

**I can recognize irregular plural nouns.**

**I can recognize reflexive pronouns.**

**I can identify collective  
nouns.**

**I can identify adjectives.**

**I can identify adverbs.**

**I can identify the past  
tense form of irregular  
verbs.**

**I can identify subjects.**

**I can identify  
predicates.**



# **I can use (demonstrate) appropriate grammar when writing.**

*This means I can use collective nouns, irregular plural nouns, reflexive pronouns, past tense of irregular verbs, choose between adjectives and adverbs, and rearrange complete simple and compound sentences independently in my writing.*

# **I can use (demonstrate) appropriate grammar when speaking.**

*This means I can use collective nouns,  
irregular plural nouns, reflexive pronouns,  
past tense of irregular verbs, choose  
between adjectives and adverbs, change  
word order in complete simple and  
compound sentences independently when I  
speak.*

**I can use correct  
capitalization when  
writing.**

**I can capitalize the  
names of Holidays.**

**I can use correct  
spelling when writing.**

**I can capitalize the  
names of products**

**I can capitalize the  
names of geographic  
places.**

**I can use correct  
punctuation when  
writing.**



**I can use commas in  
greetings and closings  
of letters.**

**I can use apostrophes in  
contractions.**

**I can use apostrophes in  
possessives.**

**I can use spelling rules  
and patterns.**

**I can use reference materials to check and correct my spelling.**

*This means I can use dictionaries and spell check on the computer to check and correct my spelling.*

**I can identify formal and informal use of English.**

**I can recognize proper  
rules for language when  
writing.**

**I can recognize proper  
rules for language when  
speaking.**



**I can recognize proper  
rules for language when  
reading.**

**I can recognize proper  
rules for language when  
listening.**

# **I can compare formal and informal use of English.**

*This means I can explain when and why it is appropriate to use either formal or informal English.*

**I can appropriately use correct language skills and rules when writing, reading, and speaking.**

**I can use appropriate language when writing, speaking, and reading.**

*This means I can make things sound right, look right, and make sense when writing, speaking, and reading.*

**I can use correct  
language when  
speaking.**

**I can use correct  
language skills and  
rules when speaking.**

**I can identify context clues and explain how they help figure the meaning of unknown words or multiple meaning words.**



**I can identify what a prefix is and how it changes the meaning of a word.**

**I can identify root words  
and their meanings.**

**I can use ABC order with  
appropriate material to  
the third letter.**

**I can choose which  
vocabulary strategy I  
need.**

**I can use my knowledge  
of root words to figure  
out new words with the  
same root.**

**I can clarify the meaning of an unknown word by using a glossary or dictionary.**

**I can determine or clarify the meaning of unknown or multiple-meaning words and phrases.**

*This means I can figure out words  
and phrases that I don't know or  
that have more than one meaning.*



**I can identify compound words.**

**I can identify and define  
the words that make up  
a compound word.**

**I can use glossaries and dictionaries to help understand words or phrases.**

**I can predict the  
meaning of compound  
words by using the  
meanings of the  
individual words.**

**I can use digital  
glossaries and  
dictionaries to help  
understand words or  
phrases.**

**I can identify adjectives.**

**I can identify synonyms.**

**I can identify antonyms.**



**I can identify word relationships.**

**I can identify small differences in word meanings (e.g., toss, hurl, throw).**

**I can identify  
connections between  
words and their use.**

**I can tell the difference  
between verbs that are  
very similar in meaning.**

**I can tell the difference  
between adjectives that  
are very similar in  
meaning.**

**I can identify verbs.**

**I can identify and use  
adverbs.**

**I can use words and phrases I learned in conversations.**



**I can use words and  
phrases read in a text.**

**I can use words and  
phrases that were read  
to me.**

**I can use words and phrases I learned when speaking or writing about text.**

**I can tell the differences  
between words and  
phrases I learned in  
conversation.**

**I can tell the differences  
between words and  
phrases I read.**

**I can tell the differences  
between words and  
phrases I learned when  
speaking or writing  
about text.**

**I can decide (determine)  
when to use an  
adjective.**

**I can decide (determine)  
when to use an adverb.**



**I can correctly use  
words and phrases I  
learned through  
conversations.**

**I can correctly use  
words and phrases I  
learned from my  
reading.**

**I can correctly use  
words and phrases I  
learned from what is  
read to me.**

**I can correctly use  
words and phrases I  
learned from reading or  
writing about text.**

**I can identify and use  
adjectives.**

**I can use different  
strategies to decode  
words.**

**I can recognize the rules  
for short and long vowel  
sounds.**

**I can identify long vowel  
and short sounds in one-  
syllable words.**



**I can identify long and short sounds made by vowel teams.**

**I can read unfamiliar  
words by quickly by  
using different  
strategies (root words,  
chunks, prefixes,  
suffixes)**

