find a visual or multimedia text to demonstrate a specific point of view. 		
<p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	
<ul style="list-style-type: none"> - We can make personal connections to visuals and multimedia texts. - We can determine the point of view of a visual or multimedia text. - We can make connections to the world around us from the visuals and multimedia texts we view. - We can view different texts for a variety of purposes. - We can identify the purpose for viewing a text. 	<ul style="list-style-type: none"> - How do we make connections to visuals or multimedia texts? - How can we determine the point of view of a visual or multimedia text? - What connections can we make from a visual or multimedia text to the world around us? - How does your background knowledge and experiences affect the connections you make? - Why do we view texts? 	
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u></p> <p align="center">What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>		

Knowledge (Students will know...)		Skills (Students will know how to...)	
What key <u>knowledge</u> will students acquire as a result of this unit?		What key <u>skills</u> will students acquire as a result of this unit?	
<ul style="list-style-type: none">- visuals can represent feelings and emotions.- visuals and multimedia texts can evoke personal feelings and/or emotions.- you can describe your reaction to visuals and multimedia texts.- your background knowledge and experiences affect your understanding of the meaning of a visual or multimedia text.- the difference between facts and opinions.- the purpose for viewing a particular text.		<ul style="list-style-type: none">- identify the point of view of the author of a visual and/or multimedia text.- make personal connections to visuals and multimedia texts.- make connections from the visual or multimedia text to the world around them.- identify purpose for viewing a visual or multimedia text.- find a visual or multimedia text that represents a specific point of view.	
STAGE TWO: DESIGN ASSESSMENT EVIDENCE			
Assessment Evidence			
<u>Summative Assessments/Performance Tasks</u>			
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.			
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:		
CR A38.2	Oral Interviews - Conduct oral interviews with students to determine their learning about a given topic. Ask students questions that encourage them to make personal connections to the text they viewed and the world around them.		
	Visual Presentation - Students choose a visual related to a current topic of study and explain their connection to the visual to the rest of the class. Provide students with a set of questions or criteria that they must include in their visual presentation.		
	Response Journals - Throughout a unit of study, ask students to respond to different texts they view. Provide students with a list of sentence starters that encourage them to make personal connections to the text. Read these journal entries to gather evidence of student learning.		
<u>Formative Assessments</u>			
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.			

Examples of possible formative assessments include:

Three Facts and a Fib - A fun way to assess student learning and help plan instruction, is to have students construct four statements about a topic of study. Three of the statements are true and based on facts while one statement is a fib. After students finish constructing their statements, review them to determine what students have learned about a topic of study. Ask students to read out their statements and see if their classmates can pick out the “fib.”

Graffiti Wall - Cover a wall with butcher paper and have students write or draw everything they have learned about “Celebrating Others” or “Making Our Community More Peaceful.” Encourage students to keep adding words, statements or drawings to the graffiti wall.

Inside-Outside Circle - Divide the students into two even groups. One group forms the inside circle and one group forms the outside circle. Give students a topic and have them discuss with the partner standing in front of them. After a set amount of time, have the outside circle move to the person on their right. Students then discuss the topic with their new partner.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Three Questions - At the start of a unit, have students write down three questions they have about the topic. Use these questions to design learning opportunities for students.

Fist to Five - Write a set of three to five statements about an upcoming topic of study. Read a statement to the students and have them indicate their understanding by holding up their fist if they don’t understand, three fingers if they partially understand and all five fingers if they fully understand the statement.

Discussions - Begin a new topic of study with a discussion to determine what students know. Before students view a text about “Celebrating Others,” talk about what good viewers do and how they can make personal connections to what they view.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR A38.2a. Make personal connections to visuals or multimedia texts.

- As students view a visual or multimedia text, have them write down personal connections they make on sticky notes. After all students have had the opportunity to view and respond to the visual or multimedia text, discuss the connections and any trends or ideas that were similar among the students.
- Encourage students to talk about and share stories that are related to visuals and/or multimedia texts presented in class.

CR A38.2b. Discuss point of view in visuals and multimedia texts.

- After viewing a visual or multimedia text as a class, discuss the point of view from which it was created.
- Discuss different points of view and how the visual or multimedia text might have been different if it was created by someone with an opposing viewpoint.

CR A38.2c. Record facts and ideas from visuals and/or multimedia texts and make connections to the world around them.

- Create a scavenger hunt of questions that students must answer while viewing various visuals and/or multimedia texts. Be sure to include questions that require students to make connections between the information they discover and the world around them.
- During a unit on "Making Our Community More Peaceful," present students with a variety of visuals or multimedia texts. Students study these texts and identify the ideas presented in each. Encourage students to make connections between the texts and the world around them.

CR A38.2d. Find a visual or multimedia text to demonstrate a specific point of view.

