

**I can use correct English
grammar when
speaking.**

**I can correctly use a
complete simple
sentence in my writing.**

I can recognize nouns.

**I can write and add to
simple sentences.**

**I can write and add to
compound sentences.**

**I can use common,
proper, and possessive
nouns correctly when
speaking.**

**I can correctly use a
declarative sentence in
my writing.**

**I can recognize common
nouns.**

**I can recognize proper
nouns.**

I can recognize possessive nouns

I can identify and use words such as above, under, on, and beside.

**I can recognize a, an,
the and use them
correctly.**

**I can recognize
conjunctions.**

I can identify adjectives.

**I can recognize
pronouns.**

**I can recognize personal
pronouns.**

I can recognize possessive pronouns

**I can recognize
indefinite pronouns.**

**I can identify past,
present, and future
verbs.**

**I can correctly use an
interrogative sentence
in my writing.**

**I can write and add to
imperative sentences.**

**I can write and add to
exclamatory sentences.**

I can recognize sentence types:

- * Complete**
- * Simple**
- * Compound**
- * Declarative**
- * Interrogative**
- * Imperative**
- * Exclamatory**

**I can correctly use an
exclamatory sentence in
my writing.**

**I can correctly use an
imperative sentence in
my writing.**

**I can correctly use a
compound sentence in
my writing.**

**I can use personal,
possessive and
indefinite pronouns in
speaking and writing. (I,
me, my, them, their,
anyone, everything)**

I can use singular and plural nouns with matching verbs in sentences.

**I can use verbs to show
past, present, and
future when writing or
speaking. (Yesterday I
walked home. Today I
walk home. Tomorrow I
will walk home.)**

**I can use frequently
occurring:**

- * Adjectives**
- * Conjunctions**
- * Determiners**
- * Prepositions**

**when writing or
speaking.**

**I can recognize that
nouns and verbs match
in sentences.**

**I can write and add to
compound sentences.**

I can use correct capitalization, punctuation, and spelling when writing.

**I can use end
punctuation for
sentences.**

**I can use phonics to
spell unknown words.**

**I can recognize spelling
rules of common
spelling patterns.**

**I can correctly spell
sight words.**

**I can use spelling rules
when writing words with
common spelling
patterns.**

**I can tell when to use a
period, exclamation
mark and question
mark.**

**I can tell the difference
between and date and
other numbers.**

**I can use correct
punctuation when
writing dates and
numbers.**

**I can capitalize dates
correctly.**

**I can capitalize names
of people.**

**I can tell the difference
between names of
people and other words.**

**I can use commas to
separate single words in
a list.**

**I can identify strategies
for understanding
meanings of unknown
words and phrases.**

I can use reading strategies to understand unknown words and phrases.

This means I can look for chunks in words, use picture clues, context clues and other strategies.

I can identify root words.

I can identify endings.

I can identify common affixes.

This means I can add a prefix or suffix to a word.

**I can use context clues
to understand unknown
words or phrases.**

**I can understand that
some words and
phrases have more than
one meaning.**

**I can use affixes to
understand unknown
words or phrases.**

**I can use root words and
their endings to
understand unknown
words or phrases.**

**I can make real-life
connections between
words and their
meanings.**

I can group pictures or words by common characteristics.

I can identify a verb.

**I can tell the difference
between verbs that have
similar meanings.**

I can act out the meanings of similar verbs

**I can tell the difference
between adjectives.**

**I can learn new words
and phrases from:**

*** Conversations**

*** Reading**

*** Being read to**

*** Responding to text**

I can identify when two ideas are connected by using the words; but, because, and, or.

**I can decide when I need
to use words and phrases,
including; but, because,
and, or, at different times
in:**

- * Conversations**
- * Reading**
- * Being read to**
- * Responding to text**

**I can speak (demonstrate)
using words and phrases
that I have learned,
including; but, because,
and, or through:**

- * Conversations**
- * Reading**
- * Being read to**
- * Responding to text**

**I can recognize a capital
letter.**

**I can recognize that the
first word of every
sentence begins with a
capital letter.**

**I can recognize that
sentences are made up
of words.**

I can recognize that a sentence has ending punctuation.

I can recognize a period.

**I can recognize an
exclamation point.**

**I can recognize a
question mark.**

**I can recognize
phonemes in words.**

**I can recognize a long
vowel sound.**

**I can recognize a short
vowel sound.**

**I can tell the difference
between a long and
short vowel in a one-
syllable word.**

**I can recognize the
sounds in a one-syllable
word.**

**I can find the beginning
sound in a one-syllable
word.**

**I can find the middle
sounds in a one-syllable
word.**

**I can find the ending
sound in a one-syllable
word.**

**I can read one-syllable
words by putting sounds
together.**

**I can read one-syllable
words with consonant
blends.**

When shown a one-syllable word, I can say the beginning middle and ending sound.