**I can read words on my  
grade level that do not  
follow the spelling  
rules.**

**I can identify the rules  
for long vowels in two-  
syllable words.**

**I can read two-syllable  
words with long vowel  
sounds.**

**I can recognize that  
some words are not  
spelled like they sound.**

**I can recognize a prefix  
in words.**

**I can recognize a suffix  
in words.**



**I can read common  
prefixes and suffixes.**

**I can read words with  
common prefixes and  
suffixes.**

**I can identify the  
author's purpose of the  
passage.**

**I can identify fluent oral reading.**

**I can identify when to reread to check on myself and correct errors that don't make sense, sound right, or look right.**

**I can identify how  
checking and self-  
correcting can help me  
make sense of the  
passage.**

**I can decide (determine)  
why it is important for  
me to read on my level.**

*This means I will choose books that  
are not too easy or too hard for me  
and explain why those books are  
right for me.*

**I can figure out words quickly as I read using many different strategies.**

*This means I can use strategies such as slide my finger, reread, using words I know, noticing endings, chunking to figure out unknown words.*



**I can self-correct by  
thinking about what  
makes sense in the  
passage.**

**I can read on-level texts  
fluently.**

**I can reread with  
fluency.**

# **I can read fluently.**

*This means I can read between 75-125 words a minute by the end of the year.*

**I can define nonfiction  
text.**

**I can identify key  
details.**

**I can describe key  
details using the  
questions who, what,  
when, where, why, and  
how.**

**I can answer who, what,  
when, where, why, and  
how questions.**



**I can identify key ideas  
and details in a text.**

# **I can identify craft and structure in a text.**

*This means I can identify and understand the way an author uses words and phrases to convey a message and how a text is organized.*

**I can comprehend on my own, key ideas and details in a text.**

**I can comprehend craft  
and structure in a text.**

**I can take what I know  
and what I have read  
and apply it to the story.**

**I can recognize the main topic of a text with more than one paragraph.**

**I can identify each paragraph's main idea and explain how it supports the main topic of a text.**

**I can define historical events.**



**I can identify historical events in a text.**

**I can identify scientific ideas in a text.**

**I can identify the steps  
of a process in a text.**

**I can describe the  
connection between the  
text and historical  
events.**

**I can describe the  
connection between  
text and scientific  
ideas.**

**I can describe why the steps of a process are important to the text.**

**I can identify words and phrases in a text or subject area that connect to what we are learning in class.**

**I can decide (determine)  
the meaning of words  
and phrases in a text  
that connect to what we  
are learning in class.**



**I can identify different text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons).**

**I can decide (determine)  
how readers use different  
text features (e.g.,  
captions, bold print,  
subheadings, glossaries,  
indexes, electronic  
menus, icons).**

**I can use different text features to locate key facts or information in a text (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons).**

**I can identify the  
author's purpose.**

**I can identify the main  
idea.**

**I can explain what the author is trying to get across to the reader.**

**I can identify images.**

**I can tell what explain  
means.**



**I can tell what  
contribute means.**

**I can tell what clarify  
means.**

**I can discuss how  
specific images (e.g.,  
diagrams pictures,  
charts, etc.) add  
information and clarify  
the text.**

