

I can recognize verb tenses

This means I can identify verbs in the past, present, future (e.g., I walked, I walk, and I will walk)

I can identify subject- verb agreement

*This means I can make the subject
and the verb both plural or both
singular*

I can identify pronoun- antecedent agreement

*This mean I can make the pronoun
and the word that refers to the
noun match. (e.g., John dropped his
notebook)*

I can recognize complex sentences

This means I can identify a sentence that has a noun, verb, and a complete thought

I can recognize coordinating and subordinating conjunctions

*This means I can combine sentences
using a conjunction (e.g., but, and,
nor)*

I can identify comparative and superlative adjectives and adverbs (e.g., comparative adjectives and adverbs-end in -er, superlative adjectives, and adverbs-end in -est)

I can identify abstract nouns (e.g., childhood, trust....Nouns that cannot be defined by your five senses)

**I can explain the
function of nouns when
I am writing or speaking**

**I can explain the
functions of pronouns
when I am writing or
speaking**

**I can explain the
functions of verbs when
I am writing or speaking**

**I can explain the
functions of adjectives
when I am writing or
speaking**

**I can explain the
functions of adverbs
when I am writing or
speaking**

**I can explain the
functions of antonyms
when I am writing or
speaking**

**I can explain the
functions of synonyms
when I am writing or
speaking**

**I can decide when to
use a comparative or
superlative adjective
and/or adverb**

*This means I know when to use
adjective or adverbs depending on
when I compare two or more things*

**I can form and use
regular and irregular
plural nouns when I am
writing or speaking**

**I can form and use
regular and irregular
verbs in my writing and
speaking**

**I can form and use the
simple verb tenses in
my writing and speaking**

I can ensure subject- verb and pronoun- antecedent agreement

**I can form and use
comparative and
superlative adjectives
and adverbs, and
choose between them**

I can use coordinating and subordinating conjunctions

I can produce simple sentences

I can produce compound sentences

I can produce complex sentences

**I can use conventional
spelling rules learned
for sight words and
other studies words**

**I can use conventional
spelling rules learned
for adding suffixes to
base words**

**I can use spelling
patterns and rules in
writing words**

I can use reference materials when needed to check spelling words

I can form and use possessives

**I can capitalize
appropriate words in
titles**

I can use commas in addresses

I can use commas and quotation marks in dialogue

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

I can identify types of words and phrases that create an effect in my writing, speaking, reading, and listening (e.g., zoom, vivid adjectives)

**I can recognize the rules
and patterns taught of
language for writing**

**I can recognize the rules
and patterns taught of
language for speaking**

**I can recognize the rules
and patterns taught of
language for reading**

**I can recognize the rules
and patterns taught of
language for listening**

**I can determine words
and phrases that create
effect in my writing,
reading, and listening**

**I can recognize the
differences between
rules and patterns when
speaking and when
writing**

**I can use what I know
about language when
reading**

**I can use what I know
about language when
listening**

**I can use what I know
about language when
writing**

**I can use what I know
about language when
speaking**

**I can use what I know
about language, rules
and patterns when
writing**

**I can use what I know
about language, rules
and patterns when
reading**

**I can use what I know
about language, rules
and patterns when
listening**

**I can use what I know
about language, rules
and patterns when
speaking**

**I can use what I know
about language when
speaking**

**I can use what I know
about rules and
patterns of language
when speaking**

**I can include words and
phrases that create an
effect**

I can identify and define root words

**I can identify and define
affixes (affixes are
either a prefix or suffix
added to a word)**

**I can recognize how
context clue help
determine the meaning
of words I don't know
and multiple-meaning
words**

**I can find words in
dictionaries and
glossaries**

I can use print and digital glossaries and dictionaries to determine or clarify meanings of key words and phrases

**I can determine the
meaning of an unknown
word by finding the
meaning of the root
word**

I can determine the meaning of unknown and multiple-meaning words and phrases by using sentence clues

**I can choose from a list
of vocabulary strategies
to find the meaning of
an unknown word or
phrase**

**I can recognize the
difference between
literal and non-literal
meanings of words and
phrases**

*This means I can tell the difference
between actual and exaggerated
meanings of words and phrases*

**I can identify words and
their meanings and use
them to make a real-life
connection**

**I can distinguish
between the literal and
non-literal meanings of
words and phrases in
text**

**I can distinguish the
difference between
words that have closely
related meanings**

**I can identify grade
level words and phrases
in conversation that
show where and when
relationships**

**I can identify grade
level words and phrases
across subjects that
show where and when
relationships**

**I can identify grade
level words and phrases
in subject areas that
show where and when
relationships**

**I can correctly use
words and phrases that
show where and when
relationships.**

**I can decode words
using multiple
strategies**

I can identify syllables in words

**I can read multiple
syllable words**

**I can recognize words
that do not follow
spelling patterns**

I can identify the meaning of common prefixes

I can identify the meaning of common suffixes

I can decode words with common Latin suffixes

*This means I can explain how a
prefix or suffix changes the meaning
of a word*

**I can tell the meaning of
the new word**

I can use reading word skills to decode words

This means I can look for word patterns, chunks, and blends to break apart and sound out words

