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| Student ELA Checklist – Grade 1 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR1.1 -I can understand and share about different kinds of writing. |  |  |  |  |
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| CR1.2- I can see and understand different pictures, graphs and videos. |  |  |  |  |
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| CR1.3 – I can listen and understand my teacher when giving instructions.  I can share about the book I listened too. |  |  |  |  |
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| CR1.4 – I can read and understand different kinds of writing. |  |  |  |  |
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| CC1.1 - I can write about an idea.  I can tell about an idea.  I can make a tool you can see about an idea. |  |  |  |  |
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| CC1.2 – I can show my ideas in order. |  |  |  |  |
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| CC1.3 – I can talk loudly and clearly to other(s). |  |  |  |  |
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| CC1.4 - I can write and share in 5 sentences. |  |  |  |  |
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| AR1.1 – With my teacher, I can share what a good student does.   * Good Listener * Good Watcher * Good Reader * Good Maker/Creator * Good Talker/Speaker * Good Writer |  |  |  |  |
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| AR1.2 – With my teacher, I can make and track a goal for a good student.   * Good Listener * Good Watcher * Good Reader * Good Maker/Creator * Good Talker/Speaker * Good Writer |  |  |  |  |
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[**Grade 1 ELA “At a Glance”**](https://resourcebank.ca/authoring/1752-ela-1-your-curriculum-at-a-glance/view)*– 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 Grade 1 ELA Checklist |  |
| I CAN: | **Completed** |
| View, read and listen for a purpose |  |
| Give common social greetings |  |
| Use language appropriate for the situation |  |
| Recognize different text forms (poem, story, fairy tale, informational text) |  |
| Recognize the difference between fiction and nonfiction |  |
| Create simple stories of several sentences |  |
| Organize main idea with two or more related details |  |
| Use appropriate sentence structure and predictable word order |  |
| Recognize a complete sentence and its end punctuation |  |
| Speak simple complete sentence (6.8 words by June) |  |
| Write simple complete sentences (6.0 words in June) |  |
| Understand and use conventions of a sentence:   * Word order * Capital letters at the beginning of a sentence * Period at the end of a statement |  |
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| Read 100 of the most commonly used words in print |  |
| Use context, visual cues (pictures and illustrations) and sound patterns (rhyming) |  |
| Recognize common antonyms and synonyms |  |
| Choose and use words to add interest and to clarify |  |
| Use conventional spellings of high frequency words |  |
| Recognize the difference between invented and conventional Canadian spelling |  |
| Form correctly the plural of single-syllable words |  |
| Use capitals for the pronoun I, names, days of the week, months |  |
| Spell name and high-frequency words |  |
| Count phonemes and segment or blend phonemes at the beginning of the words containing one, two, and three phonemes to make new words |  |
| Recognize and use the alphabet |  |
| Recognize letter-sound relationships and patterns in words |  |
| Identify all consonant sounds in spoken words |  |
| Use phonics to help decode individual words including basic phonetic analysis and consonant sounds |  |
| Recognize some blends and digraphs in regular one-syllable words |  |
| Recognize rhyming words |  |
| Recognize features of words including word patterns and differences |  |
| Be familiar with key features such as captions, illustrations, colors, sizes and movements in different types of texts. |  |
| Use simple gestures, volume and tone of voice to communicate ideas and needs |  |
| Holds pencils, crayons and markers with a comfortable and correct grip |  |
| Use correct letter and number formation |  |
| Leaves spaces between words |  |
| Use pictures, graphs, charts and physical movement to show what is learned |  |

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| Goal Setting |
| With your teacher, 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.  With your teacher, 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: |