- Provide students with criteria about a point of view and have them locate a visual or multimedia text that demonstrates that viewpoint.
- Bring in 8 to 10 different visuals. Number the visuals. Provide students with a description of the point of view for each visual and have students match the description to the visual.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR A38.3

Good Spirit School Division UbD Unit Plan

Teacher:

Subject: ELA

Grade: Twelve – Level A38

Outcome: Comprehend and Respond CR A38.3	
Context (ELA only):	Type of Unit (ELA only):
Time Frame:	
STAGE ONE: IDENTIFY THE DESIRED RESULTS	
<p align="center"><u>Outcome(s)</u></p> <p align="center">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>	
<p>CR A38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> <ul style="list-style-type: none"> a. Listen to a short presentation and make some notes that focus on making personal connections to the text. b. Retell and explain the ideas and information heard by making connections to the world around them. c. Ask questions for clarification. d. Listen courteously while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions. e. Listen, carry out, retell, and identify purpose of directions at an appropriate personal level. 	
<p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now?</p> <p align="center">What are the BIG ideas?</p>	<p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>
<ul style="list-style-type: none"> - You can make personal connections to what you hear. - You can make connections to the world around you by listening carefully to text presented to you. - You can ask questions to clarify what you hear. - It is important to be a good listener. - You need to listen carefully to directions. 	<ul style="list-style-type: none"> - Why is important to listen carefully to text? - How can we make connections between what we hear and the world around us? - What role do our personal experiences play in our reactions to what we hear? - Why would we want to ask questions for clarification? - Why is it important to be a good listener?
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u></p> <p align="center">What key knowledge and skills will students acquire as a result of this unit?</p> <p align="center">(These <u>may</u> be indicators from the curriculum)</p>	
<p align="center">Knowledge (Students will know...)</p> <p>What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p align="center">Skills (Students will know how to...)</p> <p>What key <u>skills</u> will students acquire as a result of this unit?</p>

<ul style="list-style-type: none"> - what a good listener does. - their background knowledge and experiences influence the connections they make to what they hear. - they can make connections to the world around them by viewing and responding to presentations. - why it is important to be a good listener. - the reasons to ask for clarification. 	<ul style="list-style-type: none"> - listen for important details. - retell ideas and information heard during a presentation by making connections to others. - follow spoken directions at a personal readiness level. - paraphrase what they hear. - describe their reaction to a presentation. - make connections to others when viewing and responding to a presentation.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CR A38.3	Drawing Albums - Throughout a unit of study, present students with a series of auditory texts. Have students respond to what they hear in a drawing album. Students draw pictures or diagrams to represent their responses to the auditory texts. Students can add written information that is needed to ensure understanding of their drawings. Study these drawings over the course of the unit to find evidence to support other assessment measures.
	Connections Journal - Students record personal connections they make to the texts and presentations they hear. Encourage students to make connections to the world around them.
	Learning Menu - Provide students with a learning menu of activities they can choose from to demonstrate their learning about a given topic.
<u>Formative Assessments</u> Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	
Examples of possible formative assessments include: One Minute Conversations - After students listen to a presentation or audio-text, ask students to have a one minute conversation with the student sitting next to them. Encourage students to make connections to their own lives and the world around them. Two Stars and a Wish - After students listen to an oral presentation, have them identify two things that were meaningful to them (stars) and one question or wish they have about the presentation. Webs - Provide students with a web graphic organizer that has a current topic of study in the centre, such as “Celebrating Others.” Ask students to complete the web using information from videos, presentations, etc. that they have studied in class.	

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Examples/Non-Examples - Ask students to make a list of different actions that make a community more peaceful and a list of actions that do not make a community more peaceful. Once students have finished making their lists, ask students to identify four or five key qualities or characteristics of a peaceful community.

Doodle It - Before beginning a unit on “ or “Making Our Community More Peaceful,” ask students to doodle about the topic. Encourage students to share their doodles with other classmates. As students are sharing, circulate throughout the room and listen to students.

Entry Cards - Provide each student with an entry card that focuses on “Exploring Thoughts, Feelings, and Ideas.” Determine what knowledge students demonstrate in this area to help you plan future instruction.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR A38.3a. Listen to a short presentation and make some notes that focus on making personal connections to the text.

- Combine this outcome with an appropriate speaking outcome(s). Students present to their classmates. As their classmates listen to the presentations, they make notes on what they find personally meaningful. Provide time after the presentation for students to compare their notes with those of a partner or small group.
- When guest speakers come to the school, provide students with time after the presentation to make notes about what they learned and connect the presentation to the world around them. Hold group discussions so students can share their ideas and build upon the ideas of their classmates.

CR A38.3b. Retell and explain the ideas and information heard by making connections to the world around them.

- Provide opportunities for students to connect what they hear to the world around them. Give students a list of sentence starters and have them complete the sentences. Possible sentence starters may include: "This text reminds me of ...," "This text reminds me of something I heard on the news ...," "I know about this because ...," "This happened in real life when ...," and "This text reminds me of something I watched on TV"
- Have students make connections to the world in a double entry journal. Students describe or paraphrase what they heard on the left side of the journal page and make a connection to the world on the right side of the journal page.

CR A38.3c. Ask questions for clarification.

- Ask students to jot down three questions they have after a presentation or video. Determine the two or three most popular questions and divide students into groups and have them try to answer the questions. Have students share all their findings with the large group.
- Give students sticky notes and have them jot down questions they have while listening to an audiobook or presentation by another student. Provide time for students to ask their questions after listening to the audiobook or presentation and have classmates answer any of the questions they are able to answer. Students can seek answers to the remaining questions from other sources (teacher, online, books, etc.).

CR A38.3d. Listen courteously while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.

- Divide students into partners or small groups. Provide students with a task related to a current area of study. For example, you may ask students to find someone in the community who has made a positive contribution or have them determine what makes a hero. Students then work together to come up with an answer by devising a plan to obtain information (e.g. look in local newspapers, interview a community member, etc.) and then following the plan.
- Select a TV advertisement for a product that the students are familiar with using. Show the commercial to the students and have them come up with additional questions they have about the product. Provide partners or small groups different questions to research and discuss. The students then share their findings with the rest of the class.