I can recognize irregularly spelled words

This means I can recognize words that do not follow spelling patterns (i.e. words that do not follow spelling rules such as I before e except after c, received)

**I can read grade-
appropriate irregularly
spelled words**

*This means I can read words that
do not follow spelling patterns for
my grade level*

**I can identify the
purpose of why I am
reading to help me
understand better**

I can identify fluent oral reading with expression

**I can identify when I
need to reread or self-
correct words in a text**

**I can understand how
using context clues help
me self correct to read
unfamiliar words**

I can determine the purpose of reading the text

This means I can decide if I am reading for fluency or for comprehension

I can use reading strategies to read fluently

This means I can read fluently and correctly with expression

**I can use context clues
to self correct and
understand words**

**I can read with accuracy
using the appropriate
rate and expression**

*This means I can read at the correct
speed with expression*

**I can support
comprehension by
reading grade level text
fluently and accurately**

*This means I can understand when I
read on grade level*

**I can support
comprehension by
rereading with fluency
as necessary**

*This means I can reread with
fluency when needed*

I can ask and answer questions to understand text

I can use key ideas and details from the text to create (formulate) questions to show I understand the text

This means I can create questions to show I understand the text

**I can look at the text
explicitly to answer
questions**

*This means I can use only the text to
answer questions*

**I can
identify/understand key
ideas and details in an
informational text**

**I can
identify/understand
craft and structure in an
informational text**

**I can
identify/understand key
ideas at grade level in
an informational text**

I can independently and proficiently comprehend key ideas and details in text at a 3rd grade level

This means I can understand important ideas and details by myself and correctly at my grade level

I can independently and proficiently comprehend craft and structure in an informational text at a 3rd grade level

**I can independently and
proficiently comprehend
using prior knowledge
and ideas in an
informational text at a
3rd grade level**

This means I can use what I already know and details from a text by myself and correctly at my grade level

**I can determine the
main idea of a text**

I can recount key details of a text

*This means I can identify at least 3
key details of a text*

**I can explain how the
key details support the
main idea of a target**

*This means I can show how the
main idea is supported by at least 3
details from the text.*

I can define and use time sequence

I can define and use relationships in a text

**I can define and use
cause and effect**

**I can describe the
sequence of events
using time words**

**I can describe the
sequence of events
using sequence words**

**I can describe the
sequence of events
using cause and effect
words**

**I can describe the
relationship between
historical events in a
text**

**I can describe the
relationship between
scientific ideas or
concepts in a text**

**I can describe the
relationship between
the steps of a procedure
in a text**

I can identify vocabulary words and phrases in a text or subject area relevant to 3rd grade

**I can determine the
meaning of vocabulary
words and phrases in a
text or subject area
relevant to 3rd grade**

I can use various text features to locate key facts or information in a text

**I can use search tools to
locate key facts or
information in a text**

I can determine how readers use search tools to locate key facts or information in a text

This means I can use keywords, sidebars, and hyperlinks to help understand the text

I can identify the narrator's point of view

I can identify the character's point of view

I can recognize my own point of view

*This means I can identify my own
experiences that help me make a
connection with the story*

**I can compare and
contrast my own point
of view to the narrator's
or characters' point of
view**

I can recognize key events from a text

**I can gather information
about a text using
illustrations like maps
or photographs**

**I can answer the
questions where, when,
why, and how in order to
show I understand the
text**

I can define a sentence

This means I can identify parts of a sentence

I can explain the purpose of a paragraph

I can explain the purpose and identify the structure of a paragraph (e.g., comparison, cause/effect, first/second/third in a sequence)

**I can identify the key
point the author makes
in a text**

**I can identify details
that support the key
points**

I can identify fact and opinion

I can determine how a text is organized (e.g., comparison, cause/effect, first/second/third in a sequence)

**I can explain how
sentences & paragraphs
in text are logically
connected**

**I can describe how
reasons support the
author's specific points.**

**I can identify the most
important points in each
text**

**I can identify the key
details in each text**

**I can identify
similarities and
differences of key
details in each text**

**I can distinguish
between key details and
important points**

*This means I can tell the difference
between the main idea and
supporting details*

I can compare and contrast the key points and details from two different texts on the same topic

**I can ask and answer
questions to understand
key details of a text.**

**I can identify fiction and
nonfiction.**

I can define explicit

**I can use the text to
(formulate) create
questions to show I
understand the text.**

*This means I can create key ideas
and details to create questions to
show I understand the text.*

**I can look at the text
explicitly to answer
questions.**

*This means I can only use the text to
answer questions.*

**I can identify and
understand key ideas
and details**

I can identify and understand craft and structure

**I can identify and
understand the
integration of
knowledge and ideas**

I can independently and proficiently comprehend key ideas and details in text at a 3rd grade level.