When I hear a one-syllable word, I can say the beginning, middle and ending sound.

**I can recognize
consonant blends.**

**I can name different
ways to figure out words
I don't know.**

**I can use phonics skills
to help me read words.**

I can identify the sounds two consonants make when they work together. (th, wh, sh, ch, etc.)

**I can tell that words
have syllables.**

**I can tell that each
syllable has a vowel.**

**I can tell the number of
syllables in a printed
word.**

I can read at an appropriate rate.

This means I do not read too slow or too fast for people to understand what I am reading.

**I can use reading
strategies to read with
expression.**

**I can read with
expression.**

**I can tell the difference
between a word with
patterns and a sight
word.**

I can recognize word endings. (-ing, -ed, -s, -es, -ly, -er)

**I can read words with
endings.**

**I can recognize sight
words.**

I can read sight words.

**I can sound out one-
syllable words.**

**I can recognize when
two consonants work
together to create a new
sound.**

**I can identify rules for
final -e.**

**I can identify rules for
vowel teams.**

**I can use phonics skills
to read words with a
final -e.**

**I can tell the difference
between a spelling
pattern and a word
ending. (red vs. walked;
sing vs. jumping)**

**I can read for
understanding.**

I can read with fluency.

*This means I can read smoothly and
with expression.*

**I can use reading
strategies to read
successfully.**

**I can identify that
accuracy, speed, and
expression helps
comprehension.**

I can read accurately.

**I can read at an
appropriate rate.**

**I can read with
expression.**

**I can read on-level text
smoothly and correctly.**

I can reread smoothly.

**I can tell how to self
correct when I'm
reading.**

**I can check my reading
by using other words in
the text.**

I can identify what the text is about to help me read more fluently and understand what I read.

**I can use reading
strategies to read text
accurately.**

**I can use reading
strategies to read with
fluency.**

**I can use reading
strategies to read with
expression.**

**I can read on-level text
to improve
comprehension.**

**I can identify when I
need to reread a text to
better understand it.**

**I can identify when I
need to self-correct
when I read.**

**I can identify key details
of an information text.**

**I can ask questions
about the key details in
informational text.**

**I can identify key ideas
in informational text.**

**I can understand key
ideas in informational
text.**

**I can identify details in
informational text.**

**I can understand details
in informational text.**

I can identify the structure in informational text.

This means, with prompting and support, I can identify titles, paragraphs, sentences, bold face words, captions, labels, graphs,

*italics, table of contents, glossary,
subheadings, etc.*

I can understand the structure in informational text.

This means, with prompting and support, I can identify titles, paragraphs, sentences, bold face words, captions, labels, graphs, italics, table of contents, glossary, sub-headings, etc.)

**I can identify knowledge
and ideas in an
informational text.**

**I can understand
knowledge and ideas in
informational text.**

**I can identify the
author's craft in
informational text.**

**I can understand the
author's craft in
informational text.**

**I can identify the main
idea of informational
text.**

**I can identify key details
from informational text.**

**I can retell key details
from an informational
text.**

**I can identify key details
about a person
discussed in an
informational text.**

I can identify key details about events/ideas in an informational text.

I can describe the connections in a text made between:

- * Individuals**
- * Events**
- * Ideas**
- * Pieces of information**

This means I can tell why there is a relationship between:

** Individuals*

** Events*

** Ideas*

** Pieces of information*

**I can identify unknown
words in a text.**

**I can recognize that
question requires an
answer.**

**I can ask questions to
find out the meanings of
words and phrases in a
text.**

**I can answer questions
that explain the
meaning of words and
phrases in a text.**

I can identify different types of text features.

- * Headings**
- * Table of contents**
- * Glossaries**
- * Electronic menus**

**I can explain how to use
text features.**

I can use different text features to find key facts or information in a text.

**I can find information in
pictures and
illustrations.**

**I can find information in
text.**

**I can identify the main
idea**

I can identify the key details.

**I can describe the main
idea using illustrations
from informational text.**

**I can identify the key
details.**

**I can identify the three
reasons an author
writes.**

**I can decide the reason
an author wrote a text.**

*This means I can tell if the author
wrote to entertain, persuade or
inform.*

**I can find details that
support the author's
purpose.**

*This means I can use at least two
details from the story to support my
opinion.*

I can identify two or more ways texts are similar.

I can identify two or more ways texts are different.

