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| **Course: English 08 - Semester 1 Interim Report** | **Teacher: Robin Carrey** |
| **Big Idea:** In order to be successful communicators, we need to understand the tools and strategies of using language. | **Guiding Question:** What are the elements of language and text that I can identify, analyze and use?  |
| **Goals** | **1 – Not Yet Meeting Expectations** | **2 – Approaching Expectations** | **3 – Meeting Expectations** | **4 – Exceeding Expectations** |
| **Content (What do you need to KNOW?) :** Language features, structures and conventions, reading strategies. | If/when prompted or provided with considerable support, I remember that language is divided into parts of speech and that all texts have some elements in common, but I am still working on identifying them or their purposes.  | I know that language is divided into parts of speech but am not always entirely clear on what they are without prompting/support. I can identify some literary elements present in texts that I encounter. | I know that language is divided into different parts of speech and can describe their purposes. I know that basic literary elements are present in all texts.  |  I understand that some parts of speech overlap and serve more than one function. When I analyze a text, I can identify not only basic literary elements but secondary elements and I can support my ideas with examples. |
| **Curricular Competencies****(What do you need to DO?)** | I can use appropriate strategies to comprehend written, oral, and visual texts, ask questions and extend my thinking. | With significant promting/support, I can use a dictionary or a thesaurus to look up word meanings and synonyms. I am still learning to use the teacher-provided Terminology Kit. I am reluctant to ask questions or ask for help because I’m shy, anxious or unsure of what to ask. I do not yet make a consistent effort to improve my work, my understanding or my skills because I’m still developing confidence.  | With support /prompting, I can use the teacher-provided Terminology Kit, dictionaries, and thesaurus and other resources to analyze texts I read and to learn new words. I do not always ask for help when I am stuck, but when I do, I accept the help that is offered to make some efforts to improve my work, my understanding and my skills.  | I consistently use the teacher-provided Terminology Kit, dictionaries, and thesaurus and other resources to analyze texts I read and to learn new words. I can access resources independently but ask for and accept help when needed to improve my work, my understanding and my skills. | I seek out opportunities to learn more about the texts I encounter. I independently use the teacher-provided Terminology Kit, dictionaries, and thesaurus and other resources to analyze texts I read and to learn and use new words. I ask questions not only to clarify my understandings but to expand my knowledge, and explore new skills. |
| I can identify and use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation. | With support and prompting I can identify the difference between nouns and verbs. I must work much harder to identify these elements in texts than I do in worksheets. I know that sentences end in punctuation but I sometimes forget use punctuation marks or do not use them accurately. I’m practicing using words and punctuation accurately.  | I can identify most of the basic parts of speech we’ve learned when I encounter them in texts; my knowledge may be inconsistent, and I may need support or prompting sometimes when I’m doing this work. My use of punctuation in my written work is sometimes accurate, but I’m practicing on being more consistently accurate.  | I can accurately, independently and consistently identify all of the basic parts of speech we’ve learned when I encounter them in texts, and I can use them correct version of a word in written work. I consistently use accurate punctuation in my written work.  | I can not only identify the parts of speech we have covered but other parts of speech from prior knowledge and experience. I consistently choose the correct word in my written work not only with accuracy but in a way that enhances the experience of my audience. I rarely if ever make mistakes in spelling, word choice or punctuation.  |
| I can give, received and act on feedback from my peers and my instructors. | I am anxious about offering feedback to peers, unsure what will help them. I may not always be courteous in how I share my thoughts, or clear in the suggestions I make. I do not always use feedback from peers or instructors without support and prompting.  | When I offer feedback, I sometimes make mistakes or am not clear in which I’m suggesting. I’m working on being more polite in how I offer feedback to peers. I may take some feedback from peers and instructors, but am not always sure how to use it to improve my work.  | When asked to offer feedback, I give specific suggestions. I give feedback to others in a way that is supportive and polite. I can take feedback from peers and instructors and use it to improve the word choice and analysis of my work.  | I offer peer feedback that is accurate and helps my peers make their audience’s experience better. I use and expand on feedback I get from peers and instructors, often editing and revising more than once, and in detail. |
| I can respond to texts in personal, creative, and critical ways | My reading summaries, I AM poems and Top 10 List are complete but limited in scope – there are not yet details or an attempt to make my work interesting for an audience.  | My reading summaries, I AM poems and Top 10 List show a basic awareness of the material and some limited attempt to generate interest for my audience. I am still working on making my work meaningful for myself or my audience.  | My reading summaries, I AM poems and Top 10 List show thoughtful consideration of the material and attempts to make my work interesting and meaningful to my audience. | My reading summaries, I AM poems and Top 10 List are insightful, detailed, and enjoyable for my audience. They are thought-provoking and show a real sense of me as a person.  |