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| **I Can Statements** | **Indicator/ Assignment** | **Date Assessed** | **Grade/ Mark** | **Reflection** |
| **CR3.1** - I can understand, make comparisons and talk about different kinds texts (including pictures, listening, written and video). |  |  |  |  |
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| **CR3.2** - I can look at/watch and then talk about the reactions and connections from a story.  I can talk about the humour, emotion, and mood. |  |  |  |  |
| **CR3.3** - I can listen and pick out main ideas and supporting details between texts I have heard.  I can compare different ideas and points of view and make connections between texts heard. |  |  |  |  |
| **CR3.4** – I can read and understand good fit fiction, plays, poetry, and non-fiction from different cultures and countries.  I can explain reactions and connections to the texts I read. |  |  |  |  |
| **AR3.1** – I can think and talk about my own work and the strategies I have used and what I need to do to bump it up in my:   * Watching * Listening * Reading * Writing * Making/Creating * Talking/Speaking |  |  |  |  |
| **AR3.2** – I can set my own goals to help improve my watching, listening, reading, speaking, writing, and making/creating and start talking about a plan for achieving them. |  |  |  |  |

[**ELA 3 “At a Glance”**](https://resourcebank.ca/authoring/1762-ela-20-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 3 Checklist |  |
| When viewing, listening, and reading: | **Completed** |
| I can recognize that a text was created for an intended purpose. |  |
| I can Identify and explain different forms of texts (e.g., story, play, poem, video, legends, fables, informational texts); |  |
| I can identify conventions of texts (e.g., chapter titles, table of contents, glossary). |  |
| I can use punctuation to help understand meaning (including question mark, exclamation mark, comma) |  |
| I can use a variety of strategies to determine the meaning of unfamiliar words |  |
| I can understand frequently used specialized terms in subject areas |  |
| I can recognize features of words including R-vowel patterns when reading. |  |
| I can recognize silent consonants when reading. |  |
| I can recognize digraphs when reading. |  |
| I can recognize compound words when reading. |  |
| I can recognize easy multisyllabic words when reading. |  |
| I can recognize contractions, prefixes, irregular plurals when reading. |  |
| I can recognize and use key features in text when reading and viewing. |  |
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| Grammar Scope and Sequence ELA 3 Checklist |  |
| When speaking, writing, or representing | **Completed** |
| I can Identify and think about purpose and audience when writing. |  |
| I can Identify and think about purpose and audience when speaking. |  |
| I can use, write, and punctuate complete sentences when writing. |  |
| I can use, write, and punctuate complete sentences when speaking. |  |
| I can use verbs, adjectives, and adverbs correctly; use connecting words and phrases when writing. |  |
| I can use verbs, adjectives, and adverbs correctly; use connecting words and phrases when speaking. |  |
| I can capitalize names, books, and places; use commas in dates, locations, addresses, and series when writing. |  |
| I can choose and use descriptive words; use compound words and contractions correctly when writing. |  |
| I can use irregular plurals correctly (e.g., children) when writing. |  |
| I can use the apostrophe in common contractions when writing. |  |
| I can spell correctly easy multi-syllable words and common high-frequency words in writing. |  |
| I can use Canadian spelling of words when writing. |  |
| I can use phonics and memorized spelling rules when writing. |  |
| I can divide words into syllables when writing and speaking. |  |
| I can use long and short vowel patterns when writing. |  |
| I can use abbreviations to spell frequently spelled words when writing. |  |
| I can form letters and numbers correctly and with ease in cursive writing. |  |
| I can use appropriate tone of voice, volume, gestures, and stance when speaking |  |
| I can use appropriate tone of voice, volume, gestures, and stance when reading aloud. |  |

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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: |