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| Student ELA Checklist – ELA 2 | | | | |
| I Can Statements | **Assignment** | **Date Assessed** | **Mark Received** | **Reflection** |
| CR2.1 - I can understand, make comparisons and talk about different kinds texts (including pictures, listening, written and video). |  |  |  |  |
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| CR2.2 – I can look at/watch and then talk about the big ideas and important details from a story. I can talk about the special details of the story that helped me to understand what the creator/author wanted. |  |  |  |  |
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| CR2.3 - I can listen and retell the main ideas and important details I heard during group activities. I can follow directions and demonstrations. |  |  |  |  |
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| CR2.4 - I can read and understand good-fit books when I read silently by linking and retelling important events and ideas in order with details and can talk about how, why, and what if questions.  I can read and understand good-fit books when I read out loud by linking and retelling important events and ideas in order with details and can talk about how, why, and what if questions. |  |  |  |  |
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| CC2.1 - I can write or make different visual, multimedia, oral, and written texts that explore identity, community, social responsibility and make connections to my own life. |  |  |  |  |
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| CC2.2 - I can use different ways to show my understanding. I can share and show my ideas, feelings and work clearly. |  |  |  |  |
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| CC2.3 - I can speak clearly and loudly in a way that makes sense for people I know. I can share stories and experiences, give directions, offer an opinion and providing reasons, and explaining information and directions. |  |  |  |  |
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| CC2.4 - I can write in different ways that is clear and in 6 full sentences. |  |  |  |  |
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| AR2.1 - I can think and talk about my own work and how I could bump it up in my:   * Watching * Listening * Reading * Writing * Making/Creating * Talking/Speaking |  |  |  |  |
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| AR2.2 - I can set personal goals after group discussions |  |  |  |  |
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[**ELA 2 “At a Glance”**](https://resourcebank.ca/authoring/1767-ela-2-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 3 Checklist |  |
| When viewing, listening and reading: | **Completed** |
| I can identify and give reasons for viewing, listening and reading. |  |
| I can recognize and use different text forms (e.g., story, poem, recipe, explanation, play), features (e.g., paragraphs, verses, dialogue), and elements (e.g., title, author, character, problem). |  |
| I can recognize and understand simple, compound, and complex sentences and their related punctuation including quotation marks. |  |
| I can use what I know about sentence structure to determine meaning of a sentence (e.g., the subject and verb are inverted in a question) |  |
| I can use punctuation to help understand what I read (e.g., question mark, exclamation, apostrophe). |  |
| I can recognize basic sight vocabulary (e.g., 250 basic words) |  |
| I can use context clues and use what I know about simple prefixes (e.g., un-) and suffixes (e.g., -ed, -ing, -es, -s, -er, -est) and recognize the same words in different forms (e.g., plays, played, playing). |  |
| I can use individual words to predict meaning of compound words |  |
| I can recognize word play. |  |
| I can use phonics to decode individual words. |  |
| I can break apart all sounds of a word (including sound clusters such as “sk,” “ch,” “sh”) into individual sounds. |  |
| I can delete beginning or ending sounds and tell the remaining word |  |
| I can decode individual words and sounds heard in words with more than one syllable |  |
| I can recognize features of words including possessives, double vowels, multi-syllabic words. |  |
| I can recognize long vowel sounds, contractions, “y” as a vowel sound, consonant clusters, consonant digraphs, and double vowels. |  |
| I can Interpret and respond appropriately to non-verbal cues including facial expression and gestures; |  |
| I can use and interpret conventions of texts (e.g., pictures, graphics, diagrams, bold type); |  |
| I can recognize and use discernable features such as labels, headings, sounds, colours. |  |
| When speaking, writing and representing: |  |
| I can think about what and why something needs to be communicated. |  |
| I can consider, with help from my teacher, what would be the best form (e.g., story, dramatization, letter) to use |  |
| I can present ideas in an order that makes sense |  |
| I can develop ideas by adding details |  |
| Use and write complete sentences (in speech, 7.3; in writing, 7 words) with adequate detail |  |
| I can recognize the verb and the subject |  |
| I can use simple connecting words (e.g., and, so, but, then) |  |
| I can use a variety of sentence types (e.g., statements, questions, exclamations) |  |
| I can use adjectives and adverbs for description |  |
| I can use negative correctly |  |
| I can use capitals at the start of sentences and with names, months, and places |  |
| I can use question marks and commas correctly |  |
| I can use words explored in class |  |
| I can choose and use descriptive words to enhance communication (including verbs, nouns, and adjectives with prompting) |  |
| I can notice unusual or special use of words (e.g., alliteration, onomatopoeia) |  |
| I can substitute one word for another in a meaningful way (e.g., building for house) |  |
| I can use predominately conventional spelling |  |
| I can spell common high-frequency words in daily writing |  |
| I can begin to use resources (e.g., personal dictionary, word wall) to check my spelling |  |
| I can spell correctly my village, town, or city name, days of the week, and words such as stop, shop, drop, saw, see, …. |  |
| I can use phonics to spell more difficult words (e.g., words ending in “ing”) |  |
| I can use long and short vowel patterns and words with more than one syllable |  |
| I can use “es” to form plural of certain words |  |
| I can understand that the same sound may be represented by different spellings (e.g., find, phone). |  |
| I can use gestures, volume, and tone of voice to communicate ideas and needs |  |
| I can speak and read aloud in clear voice with appropriate volume, pace, and expression |  |
| I can print legibly and space letters, numbers, words, and sentences appropriately using an efficient pencil grip |  |

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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: |