**I can identify key details
of a text.**

**I can ask questions
about key details in a
text.**

**I can answer questions
about key details in a
text.**

**I can identify key ideas
in literature.**

**I can understand key
ideas in literature.**

**I can identify details in
literature.**

**I can understand details
in literature.**

**I can identify knowledge
and ideas in literature.**

**I can understand
knowledge and ideas in
literature.**

I can understand the author's craft in literature.

This mean, with prompting and support, I can identify how an author uses words. (rhyme, alliteration, simile, onomatopoeia, etc.)

I can identify the structure in literature.

This means, with prompting and support, I can identify titles, paragraphs, sentences, phrases, verses, and dialogue.

I can understand the structure in literature.

This means, with prompting and support, I understand the differences between titles, paragraphs, sentences, phrases, verses, dialogue.

I can identify the author's craft in literature.

This means, with prompting and support, I can identify how an author uses words.

I can identify:

- * Key details of a story**
- * What the story is about or the lesson of the story.**

I can retell a story using key details.

*This means I can tell the main
characters, setting and what
happened in the beginning, middle
and end of the story.*

I can explain what the story is about or the lesson of a story,

This means I can think about ways to use the lesson I learned in real-life.

**I can define characters,
setting, major events,
and details.**

I can identify characters in a story using key details

**I can describe
characters using at
least two key details
from the text.**

**I can identify the setting
of the story using key
details.**

**I can describe settings
using at least two key
details from the text.**

I can identify the major events of a story using key details.

I can describe major events using at least two key details from the text.

**I can identify words in a
story or poem.**

**I can identify phrases in
a story or poem.**

**I can identify the five
senses.**

**I can recognize words or
phrases that show
feelings.**

I can identify words or phrases in a story or a poem that show feelings.

I can recognize words or phrases that remind me of something I can see, hear, taste, smell or touch.

I can identify words or phrases in a story or a poem that show feelings.

**I can recognize
characteristics of
fiction.**

**I can recognize
characteristics of
fiction in different
forms of text.**

**I can recognize
characteristics of
nonfiction.**

**I can recognize
characteristics of
nonfiction in different
forms of text.**

I can explain how a book that tells a story is different from a book that gives information.

**I can recognize when
the narrator is telling
the story.**

**I can identify the
characters in a story.**

**I can identify who is
telling the story at
different points in a
text.**

**I can recognize the
characters in a story.**

**I can recognize the
setting of a story.**

**I can recognize the
events of a story.**

**I can use story
illustrations to identify,
the characters in a
story, the setting of a
story, the events of a
story**

I can describe characters using story details and illustrations.

This means I can tell about what a character looks like, their actions in the story, and their traits.

(intelligent, kind, funny, caring, angry, selfish, mean, frightened)

I can describe setting using story details and illustrations.

*This means I can tell about the
place and time in the story.*

I can use details to identify characters, setting, and events.

I can describe events using story details and illustrations.

*This means I can tell about what
happened in the beginning, middle
and end.*

**I can identify characters
in two stories.**

**I can identify how
characters in two
stories are alike and
different.**

I can identify how the actions of characters in two stories are alike and different.

I can identify how the adventures of characters in two stories are alike and different.

I can compare and contrast details from stories about the adventures/experiences of characters.

This means I can tell how adventures of characters from two stories are alike and different using at least two details from the text.

**I can identify rules for
classroom discussion.**

**I can identify how other
listen.**

**I can identify how
others ask questions.**

**I can identify how
others carry on a
conversation.**

**I can identify topics
from texts to participate
in classroom
discussions.**

**I can think of questions
and comments that fit
the topic of a classroom
discussion**

**I can follow rules for
classroom discussion.**

**I can listen while others
are speaking.**

**I can participate in
classroom discussions.**

**I can ask questions to
help me understand a
discussion topic**

**I can answer questions
and comments during a
discussion.**

**I can observe a
classroom discussion
and decide if rules are
being followed.**

**I can ask questions
about key details in a
text. (read-aloud)**

**I can answer questions
about key details in a
text. (read-aloud)**

**I can ask and answer
questions based on my
understanding of key
details from a text.
(read-aloud)**

**I can ask questions
about key details in a
presentation.**

**I can ask questions
about key details in
other media. (video
clips, interactive
websites, audio books,
etc.)**

**I can come up with a
question based on my
understanding of key
details from a text.
(read aloud)**

I can come up with a question based on my understanding of key details from a presentation.

**I can answer questions
about key details in a
presentation.**

I can ask and answer questions based on my understanding of key details from a presentation.

I can come up with a question based on my understanding of key details from a presentation.