CR A38.3e. Listen, carry out, retell, and identify purpose of directions at an appropriate personal level.

- Provide students with a series of oral directions to complete with a partner. Only give the directions once. Students follow the directions to complete the task. When all students are finished, have students explain what they did and discuss whether they were successful in following the directions. Have different students share how they recalled and completed the tasks that was assigned to them. Discuss how some students used or missed key information and determine possible strategies for following directions in the future.
- After providing a set of directions to students, ask students to repeat the directions to a partner to ensure they understand what they are to do.

Key Resources**Support Materials:**[Saskatchewan Online Curriculum](#)[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR A38.4

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Comprehend and Respond CR A38.4		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u>		
SK curriculum outcomes can be copied and pasted, focuses highlighted.		
CR A38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).		
<ul style="list-style-type: none">a. Ask questions for clarification while reading.b. Retell and explain the ideas and information read by making connections to the world around them.c. Answer questions that require making personal connections to the text.d. Make personal connections to the texts based on prior knowledge and experiences.e. Read and re-read “just-right” texts, based on interests, and for enjoyment.f. Read and carry out directions at an appropriate personal level.		

<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?		<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	
<ul style="list-style-type: none">- Reading is an active process.- You can ask questions for clarification when reading.- You can react to what you read.- There are different purposes for reading.- The connections you make to your reading is based on your unique background knowledge and experiences.- You can make connections to the world around you through your reading.- You can read to carry out directions.		<ul style="list-style-type: none">- Why do people read?- Why is it important to read “just-right” texts?- What role does reading play in daily life?- What role does your background knowledge and experiences play in making connections to what your read?- How can you connect to the world around you through your reading?- What do good readers do?- How do you ask questions for clarification?- Why do people ask for clarification when they read?	
<u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)			
Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?		Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?	
<ul style="list-style-type: none">- the importance of reading.- word attack strategies.- what paraphrasing is.- the role background knowledge and experiences play in making personal connections to text.- the role background knowledge and experiences play in making connections with the world around them when reading.		<ul style="list-style-type: none">- use a variety of word identification strategies to read material at their reading level.- ask clarification questions when reading.- follow written directions at an appropriate personal level.- answer questions that involve making personal connections to what they read.- make connections to the world around them when they read.- read for enjoyment.	
STAGE TWO: DESIGN ASSESSMENT EVIDENCE			
Assessment Evidence			
<u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.			
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:		

CR A38.4	Compare and Contrast Charts - Provide students with a list of different text formats on a given topic such as celebrating others or making our community more peaceful. Students choose two different texts and complete a compare and contrast chart. Encourage students to cite specific examples when identifying similarities and differences between the texts.
	Learning Logs - Students complete a learning log after reading different texts that are related to a current unit of study. Students make personal connections to what they read and to the world around them.
	Photo Books - Ask students to create photo books on a given topic of study. Students take pictures of the world around them and make connections between the texts they are reading and the pictures.
<p style="text-align: center;"><u>Formative Assessments</u></p> <p style="text-align: center;">Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.</p>	
<p>Examples of possible formative assessments include:</p> <p>Quick Writes - At different points during a unit of study, ask students to complete a five to ten minute quick write on a question related to the topic of study. Ask students to make personal connections to the world around them in their quick writes.</p> <p>Sharing Circle - After students read books or articles on a current topic of study, ask them to share connections between what they read and the world around them. Explain how students will pass a sharing stick around the circle. Only the student with the sharing stick is allowed to talk. Be sure that all students get the opportunity to use the sharing stick.</p> <p>Oral Stories - Provide students with stories on a particular topic that come from different cultures. Explain to students that in some cultures, oral stories were told to pass on knowledge. Have students practice telling the story they read so others in the class can learn from their oral storytelling. Review criteria that students must follow prior to their storytelling.</p>	
<p style="text-align: center;"><u>Pre-Assessments</u></p> <p style="text-align: center;">Pre-assessments are used to determine what students know and their readiness level to inform instruction.</p>	
<p>Examples of possible pre-assessments include:</p> <p>Brainstorming - Before beginning a unit, have students brainstorm all they know about a particular topic of study. In addition, encourage students to share how they gained their knowledge.</p> <p>Concept Attainment - Use a concept attainment lesson to begin a unit on celebrating others or making our community more peaceful. Show examples and non-examples of the concept and let students discuss their ideas.</p> <p>Describe It - Put ideas for making our community more peaceful on individual slips of paper. Students draw a piece of paper and describe the action without actually naming it. The others students in the class try to guess what was written on the slip of paper.</p>	
STAGE THREE: CREATE THE LEARNING PLAN	
<p style="text-align: center;"><u>Instructional Plan</u></p> <p style="text-align: center;">The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.</p>	

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR A38.4a. Ask questions for clarification while reading.

- Pair students up and provide each partner group with a short article. After students read the article, have them come up with 3 - 5 questions they have about what they read.
- Provide students with a list of questions about a story or non-fiction article they are reading. Students look for evidence in their reading that supports their answers.

CR A38.4b. Retell and explain the ideas and information read by making connections to the world around them.

