

Language Arts Checklist – Cycle 1

Competency #1 To Read and Listen To Literary, Popular and Information Based Texts

Criterion # 1: Develops a range of favourite text types from which s/he constructs meaning

The student:	Rarely Bg*	Sometimes Dv*	Mostly Ap*	Always Tr*
• Enjoys reading, viewing or listening to a variety of texts.				
• Reads texts of particular interest.				
• Selects own texts.				

Criterion # 2: Develops and uses a repertoire of meaning-making strategies

The student:	Rarely Bg*	Sometimes Dv*	Mostly Ap*	Always Tr*
• Understands the text (constructs meaning)				
• Uses a number of strategies to construct meaning (comprehension)				
– Uses pictures to construct meaning				
– Uses the relationship between letters and sounds to construct meaning.				
– Uses prior knowledge to construct meaning.				
– Rereads to construct meaning.				
– Uses language patterns to construct meaning.				
– Uses knowledge of the ways books work to construct meaning.				
• Perseveres when meaning making breaks down by adjusting pace, reading on, omitting words, rereading, substituting, and discussion.				

Criterion # 3: Begins to acknowledge and support different interpretations of the same text.

The student:	Rarely Bg*	Sometimes Dv*	Mostly Ap*	Always Tr*
• Questions and talks with teacher and peers about the text.				
• Able to share feelings (response) about text with others through talking, writing, the Arts, or media in light of personal experiences.				

Criterion # 4: Begins to identify some structures and features of text type.

The student:	Rarely Bg*	Sometimes Dv*	Mostly Ap*	Always Tr*
• Able to locate information or ideas in texts.				
• Able to identify some structures and features of familiar text types, i.e. characters in a fairy tale are often animals.				
• Able to identify the messages and information in texts by ways in which different groups of people are depicted.				

Criterion # 5: Talks about self as reader

The student:	Rarely Bg*	Sometimes Dv*	Mostly Ap*	Always Tr*
• Is able, through conversations with teacher, to describe his/her own tastes and preferences in reading.				

Criterion # 6: Begins to discuss own progress in reading with reference to work selected from portfolio.

The student:	Rarely Bg*	Sometimes Dv*	Mostly Ap*	Always Tr*
• Reflects on his/her growth in reading through discussion				
• Reflects on his/her growth in reading through an ELA portfolio.				
• Identifies, with guidance, his/her own long term reading needs, interests and goals.				