I can answer questions about key details in other media. (video clips, interactive websites, audio books, etc.)

I can ask and answer questions based on my understanding of key details from other media. (video clips, interactive websites, audio books, etc.)

I can identify when a question is asked and answered.

**I can recognize that
asking questions helps
me get information.**

**I can recognize that
asking questions helps
me better understand.**

**I can decide when I
need more information
to better understand a
speaker.**

**I can think of questions
to ask a speaker to get
more information.**

**I can think of questions
to ask a speaker to help
me better understand.**

**I can get more
information from a
speaker by asking and
answering questions**

**I can ask the speaker
questions to clear up
what I do not
understand.**

I can identify:

- * **People**
- * **Places**
- * **Things**
- * **Events**
- * **Ideas**
- * **Details**
- * **Feelings**

I can give details to describe:

- * People**
- * Places**
- * Things**
- * Events**

**I can create a
presentation using words
that includes details,
shows ideas, and feelings
to describe:**

- * A person**
- * A place**
- * A thing**
- * An event**

This means I can speak to an audience and tell my ideas. I will use at least 3 details to describe:

** A person*

** A place*

** A thing*

** An event*

**I can identify ideas,
thoughts and feelings
based on drawings,
illustrations, pictures,
and other visual
displays.**

**I can use drawings,
illustrations, pictures or
other visual displays to
make ideas thoughts
and feelings more clear.**

I can decide which ideas, thoughts and feelings may need a drawing, illustration or picture to make them easier to understand.

**I can decide when I
need to add drawings,
pictures, or illustrations
to make my words
easier to understand.**

**I can add pictures,
illustrations and
drawings to match my
ideas, thoughts and
feelings.**

I can define task.

I can define situation.

I can identify when a task or situation needs me to speak or listen.

**I can decide when I
need to speak in
complete sentences.**

I can speak in complete sentences when needed.

**I can identify a
complete sentence in
writing.**

**I can identify a
complete sentence
when it is said aloud.**

**I can choose a topic or
book I want to write
about.**

**I can recognize an
opinion about a topic or
book.**

**I can tell an opinion
about a topic or book.**

**I can tell reasons for my
opinion on a topic or
book.**

**I can recognize a
conclusion.**

**I can tell a conclusion
on a topic or book.**

**I can write an opinion
piece that introduces a
topic or book I am
writing about.**

**I can give an opinion
about a topic or book I
am writing about**

**I can give 1 to 2 reasons
for the opinion on the
topic or book I am
writing about.**

**I can write a conclusion
on the topic or book I
am writing about.**

**I can identify text which
gives me information or
an explanation.**

**I can choose a writing
topic to inform or
explain.**

**I can find facts to
support a topic.**

**I can think about a
conclusion.**

I can write about a topic that informs or explains.

This means I can write a paragraph with at least 4 sentences which has:

- * A topic*
- * At least two supporting facts about the topic*
- * A conclusion*

**I can choose an
experience to write
about.**

I can identify two or more events that happened.

**I can sequence the
events.**

I can think about an event and describe how it made me feel.

**I can identify at least
two details.**

**I can think of details
about my event.**

**I can develop details
about my event.**

I can identify transition words. (first, next, then, last, etc.)

**I can think of
transitional words to
sequence the details of
the event. (first, next,
then, last, etc.)**

I can identify conclusion

I can write a narrative about an experience.

This mean I can write a narrative about one experience which includes:

- * At least two sequenced events*
- * At least two details*
- * At least two transition words*
- * A conclusion*

**I can focus on a topic
with help from others.**

**I can respond to
questions and
suggestions from peers
to improve my writing.**

**I can improve my focus
on a writing topic with
help from others.**

**I can improve my writing
by responding to
questions and
suggestions from peers.**

**I can add details to
improve my writing.**

**I can improve my writing
by adding details.**

**I can use basic
computer skills with
help.**

**I can choose digital
tools to produce and
publish writing with
help.**

**I can use technology,
with help, to produce
and publish writing
alone and with others.**

*This mean, with help, I can
electronically publish at least one
writing sample produced along or
with others.*

**I can research with
others using different
sources and tools.**

**I can work with others to
choose appropriate
sources and tools to do
research.**

**I can work with others to
research and write.**

**I can explore different
types of texts.**

**I can tell the difference
between different types
of text.**

**I can identify
information from an
experience.**

**I can identify
information from a
source.**

**I can get information
from more than one
source to answer a
question.**

**I can get information to
answer a question from
my experience.**

**I can get information to
answer a question from
a source.**

*This means I can get information
from a book, website, person or
other sources.*