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| Student ELA Checklist – ELA 4 |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR4.1 - I can comprehend and respond to different grade-level texts (including visual, oral, written and multimedia) |  |  |  |  |
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| CR4.2 - I can view and respond to visual and multimedia texts, and talk about the author’s strategies and impact on myself and others. |  |  |  |  |
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| CR4.3 - I can summarize and reword what I listen to so I can make my own conclusions. |  |  |  |  |
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| CR4.4 – I can read and comprehend grade-appropriate fiction and non-fiction from different cultures and countries. |  |  |  |  |
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| CC4.1 - I can compose and create a range of visual, multimedia, oral, and written texts that explore and present thoughts on identity, community, and social responsibility. |  |  |  |  |
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| CC4.2 - I can create different representations that shows ideas and information about a specific topic and purpose. |  |  |  |  |
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| CC4.3 - I can speak about different topics to present information, in formal and informal speaking situations, for different people and reasons. |  |  |  |  |
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| CC4.4 - I can write to make a: descriptive, narrative, and expository pieces as I use the writing process. |  |  |  |  |
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| AR4.1 - I can use a rubric to reflect and improve my viewing, listening, reading, speaking, writing and representing. I can start thinking about ways I can improve. |  |  |  |  |
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| AR4.2 – I can set and work on my goals to improve my viewing, listening, reading, speaking, writing and representing. |  |  |  |  |
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[**ELA 4 “At a Glance”**](https://resourcebank.ca/authoring/1812-ela-4-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 ELA 4 Checklist |  |
| When viewing, listening and reading: | **Completed** |
| I can understand and identify reasons for viewing, listening, and reading. |  |
| I can understand and identify the purpose of a text (inform, persuade, narrate) |  |
| I can identify and elements of text (setting, characters, plot, main idea) |  |
| I can identify and use text structures (stanzas, chapters) |  |
| I can understand organization of text forms to understand content (comparison, cause and effect, problem-solution) |  |
| I understand sentence structure  |  |
| I understand how punctuation sounds and affects meaning |  |
| I can use and identify patterns of words for meaning and pronunciation |  |
| I can use and identify root words |  |
| I can use and identify root words to determine meaning |  |
| I can use and identify synonyms and antonyms |  |
| I can use good dictionary skills |  |
| I can use phonics to say words correctly |  |
| I can use vowel patterns in multi-syllabic words, double consonants, contractions, consonant diagraphs, word endings, prefixes (e.g., anti-, non-, con-, tri- de-), suffixes (e.g., -ness, -ment, -able, -sh, -ant), and plural possessives |  |
| I can recognize characteristics of different media (e.g., print, television, digital) |  |
| I can recognize key elements in visual texts (e.g., sections in magazine) |  |
| When speaking, writing and representing: |  |
| I can identify my intended audience |  |
| I can identify/understand/explain text form and medium |  |
| I can identify/understand/explain cohesive paragraph structure |  |
| I can identify/understand/explain connecting words (first, next, finally) |  |
| I can identify/understand/explain effective openings and closings |  |
| I can use complete sentences of varied lengths (8 words) |  |
| I can use simple and compound sentences and a variety of sentences correctly (questions, exclamations) |  |
| I can use verb tense correctly (past, present and future) |  |
| I can use quotation marks for direct speech |  |
| I can use interesting and appropriate words |  |
| I can use synonyms and antonyms |  |
| I can use apostrophe to indicate possession |  |
| I can use a dictionary and thesaurus to increase vocabulary |  |
| I can use a dictionary to correct misspelled words |  |
| I can spell high-frequency words correctly using Canadian spellings |  |
| I can use appropriate tone of voice and gestures in social activities |  |
| I can use appropriate volume, pace, and expression to read aloud in a clear voice |  |
| I can use legible writing using 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: |