- Provide students with three sticky notes. As they read, they place the sticky notes next to sentences or paragraphs that they connect to the world around them. After they finish reading, students write the sentence from the passage and the connection they made to it. Students share their findings with a partner or small group of students.
- Let students do a "walk and talk" with the informational text they read in class. Students go for a walk and talk about the ideas and information they read. When students return, have them share one or two of the ideas they talked about during their walk.

CR A38.4c. Answer questions that require making personal connections to the text.

- Give students a graphic organizer with three or four questions that require them to make personal connections to the text they are reading. Questions may include: What did this story remind you of? What character can you relate the most to ... and why? etc.
- Have students complete a yes/no chart. On the "yes" side of the chart, students record characters and events in their text that they can relate to or events that have happened to them. On the "no" side of the chart, students record characters and events that are unfamiliar to them.

CR A38.4d. Make personal connections to the texts based on prior knowledge and experiences.

- Give students recipe cards with questions that encourage them to make personal connections. Questions on the recipe cards may include: What does this story remind you of? Can you relate to the characters in the story? How is this text similar to other things you have read? How is the text different from other things you have read? What does this story remind you of in the real world? Each time a student reads a text in class, they answer one of the recipe card questions. If students have difficulty with writing output, scribe for them or have another student record their response.
- Model how to make personal connections to the text for your students. Before asking students to share the connections they make, tell the students about the personal connections you have made to the text.

CR A38.4e. Read and re-read "just-right" texts, based on interests, and for enjoyment.

- Set aside time each day for the students to read or listen to self-selected texts.
- Keep an individual basket of books and articles for each student. When students enjoy a book or article and want to re-read during personal reading time, have them place the book or article in their basket. Students can then grab their basket of books and articles when it is time for personal reading time. This will save time as the students will not waste time looking for something to read.

CR A38.4f. Read and carry out directions at an appropriate personal level.

- Provide numerous opportunities for students to read and carry out tasks within the classroom setting.
- Consider giving partners and small groups written directions for tasks they must complete. Encourage students to carry out instructions with

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

Compose and Create

UbD Planning Document - CC A38.1

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Compose and Create A38.1		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.		
CC A38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).		
a. Create spoken, written, and other representations that explain a procedure. b. Communicate the steps of a procedure in a clear and appropriate written form. c. Deliver an oral presentation that explains a procedure.		
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	

<ul style="list-style-type: none">- You can explain a procedure through writing.- You can explain a procedure orally.- You can use visuals and multimedia text to explain the steps of a procedure.- There are many different ways share information.	<ul style="list-style-type: none">- Why do people write?- How can you share information with others?- What role do my personal experiences play in explaining a procedure?- How should I explain a procedure to others?- What form is most effective to explain a procedure?
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u></p> <p align="center">What key knowledge and skills will students acquire as a result of this unit?</p> <p align="center">(These <u>may</u> be indicators from the curriculum)</p>	
<p align="center">Knowledge (Students will know...)</p> <p align="center">What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p align="center">Skills (Students will know how to...)</p> <p align="center">What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none">- visuals, multimedia, oral, and written texts can all be used to explain a procedure.- our background experiences affect the information we share.- there are different ways to share information with others.	<ul style="list-style-type: none">- write to explain a procedure.- use visuals to explain a procedure.- create multimedia texts to explain a procedure.- share information orally.- use writing and oral presentations to share information.
<p align="center">STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p align="center">Assessment Evidence</p>	
<p align="center"><u>Summative Assessments/Performance Tasks</u></p> <p align="center">Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CC A38.1	Mind Maps - Have students create a mind map to explain a given procedure. Encourage students to use drawings, words, and phrases, to help others understand their mind maps.
	Video Interviews - Make each student an “expert” on a given procedure (how to write a complete paragraph, how to write a children’s book, how to read to young children, etc.). After students have researched and become an expert in their area, have students interview each other about their area of expertise. Before beginning the interviews, co-construct the criteria for the video interviews and brainstorm a set of questions that students can ask each other.
	Photo Journals - Let students choose a procedure they would like for this project. Students take pictures of each stage of the procedure and write about the different stages in a photo journal.
<p align="center"><u>Formative Assessments</u></p> <p align="center">Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?</p> <p align="center">These help guide instruction and provide feedback to students.</p>	

Examples of possible formative assessments include:

Sentence Starters - Provide students with sentence starters to help them write their procedures (Use words like, “To begin ...,” “Next ...,” “Then ...,” and “Finally ...”).

Puzzles - Give students a set of steps to a procedure that are in a mixed up order. Have students arrange the steps in the correct order.

Student-Composed Questions - Ask students to write different questions they have about a given procedure. Read the questions out one-by-one and have other students answer the questions if possible.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Buzz Groups - Before beginning a unit, have students “buzz” about different procedures we use in our daily lives. Encourage them to come up with characteristics that are common among the different procedures.

Think-Pair-Share - Provide students with a procedure that is missing information. Have them read about the procedure and then pair up with a partner to discuss what other information is needed to complete the procedure. Students can then share their findings with the larger group.

Open-Ended Questions - Provide students with a set of open-ended questions that deal with procedures. Students answer the questions. Use the information gathered from the questions to help you plan instruction.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC A38.1a. Create spoken, written, and other representations that explain a procedure.

- Provide students with examples of different ways they can represent a procedure using both words and pictures. Have students choose one way and create a representation that explains a procedure of their choice.
- Use the turn and talk strategy and have students explain a simple procedure to a partner.

