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| **Course: English 10 SPLG / LTST**  **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, literary elements | | 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 constructed of 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 constructed of different parts of speech and can describe their purposes. I know that basic literary elements are present in all texts, and that some texts have several overlapping elements. | I understand that some elements of language 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 prompting/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 basic parts of speech. I am only just beginning to learn that these parts of speech form larger units 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. I am learning the more complex units used in sentences. I may be inconsistent in applying my knowledge, and may need support or prompting when I’m doing this work. My use of punctuation in my written work is sometimes accurate, but I’m practicing being more consistent. | I can accurately, independently and consistently identify all of the basic parts of speech, and I can use them correctly as we look at larger elements of writing. I consistently use accurate punctuation in my written work. | I can not only identify the elements of writing 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. |
| Recognize and appreciate how different forms, formats, structures, and features of texts enhance and shape meaning and impact. | I understand that there are literary elements in all examples of text but can only identify them inconsistently, and/or with significant support/prompting. I am not yet sure how these elements help drive or improve the experience of a text for the audience. | With prompting / support I can identify some literary elements in a piece of text. I am not necessarily or always sure how these literary elements drive a piece or improve audience experience of a text, but I can make some attempts to figure it out and share my thoughts. | I am able to identify how literary elements in a text enhance the story and audience experience by providing examples directly from the text. | I am able to identify how literary elements and devices in a text enhance the story and audience experience by providing detailed examples to substantiate my opinion and by connecting the text and use of literary elements to real life experience or other works. |
| I can respond to texts in personal, creative, and critical ways | My reading summaries 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, 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 show thoughtful consideration of the material and attempts to make my work interesting and meaningful to my audience. | My reading summaries are insightful, detailed, and enjoyable for my audience. They are thought-provoking and show a real sense of me as a person. |