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| Student ELA Checklist – ELA 6 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR6.1 – I can view, listen to, read, comprehend, and respond to a variety of texts |  |  |  |  |
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| CR6.2 - I can select and use appropriate strategies to construct meaning before during and after viewing, listening and reading |  |  |  |  |
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| CR6.3 - I can use language cues and conventions to help me understand when viewing, listening, and reading. |  |  |  |  |
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| CR6.4 - I can view, respond, and demonstrate a comprehension of visual and multimedia texts (including modern and traditional First Nation, Metis and other cultural texts). |  |  |  |  |
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| CR6.5 - I can listen to oral information with purpose to understand, respond, and dig deeper coming from different types of text. |  |  |  |  |
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| CR6.6 - I can read and show my comprehension and interpretation of different types of text. |  |  |  |  |
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| CR6.7 – I can read independently and show that I understand different types of informational texts. |  |  |  |  |
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| CR6.8 - I can read grade 6 appropriate texts to increase fluency, both orally and silently. I can read with expression. |  |  |  |  |
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| CC6.1 - I can create various visual, oral, written, and multimedia (including digital) texts. |  |  |  |  |
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| CC6.2 - I can select and use the appropriate strategies to communicate meaning before, during and after speaking, writing and other representing activities. |  |  |  |  |
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| CC6.3 – I can use language cues and conventions (grammar) to help me communicate. |  |  |  |  |
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| CC6.4 - I can create and present different types of representations (Persuade, Inform and Entertain) |  |  |  |  |
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| CC6.5 - I can use oral language appropriately as I work with others in pairs, small groups, and large group situations. |  |  |  |  |
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| CC6.6 - I can effectively use oral language to express information and ideas in both formation and informal situations. |  |  |  |  |
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| CC6.7 - I can write to: describe a place, narrate an experience, friendly letter, multi-step directions, and problem and solution report, persuade. |  |  |  |  |
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| CC6.8 - I can try using different text forms and techniques. |  |  |  |  |
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| CC6.9 – I can create a teacher guided inquiry project (Identity, Social Responsibility, Efficacy) |  |  |  |  |
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| AR6.1 – I can decide which viewing, listening, reading, representing, speaking, and writing strategies works best for my tasks and situations. |  |  |  |  |
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| AR6.2 - I can set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies. |  |  |  |  |
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| AR6.3 - I can appraise own and others’ work for clearness |  |  |  |  |
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[**ELA 6 “At a Glance”**](https://resourcebank.ca/authoring/1757-ela-6-your-curriculum-at-a-glance)*– This Curriculum at a Glance* document was developed to provide a complete outline of the Saskatchewan ELA curriculum including: unit themes, questions for deeper understanding, must do lists, outcomes and I can statements. This document should be shared with students for transfer of responsibility opportunities.

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| Grammar Scope and Sequence ELA 20 Checklist |  |
| When Viewing, Listening, or Reading, I can: | **Completed** |
| Understand and identify who created the text |  |
| Understand and identify who the text was created for |  |
| Understand and identify the purpose of the text |  |
| Understand and identify when the text was created |  |
| Understand and identify the point of view of the text |  |
| Understand and identify the text creator's view of the world |  |
| Understand and identify the text creator's beliefs and biases |  |
| Understand and identify the point of view that is NOT presented |  |
| Understand and identify the genre used |  |
| Understand and identify the chronological organization of ideas |  |
| Understand and identify signal words used |  |
| Understand and identify important ideas/events in non-fiction |  |
| Understand and identify (in fiction) where and when it takes place, main characters, problem, resolution, and special features of text |  |
| Identify the key idea in a sentence |  |
| Identify a verb and other words related to it |  |
| Identify word order and the meaning it conveys |  |
| Identify pronouns |  |
| Identify punctuation and its meaning in a sentence |  |
| Use context clues for meaning |  |
| Use familiar parts for meaning (prefix, suffix, base word) |  |
| Use other resources and/or people to determine meaning |  |
| Identify if word is used for creative/figurative use |  |
| Understand how words are pronounced |  |
| Recognize and use additional information that is conveyed through other elements |  |
| Recognize the impact other elements have |  |
| When Speaking, Writing, or using other forms of representing, I can: | **Completed** |
| Understand what I am speaking about, writing, or representing |  |
| Understand who my audience is |  |
| Understand my purpose |  |
| Understand appropriate register and tone |  |
| Use correct form of message |  |
| Use effective and logical organization |  |
| Use effective beginning and ending of sentences and paragraphs |  |
| Use consistent point of view |  |
| Use effective transitions and connections |  |
| Use clear, complete sentences with varied beginning |  |
| Use a variety of sentence types (exclamation, question) and structures (S-V, SVO, S-LV-C) |  |
| Use sentences of varying lengths |  |
| Use coordination, subordination, apposition |  |
| Detect run-ons and fragments of subject-verb agreement |  |
| Use vivid word choices |  |
| Use frequently confused words correctly |  |
| Use qualifiers correctly |  |
| Use denotative and connotative meanings of words |  |
| Use correct pronoun references |  |
| Avoid use of double negatives |  |
| Understand how words are spelled |  |
| Use graphics, colour, sound, movement, props, to enhance communication |  |
| Use appropriate visuals and other media to make it more effective and interesting |  |
| Use legible handwriting/appropriate fonts |  |

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| Goal Setting |
| Think about some areas on your student profile that you want to improve on and/or grow in. This should relate back to your learner profile and be in the area of reading, viewing, listening, speaking and writing effectively.  Set one or two goals and plans for personal language learning based on self-assessment of achievements, needs and interests, write them here, and be prepared to discuss how you are progressing on each goal. |
| Goal(s): |
| Reflection: |