**I can identify the key  
points the author makes  
in a text.**

**I can identify two or more details that support key points.**

**I can describe how  
details from the story  
support the author's  
points.**

**I can identify the  
important points in  
different texts on the  
same topic.**

**I can compare two texts on the same topic (e.g., t-charts, Venn diagrams, or other organizers).**

*This means I can explain which important points are the same from two texts.*



**I can contrast two texts on the same topic (e.g., t-charts, Venn diagrams, or other organizers).**

*This means I can explain which important points are different from two texts.*

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

**I can describe the key  
(important) details of  
the text using how,  
what, where, when, why,  
and how.**

**I can answer who, what,  
where, when, why, and  
how questions.**

**I can define craft.**

**I can define structure.**

**I can identify craft and  
structure in stories and  
poetry.**

**I can identify key ideas  
and details in stories  
and poetry.**



**I can describe the craft  
and structure of stories  
and poetry.**

**I can describe key ideas  
and details about  
stories and poetry.**

**I can define fiction.**

**I can summarize details  
from stories (character,  
setting, plot).**

# **I can summarize details of a story.**

*This means I can retell a story in  
sequence including character,  
setting, and plot.*

**I can define diverse  
cultures.**

**I can identify fables and folktales about people from diverse cultures.**

**I can decide (determine)  
the theme, lesson, or  
moral of a story.**



**I can define character.**

**I can define major  
events.**

**I can define challenges.**

**I can identify major events or challenges of a story.**

**I can describe how  
characters respond to  
major events and  
challenges.**

*This means I can tell how the  
characters think, feel, and act about  
major events and challenges in the  
story.*

**I can identify rhyming  
words.**

**I can define alliteration.**

**I can define figurative  
language.**



**I can identify  
alliteration and other  
types of figurative  
language.**

**I can recognize regular  
beats and repeated  
lines in a story, poem,  
and song.**

**I can recognize rhythm  
within a story, poem,  
and song.**

**I can describe how  
words and phrases give  
rhythm to a story, poem,  
or song.**

**I can define structure.**

**I can identify the  
structure of the story.**

**I can describe how the  
beginning introduces  
the story.**

**I can describe the  
action that takes place  
in the middle of the  
story.**



**I can describe how the  
ending concludes the  
action.**

**I can identify  
characters.**

**I can identify traits of  
each character.**

**I can define dialogue.**

**I can recognize  
quotation marks are  
used in dialogue.**

**I can recognize dialogue  
to determine who is  
speaking.**

**I can define point of  
view.**

**I can use what I know  
about the character to  
imagine what type of  
voice they would use.**



**I can decide (determine)  
how each character  
feels.**

*This means I use information from  
the text to understand the  
character's point of view.*

**I can use what I know about the character to read the dialogue in the text using a voice the character would use.**

**I can identify plot.**

**I can get information  
from illustrations and  
words in different kinds  
of text.**

**I can look at the  
illustrations and read  
the words to explain the  
character.**

**I can look at the  
illustrations and read  
the words to explain the  
setting.**

**I can look at the  
illustrations and read  
the words to explain the  
plot.**

**I can define digital text.**



**I can recognize digital  
text.**

**I can describe  
characters from  
illustrations and words  
from digital text.**

**I can describe setting  
from illustrations and  
words from digital text.**

**I can describe plot from  
illustrations and words  
from digital text.**

**I can identify details  
and events (from two or  
more versions) of a  
story.**

**I can identify characters  
from the same story  
(two or more versions).**

**I can compare and contrast stories (different versions of the same story from different authors and cultures).**

*This means I can explain how the stories are alike and how they are different.*



**I can identify the rules  
for listening and  
speaking our room.**

**I can recognize how others listen, ask questions about the conversation, and keep the conversation going.**

**I can identify topics that  
are right for me.**

**I can decide (determine)  
if I have followed  
discussion rules in our  
room.**

**I can create and share  
comments and  
questions about a topic  
with others.**

**I can follow the  
discussion rules in our  
room.**

**I can listen to the  
comments of others and  
add my own comment  
about the topic.**

**I can participate as an  
active listener and  
speaker about topics  
and texts from my grade  
level.**



**I can ask questions to  
make sure I understand  
the topic and text.**

**I can retell key ideas and details from a text read aloud, from listening to someone speak, or by listening to other sources (e.g., T.V., computer, radio, hand held device).**

**I can describe key ideas and details from a test read aloud, from listening to someone speak, or by listening to other sources (e.g., T.V., computer, radio, hand held devices).**