CC A38.1b. Communicate the steps of a procedure in a clear and appropriate written form.

- Discuss the importance of communicating a procedure in a clear and appropriate form so those reading or listening to the steps of the procedure will be able to carry them out.
- Provide students with examples of different procedures and have them determine if they are a good example or a poor example. If a poor example, have students make necessary changes to improve them.

CC A38.1c. Deliver an oral presentation that explains a procedure.

- Consider contacting an elementary school and having students go into different classes to deliver their oral presentations. These presentations could be on making a paper airplane, creating a simple origami project, or some other project of their choosing. Explain to students that their steps need to be easy to understand so younger students can follow them.
- Have students deliver their presentations to a partner before going in front of a larger group. Encourage partners to identify any steps that are unclear or that need to be added to or changed in any way.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR A38.2

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Compose and Create A38.2		
Context (ELA only):	Type of Unit (ELA only):	

Time Frame:	
STAGE ONE: IDENTIFY THE DESIRED RESULTS	
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.	
CC A38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful). a. Use visual aids to present the steps in a procedure. b. Organize the steps for a procedure in a clear, meaningful manner appropriate to personal readiness level. c. Choose an appropriate way to present steps in a procedure.	
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.
<ul style="list-style-type: none"> - There are many ways to explain a procedure. - Sharing ideas that explain a procedure should be organized in a clear, meaningful manner. 	<ul style="list-style-type: none"> - What visuals can be used to explain a procedure? - How can visuals enhance my explanation of a procedure that I am sharing with others? - Why is it important to organize my explanations in a clear and meaningful manner? - Why do we use visuals and/or multimedia texts to help explain a procedure?
<u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)	
Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
<ul style="list-style-type: none"> - there are different ways to explain a procedure to others. - explanations for a procedure must be presented in a logical way so viewers will understand. - background knowledge and experiences influence the information we share. 	<ul style="list-style-type: none"> - use dramatization, sounds, and movement to explain a procedure. - use pictures, charts, models, and drawings to explain a procedure. - use a variety of different ways to explain the steps of a procedure. - organize information in a clear and meaningful manner. - revise and change the presentation of information to make it more effective for viewers.

STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CC A38.2	Gallery Walk - Have students create a poster board that outlines the different steps in a procedure. Students walk through the “gallery” and complete the different procedures that are outlined on the poster board.
	Role Play - Ask the students to take turns being the presenter and the audience. Instruct certain audience members to ask questions to clarify different steps. Before beginning the role play, brainstorm possible questions and answers to support students as they act out their different roles.
	Digital Scrapbooks - Throughout a semester or the school year, have students create digital scrapbooks of different procedures they create or take part in. Encourage students to personally respond to the different entries in their scrapbooks.
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	
Examples of possible formative assessments include:	
Draw It - Have students draw the steps to a procedure. Tell them to make their pictures clear so that they don’t need to use words, only drawings.	
Examples/Non-Examples - Ask students to create a good example of a representation of a procedure and a bad example. Discuss the reasons why the examples are “good” and why other examples are “bad” (unclear, not enough information, etc.).	
Buzz Groups - Tell students to find a partner or small group and “buzz” about what they have learned about creating representations for procedures. What are some of the characteristics of a procedure? What are the different ways to represent the steps in a procedure? etc.	
<u>Pre-Assessments</u>	
Pre-assessments are used to determine what students know and their readiness level to inform instruction.	

Examples of possible pre-assessments include:

Text me the Answer - Before beginning a unit on exploring thoughts, feelings, and ideas, construct a number of questions to discover what students know about this topic. Students then text the answers to your questions.

Quick Write - Have students complete quick writes on how they could make their community more peaceful. Use the information in the quick writes to help you plan further instruction in this unit.

Super Sleuth - Consider using a super sleuth to begin a unit on celebrating others and to discover what others know. Write a series of six or nine questions in a grid and have students ask each other different questions and record their responses. After the super sleuth activity, gather the super sleuth grids and determine students' current level of understanding regarding this topic.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Métis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC A38.2a. Use visual aids to present the steps in a procedure.

- Brainstorm different ways that students can provide visual aids to represent the different steps in a procedure.
- Have students choose a visual aid to present the steps in a procedure to a partner or small group of students.

CC A38.2b. Organize the steps for a procedure in a clear, meaningful manner appropriate to personal readiness level.

- Students write each step for a procedure on a recipe card. They give their recipe cards to a partner to see if their classmate is able to follow the steps and put them in the correct order.
- Provide students with a graphic organizer and have them fill in the different steps for a procedure.

CC A38.2c. Choose an appropriate way to present steps in a procedure.

