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| Student ELA Checklist – ELA 5 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR 5.1 - I can look closely, think about and respond to different grade-level texts including visual, oral, written and multimedia that address |  |  |  |  |
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| CR 5.2 - I can watch and think/judge, different visual and multimedia texts. I can discuss persuasive strategies used to influence/persuade the audience. |  |  |  |  |
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| CR5.3 – I can listen carefully to a range of texts from different cultural traditions and understand important ideas/instructions, main message and actions. I can then come to a conclusion about the speaker’s verbal and non-verbal message, purpose, point of view and strategies used in their presentation. |  |  |  |  |
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| CR5.4 – I can read and comprehend grade-appropriate current and classical/old fiction, script, poetry, and nonfiction from different cultures and countries. |  |  |  |  |
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| CC5.1 – I can use my inquiry & research skills to create different visual, oral, written, and multimedia texts that explore and present thoughts on identity, community, and social responsibility. |  |  |  |  |
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| CC5.2 – I can communicate and share my understanding through different ways:   * illustrated reports * dramas * posters * timelines * multimedia presentations * summary charts |  |  |  |  |
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| CC5.3 - I can speak about different ideas and information, in formal and informal speaking situations, for specific people and reasons. |  |  |  |  |
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| CC5.4 – I can use the writing process to make a multi paragraph narrative, expository, and persuasive writings that clearly show my topic idea and it makes logical sense. |  |  |  |  |
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| AR5.1 – I can talk about my strengths in my viewing, listening, reading, speaking, writing and representing and what strategies I like to use. |  |  |  |  |
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| AR5.2 - I can set goals and take action steps to improve my skills and strategies in my viewing, listening, reading, speaking, writing and representing. |  |  |  |  |
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[**ELA 5 “At a Glance”**](https://resourcebank.ca/authoring/1760-ela-5-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 5 Checklist |  |
| When viewing, listening, and reading: | **Completed** |
| I can identify and recognize intended audience and purpose for a text |  |
| I can identify and recognize various uses of language in social, cultural, and regional situations |  |
| I can identify various forms of texts |  |
| I can identify characteristics of texts (headings) |  |
| I can identify organization and patterns in texts (comparison and contrast) |  |
| I can identify different text types used in other subject areas |  |
| I can understand how punctuation and sentence length affect how we read and listen |  |
| I can use and identify word attack strategies and knowledge of prefixes and suffixes to determine proper pronunciation and meaning of words |  |
| I can use and recognize phonics to decode and say words correctly |  |
| I can use and recognize vowel patterns in multi-syllabic words, double consonants, word endings, prefixes (e.g., dis-, in-, un-, ir-, il-, non-, anti-, pro-, pre-), suffixes (e.g., -ish, -en,-ance), and plural possessives |  |
| I can recognize and use characteristics of different media |  |
| I can recognize and use key elements in visual and multimedia texts (magazines) |  |
| I can use level of language (register) appropriate to purpose and intended audience |  |
| When speaking, writing, and representing: | **Completed** |
| I can use level of language (register) appropriate to purpose and intended audience |  |
| I can adjust tone to situation |  |
| I can write paragraphs proficiently |  |
| I can use knowledge to communicate ideas clearly and logically |  |
| I can use simple, compound, and complex sentences |  |
| I can vary sentence length and structure for effect |  |
| I can use subject-verb and noun-pronoun agreement correctly |  |
| I can use precise and descriptive words |  |
| I can use new words in writing |  |
| I can use specialized terms in different subject areas |  |
| I can use resources to confirm spelling |  |
| I can use a thesaurus |  |
| I can spell correctly the provinces and capitals, and words like catch, matches, strength, scratch, and length |  |
| I can use pronunciation and enunciation to figure out spelling of words |  |
| I can use a variety of spelling strategies including sound |  |
| I can use appropriate gestures, eye contact, facial expressions |  |
| I can use graphs, diagrams, captions |  |
| I can use correct letter formation and joining in cursive writing |  |

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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: |