**I can identify a  
speaker's topic.**

**I can identify times  
when I need to ask  
questions to understand  
the speaker's topic.**

**I can create appropriate questions to understand the speaker's topic.**

**I can create appropriate answers to questions to understand the speaker's topic.**

**I can ask and answer  
appropriate questions  
to understand the  
speaker's topic.**



**I can identify  
appropriate facts and  
details.**

**I can identify and recall  
something that has  
happened to me.**

**I can recognize what  
makes a sentence make  
sense.**

**I can recognize the  
appropriate voice  
volume that I should use  
to speak in different  
situations.**

**I can decide (determine)  
appropriate facts and  
details.**

**I can create sentences  
that make sense.**

**I can tell aloud a story of something that has happened to me with appropriate facts and details using an appropriate voice level when I speak.**

**I can recognize an audio recording.**



**I can tell about  
something that has  
happened to me.**

**I can tell how to create  
an audio recording.**

**I can decide (determine)  
when I need to add a  
drawing or something  
visual to make my ideas,  
thoughts, and feelings  
clearer.**

**I can make my ideas,  
thoughts, and feelings  
clearer by adding  
drawings or something  
visual.**

**I can create audio  
recordings of stories or  
poems.**

**I can add drawings or something visual to my stories.**

**I can recognize  
complete sentences in  
writing.**

**I can recognize  
complete sentences  
when spoken.**



**I can define and identify  
audience.**

**I can recognize a task.**

**I can recognize the  
situation.**

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

**I can respond  
appropriately when  
someone speaks to me.**

**I can add detail to be clearer.**

**I can speak in complete sentences when appropriate.**

**I can answer questions  
to make things clearer.**



**I can identify a topic or  
title of a book to write  
about.**

**I can use linking words  
to connect my opinions  
and reasons.**

**I can recognize what an  
opinion is.**

**I can define a fact.**

**I can recognize and  
define opinions.**

**I can recognize and  
define conclusion.**

**I can recognize and  
define linking words  
(e.g., because, and,  
also).**

**I can state my opinion  
about a text or topic.**



**I can give reasons for  
my opinion.**

*This means I can give 2-3 reasons  
that support my opinion.*

**I can write an opinion piece and organize it.**

*This means I can write an introduction, supporting paragraphs, and a conclusion.*

**I can write an opinion  
piece with an  
introduction, at least 2  
supporting reasons,  
linking words, and a  
conclusion.**

**I can recognize an  
informative text  
(feature article,  
brochure, report)**

**I can recognize an explanatory text (how-to, explain an process)**

**I can identify topic sentences.**

**I can identify facts.**

**I can identify  
definitions.**



**I can identify a  
concluding statement.**

**I can use facts and definitions to support my topic.**

*This means I can give three facts about my topic that support it.*

**I can decide (determine)  
an appropriate  
conclusion for my  
writing.**

**I can write an  
informative/explanator  
y piece that has a topic,  
at least three facts  
about the topic, and a  
conclusion.**

**I can choose important details about my event.**

*This means I can choose at least 3 details that are important when explaining my event.*

**I can identify the parts  
of a narrative including  
beginning and ending.**

**I can identify the  
sequence of events and  
the details related to  
the events.**

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



**I can think about the  
event I chose and  
describe my feelings.**

**I can create important details to create a clear picture of my event.**

*This means I can develop at least three important details to help my audience picture my event in their head.*

# **I can use transition words correctly.**

*This means I can use at least three transition words in my narrative to show when things change.*

**I can write a narrative  
piece that retells an  
event in my life.**

**I can use supporting  
details in my writing.**

**I can use transition  
words in my writing.**

**I can write an  
appropriate conclusion.**

**I can focus on a topic  
for my writing.**



**I can revise and edit my  
writing.**

**I can make my writing  
better by revising and  
editing.**

*This means that I use suggestions  
from adults and other students to  
improve my writing.*

**I can use the computer  
(e.g., turn on, log on, use  
common software, basic  
word processing).**

**I can choose technology  
to produce and publish  
my writing.**

**I can use technology to  
produce and publish my  
writing.**

**I can find information  
on a topic.**

**I can work with others to  
find information and  
create research and  
writing projects.**

**I can organize my  
information to be  
shared with others  
(create a written/oral  
report, research  
projects)**



**I can recall information.**

**I can gather information  
from several sources  
(books, internet,  
interviews, articles,  
newspapers)**

**I can answer a question  
by using what I already  
know.**

**I can answer a question  
by looking back at my  
sources (books,  
internet, interviews,  
articles, newspapers)**