- Encourage students to use movement and/or music to present steps in a procedure.
- Let students make an object with different parts out of lego, clay, etc. Students then create each step using the manipulatives. After all students have outlined the procedure for their object, students can take turns trying to recreate the objects by following the different steps with the manipulatives.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC A38.3

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Compose and Create A38.3		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p align="center"><u>Outcome(s)</u></p> <p align="center">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p>CC A38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> <ol style="list-style-type: none"> Provide a beginning, a middle and an end to an oral presentation that presents the steps in a procedure. Use oral language to request information outside of class instruction. Recount experiences, stories, and current events in a logical sequence with appropriate details. Give directions to help or explain. Make relevant contributions to class. 		
<p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>		<p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>

<ul style="list-style-type: none"> - I can share the steps for a procedure with others. - A good presentation has a beginning, middle, and end. - I can use oral language to participate in small group work. - I can orally explain a procedure in a logical sequence. - I can provide appropriate details in the information I am sharing. - My personal experiences are important and influence what I have to say. - I can make relevant contributions to class discussions. 	<ul style="list-style-type: none"> - Why is it important to speak clearly to others? - How can I make someone understand what I am saying? - What role do my personal experiences play in the information I share? - What do good speakers do? - How can I clearly explain or give directions to others? - How can I make a relevant contribution to class discussions?
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p align="center">Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p align="center">Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - their personal experiences play an important role in sharing information. - oral presentations have a beginning, a middle, and an end. - it is important to provide details when sharing information. - everyone can make positive contributions to class discussions. 	<ul style="list-style-type: none"> - use the spoken word to share information. - share information by providing a beginning, a middle, and an end. - explain something and give directions to others. - add appropriate details to the sharing of information. - make relevant contributions to class discussions.
<p align="center">STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p align="center">Assessment Evidence</p>	
<p align="center"><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p align="center">CC A38.3</p>	<p>Photo Journey - Students create a photo journey of activities they take part in over the course of a unit. They then give an oral presentation to talk about the photos and connect their learning to their own personal experiences and to the world around them.</p>
	<p>Reader's Theatre - After providing students with ample opportunities to practice reader's theatre, have them present a recitation of their choice and complete self, peer and teacher assessments on their performance.</p>
	<p>Oral Story Summaries - Set aside a time, such as Friday afternoons, when students can give oral summaries of the books they are reading for enjoyment. Encourage students to provide a beginning, a middle, and an end to their story summaries.</p>

Formative Assessments

Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?

These help guide instruction and provide feedback to students.

Examples of possible formative assessments include:

Debates - Present two sides of an issue to the students. Have students either choose a side or place students on one side of the issue. Debate teams should have equal number of students. Provide time for students to present their sides of the issue and respond to points raised by the opposing side.

3-2-1 Exit Cards - Before students complete their exit cards have them orally share “three things they learned,” “two things they found interesting,” and “one thing they still want to learn” about a current topic of study.

Three Questions - Use the turn and talk strategy to pair up students. Each student asks their partner three questions about a current topic of study. As students are asking and answering their questions, circulate around the room and listen to discussions. Use this information to plan further instruction.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Retelling - Before beginning to work on a speaking goal with students, have students pair up to share what they did over the holidays or their favourite memory of all time. After students share their stories, have each student introduce their partner and tell one thing they learned from the story sharing.

One Word Webs - Print the word “speaking” in the centre of a one word web. Have students create a web using all the information they have learned about speaking in front of groups and giving oral presentations.

Charades - Play a game of charades with students. Have students guess what is being acted out and give reasons for their choices. For example, if a student is acting out the life cycle of a tree, another students may guess that the student is a plant because the charade looks reminds them of a plant with leaves that is growing taller.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC A38.3a. Provide a beginning, a middle and an end to an oral presentation that presents the steps in a procedure.

- Before students orally present to the class, co-construct criteria that students must include in their presentation. Criteria may include providing a good opening and closing sentence, using words like "to begin with," "next," "then," "finally," etc.
- Give students three recipe cards. On the first recipe card, students write the beginning of their oral presentation. On the second recipe card they write the middle of their presentation and on the third recipe card they write the ending to their presentation.

CC A38.3b. Use oral language to request information outside of class instruction.

- Consider having a "helper" for each day of classes. This "helper" answers the phone and runs errands that are needed during class.
- Have students conduct interviews with different community members and determine how each contributes to making the community a peaceful place. Students present the information they discover to the rest of the class.

CC A38.3c. Recount experiences, stories, and current events in a logical sequence with appropriate details.

- Plan a shared experience with the students - a field trip to a local attraction, a video, an inquiry project, etc. After the experience, have students talk about what they learned and complete projects that require them to discuss their experience in a logical sequence and with appropriate details.
- Students complete a graphic organizer of their day. They work through their day in a logical sequence. When finished, have students complete a "mixed-up" day in which the events of their day are in a different order. For example, they eat dessert for breakfast, brush their teeth before meals, go to school at 9:00 at night, etc. Give students time to discuss both their regular day and their "mixed-up" day. Students complete a compare and contrast chart and come up with three pros and three cons for each type of day.

CC A38.3d. Give directions to help or explain.

- Students create a brochure that is meant to attract people to their community. They outline different attractions, events, restaurants, hotels, etc. and provide appropriate information that tourists would need.
- Ask students to come up with a new invention that will make their lives easier. They need to describe the invention and give directions on how to use it.

CC A38.3e. Make relevant contributions to class.

- At the beginning of each class, explain the goal for the day and the types of responses and activities you expect students to complete. By reviewing expectations at the start of each class, you can support students and set them up for success so they can positively contribute in class.
- Have students work in groups. Go through the roles of individuals in groups and explain the importance of each student contributing to the group task.

Key Resources

Support Materials:[Saskatchewan Online Curriculum](#)[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC A38.4

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Compose and Create A38.4		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p align="center"><u>Outcome(s)</u></p> <p align="center">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p>CC A38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p> <ul style="list-style-type: none"> a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.). b. Write clear and coherent sentences to explain a procedure. c. Represent ideas, information and experiences in a written form appropriate to personal readiness level. d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. e. Write personal letters, thank-you notes, invitations, etc. 		
<p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	

<ul style="list-style-type: none"> - Sometimes it is important to polish a piece of writing. - I use writing throughout my daily live for a variety of purposes. - It is important to think about my audience when I am producing a piece of writing. - I can write to explain a process or procedure. - Paragraphs have an opening sentence, a middle, and a closing sentence. 	<ul style="list-style-type: none"> - What do good writers do? - When is it important to work through the writing process? - How does my audience shape my writing? - Why do I write? - Will a reader understand what I have written? - Should my writing have a beginning, middle, and an end? Why or why not? - How can I best share information?
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p align="center">Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p align="center">Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - the stages of the writing process. - the purpose of writing. - the mechanics of writing a sentence and/or paragraph, as appropriate. - paragraphs have a beginning, middle, and an end. 	<ul style="list-style-type: none"> - write a complete sentence. - convey meaning through their writing. - write for a variety of purposes. - practice the behaviours of good writers. - write paragraphs with an opening sentence, a middle, and a closing sentence. - write to explain a procedure. - write personal letters, thank-you notes, invitations, etc.
<p align="center">STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p align="center">Assessment Evidence</p>	
<p align="center"><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p align="center">CC A38.4</p>	<p>Story Creation - Students create a story that can be read by younger children that focuses on celebrating others or exploring thoughts, feelings, and ideas. Set criteria for students before they begin this project so they are aware of expectations.</p> <p>Writing Portfolios - Throughout the term, have students keep writing portfolios. Have students label writing pieces and self-assess their ability to make personal connections and to include a beginning, middle, and end to their writing.</p>

	Open-Ended Questions - Ask students open-ended questions about a procedure they have followed. Have students retell the steps of the procedure in written form as well as respond on a personal level to the experience.
<p style="text-align: center;"><u>Formative Assessments</u></p> <p style="text-align: center;">Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?</p> <p style="text-align: center;">These help guide instruction and provide feedback to students.</p>	
<p>Examples of possible formative assessments include:</p> <p>Reflection Journals - At different points during a unit, have students record their responses to activities in their reflection journals. Encourage students to make personal connections to the activities as well as connections to the world around them.</p> <p>Class Discussions - Hold class discussions about different activities and responses. After the discussions, have students jot down one or two ideas that were personally meaningful to them.</p> <p>Design a Project - Ask students to design a project that shows their understanding of a particular unit. The project should contain a written component and include a personal response.</p>	
<p style="text-align: center;"><u>Pre-Assessments</u></p> <p style="text-align: center;">Pre-assessments are used to determine what students know and their readiness level to inform instruction.</p>	
<p>Examples of possible pre-assessments include:</p> <p>Turn and Talk - Before beginning a unit, have students turn and talk about a new topic with their neighbour. After a set amount of time, have students find another partner and again discuss the topic. After students are finished, provide each student with a recipe card. On one side of the card, students write one thing they know about the topic and on the other side of the card they write one question they have or one thing they would like to learn about the topic.</p> <p>KWL Charts - Provide students with a KWL chart before a new unit. Students write what they know and what they want to know about a given topic. Return the KWL chart to the students, periodically throughout a term, and have them add new info to the chart.</p> <p>List Ten Things - Give students a blank piece of paper and have them number it one to ten. Ask students to write down ten things they either know about a topic or would like to know.</p>	
Outcomes/Objectives	
<p style="text-align: center;"><u>Instructional Plan</u></p> <p style="text-align: center;">The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Métis Content integration and technology integration.</p>	

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC A38.4a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).

- Students create books on an individual they would like to celebrate. They work through the writing process to come up with their final copy.
- Provide students with a bookmark that lists the stages of the writing process. Consider posting exemplars about what each stage of the writing process looks like. Students can refer to the exemplars as they work through the writing process on a class assignment.

CC A38.4b. Write clear and coherent sentences to explain a procedure.

- Find instructions to a procedure that students are unfamiliar with and that includes terminology that is not in their daily vocabulary. Give students a copy of this procedure along with copies of a procedure written in a straightforward manner with terminology the students are familiar with hearing. Have students compare the two procedures and identify what characteristics are needed to make a procedure easy-to-understand.
- Create a "how-to" manual for new students coming into alt ed ELA. Students write up procedures for how to get ready for class, how to write a paragraph, how to be a good listener, etc.

CC A38.4c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.

- After hearing a presentation or going on a field trip, have students write about their experience and what they learned from it.
- Ask students to watch a non-fiction video on a topic of their choice. After viewing the video, students write about what they learned and present these ideas to the rest of the class.

CC A38.4d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.

- Provide students with the "middle" section of a number of different paragraphs and have them write the opening and closing sentences.
- Give students a graphic organizer that requires them to write an opening sentence, 3 to 5 sentences in the middle, and a closing sentence.

CC A38.4e. Write personal letters, thank-you notes, invitations, etc.

- At the start of the year, encourage students to find a pen pal to write or email personal letters. Their pen pal could be a grandma, uncle or cousin. Provide students with pen pals if they are unable to find someone on their own. Another option would be to have students write to students in another ELA class or at another school.
- Write letters to community members that celebrate the contributions they make to the community.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

Assess and Reflect

UbD Planning Document - AR A38

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level A38
Outcome: Assess and Reflect AR A38		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p align="center"><u>Outcome(s)</u></p> <p align="center">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p>AR A38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.</p> <p>a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.</p> <p>AR A38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.</p> <p>a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.</p> <p>b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.</p> <p>c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.</p> <p>AR A38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.</p> <p>a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.</p> <p>b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.</p>		
<p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>		<p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>

<ul style="list-style-type: none">- Goals help us to succeed.- We can change goals when needed.		<ul style="list-style-type: none">- Why is it important to set goals?- How can we assess the progress of our goals?- Why is it important to assess the progress of our goals?- When is it appropriate to change our goals?- How do goals help us succeed?	
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u></p> <p align="center">What key knowledge and skills will students acquire as a result of this unit?</p> <p align="center">(These <u>may</u> be indicators from the curriculum)</p>			
<p align="center">Knowledge (Students will know...)</p> <p align="center">What key <u>knowledge</u> will students acquire as a result of this unit?</p>		<p align="center">Skills (Students will know how to...)</p> <p align="center">What key <u>skills</u> will students acquire as a result of this unit?</p>	
<ul style="list-style-type: none">- the behaviours of good readers, writers, speakers, listeners, and viewers.- the steps for goal setting.		<ul style="list-style-type: none">- set goals.- write a goal.- assess progress towards a goal.- identify level of progress using criteria or a rubric.- reflect on progress level.	
<p align="center">STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>			
<p align="center">Assessment Evidence</p>			
<p align="center"><u>Summative Assessments/Performance Tasks</u></p> <p align="center">Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>			
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:		
AR A38.1, AR A38.2, AR A38.3	Book Creation - Assign each student with a title - How To Be a Good Reader, How To Be a Good Listener, etc. Students write a book about their topic that is geared to younger students. Tell students that they must include details about what children need to do to be a good reader, writer, speaker, etc. The focus of their books will depend on the title they are given.		
	Song Writing - Students write a song about demonstrating positive behaviours in ELA class. Consider having students “perform” their songs for the class. They can enlist the help of other students for their performance.		
	Multi-Media Presentations - Students create a multi-media presentation that outlines how to be a good reader, writer, listener, speaker, etc. Co-construct the criteria for this assignment with students before they begin this project.		
<p align="center"><u>Formative Assessments</u></p> <p align="center">Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?</p> <p align="center">These help guide instruction and provide feedback to students.</p>			

Examples of possible formative assessments include:

Self-Assessments - At different points during class, ask students to complete self-assessments on listening behaviours, writing behaviours, viewing behaviours, etc. Use this information to support students as they write goals.

Surveys - Conduct surveys on behaviours that students demonstrate during class. For example, on a listening survey, include statements such as, "I speak clearly so people can understand what I am saying," "I use a loud voice so those in the back of the room can hear me," "I look at my audience when I am speaking," etc.

Show of Hands - After discussing different reading behaviours, have students indicate which behaviours they demonstrate with a "show of hands." If students use a particular behaviour, they put up their hand at the appropriate time.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

One Sentence Summaries - For the first few ELA classes, ask students to create a one sentence summary of good behaviours. For example, on the first day of class ask students to write a one sentence summary about what makes a good reader. On the second day, ask students what makes a good writer. On the third day, ask students what makes a good listener. Continue this activity until students have written a one sentence summary on all the ELA behaviours.

Anticipation Guide - Before beginning a study of goal setting in ELA, provide students with a series of statements. Students respond to each statement by indicating if the statement is "true" or "false." If false, ask students to change the statement to make it true.

What am I? Riddles - Construct a number of "What am I?" riddles. Read them to students and have them indicate what the riddle is referring to. For example, I make eye contact. I do not talk. I nod my head once in a while. What am I? The answer would be a good listener.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA A38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

AR A38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

- Ask students to think of specific examples of times when they, or someone they knew, exhibited the behaviours of a good reader, writer, listener, etc. Encourage students to identify why this made them a good reader, writer, listener, etc. and why exhibiting good behaviours is important.
- Take students to a school event. After the event, hold a discussion and ask students to identify specific students who were exhibiting good listening, speaking, etc. behaviours at the school event.

AR A38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.

- Provide opportunities for students to practice the various ELA behaviours. After each opportunity, take the time to have students reflect, assess, and discuss their behaviours.
- As a class, develop a list of criteria for each of the different ELA behaviours. Allow students to review this criteria list both before and after different learning opportunities.

b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.

- Give students a journal at the beginning of a new term. Students record their reflections on the strategies they used during various reading, writing, listening, etc. opportunities in their journal.
- Videotape students during a presentation and have them view the videotape and reflect on their behaviours.

c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Provide students with informal self-assessments that they can use to reflect on their own abilities.
- Co-construct a simple checklist that lists the criteria that students must exhibit when reading, writing, speaking, etc. Students check off the behaviours they feel they exhibited after a targeted learning opportunity.

AR A38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Provide students with informal self-assessments that they can use to reflect on their own abilities.
- Co-construct a simple checklist that lists the criteria that students must exhibit when reading, writing, speaking, etc. Students check off the behaviours they feel they exhibited after a targeted learning opportunity.

b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

- Students use the self-assessments or co-constructed criteria checklists to set personal goals for reading, writing, listening, etc.
- At various points during ELA class, have students revisit goals and if goals are met, have them set new goals based on data they gather about their behaviours.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)