I can independently and proficiently comprehend craft and structure in text at a 3rd grade level.

I can independently and proficiently comprehend using prior knowledge and ideas in text at a 3rd grade level.

**I can summarize fables
from diverse cultures.**

**I can summarize
folktales from diverse
cultures.**

I can define myth.

**I can summarize myths
from diverse cultures.**

I can determine the moral of a fable.

This means I can figure out the central message (theme) of the fable.

I can determine the lesson of a folktale.

This means I can figure out the central message (theme) of a folktale.

I can determine the theme of a myth.

This means I can figure out what the central message (theme) of a myth.

**I can determine how the
central message
(theme) is conveyed
through key details in
the text.**

This means I can use supporting details to figure out the central message of a myth.

I can determine how the moral is conveyed through key details in the text.

This means I can use supporting details to figure out the lesson of a folktale.

I can determine the moral of a fable through key details in the text.

This means I can use supporting details to figure out the moral of a fable.

**I can describe a
character's
feelings/emotions based
on information found in
the text**

*This means I can describe a character's
feelings/emotions using at least 3
supporting details from a text.*

I can describe a character's traits or motivations

This means I can use 3 examples from the story to describe how a character looks, thinks, or feels and explain why they act the way they do.

I can summarize the sequence of events of a story using correct time order words.

This means I can put the events of the story in order using first, second, and last.

**I can describe the
setting of a text.**

I can infer a character's feelings and emotions using supporting details from the text.

This means I can use what I know and multiple details from the text to explain a character's feelings and emotions.

**I can examine a
character's feelings and
emotions using
supporting details from
the story.**

I can interpret how a character's traits, motivations, and feelings lead to character actions in a story

This means I can figure out a character's actions in a story are based on strengths, motivations, and feelings.

I can explain how a character's actions contribute to the sequence of events in a story.

This means I can explain how a character's actions cause the sequence of events in a story.

I can identify literal and nonliteral words and phrases in a text

This means I can identify actual phrases and exaggerated phrases. (i.e. “It’s raining cats and dogs” is an exaggerated phrase. “It is raining heavily” is an example of an actual phrase.)

**I can define what the
word determine means.**

**I can determine the
meaning of literal words
and phrases as they are
used in a text**

*This means I can figure out the
meaning of actual words and
phrases as they are used in a text.*

I can determine the meaning of nonliteral words and phrases as they are used in a text.

This means I can figure out the meaning of exaggerated words and phrases as they are used in the text.

**I can look at a chapter
in a story to describe
how each part builds on
earlier sections.**

**I can look at the scenes
in a drama to describe
how each part builds on
earlier sections.**

**I can look at the stanzas
in a poem to describe
how each part builds on
earlier sections.**

I can recognize my own point of view

*This means I can tell my own
thoughts about a story*

I can identify the narrator's point of view

*This means I can tell the narrator's
thoughts about the story*

I can identify the character's point of view

*This means I can tell the character's
thoughts about the story*

I can identify author's purpose

**I can compare/contrast
my own point of view to
the
narrator's/character's
point of view**

*This means I can compare/contrast
at least one way my thoughts about
a story are alike and different than
the narrator or character's
thoughts about the story*

I can identify key parts of an illustration in a text to determine the mood, the characters, and settings of a story

**I can define the mood of
a story.**

I can recognize the mood of a story.

This means I can identify the feeling of a story based on the setting, characters, and illustrations of a story.

**I can explain how the
key parts of an
illustration contribute to
the words and mood of a
story**

**I can explain how the
illustrations emphasize
a character and the
setting in a story**

*This means I can explain how the
illustrations draw attention to the
character and the setting*

I can identify the theme of a story

I can identify the setting of a story

I can identify the plot of a story

I can compare and contrast the theme in stories written by the same author, with the same or similar characters (i.e. graphic organizers)

This means I can use at least 3 examples from the stories to tell how the themes are similar or different.

I can compare and contrast the setting in stories written by the same author, with the same or similar characters (i.e. graphic organizers)

This means I can use at least 3 examples from the stories to tell how the settings are similar or different.

I can compare and contrast the plot in stories written by the same author, with the same or similar characters (i.e. graphic organizers)

This means I can use at least 3 examples from the stories to tell how the plots are similar or different.

**I can identify
appropriate questions
to ask to gather
information**

**I can identify key ideas
talked about during
class**

I can identify known rules for discussion

I can identify ways to listen

I can identify key ideas from reading texts

I can decide if I have followed discussion rules (Discussion rules mentioned in standard)

**I can relate information
that is read on a topic to
what is discussed in
class**

*This means I can use information
from a text to add to topics
discussed in class*

**I can pose (ask/create)
questions and
responses based on
comments during
classroom discussion**

*This means I can create questions
and answers after hearing my
classmate's comments during
discussion*

**I can explain the topic
being discussed using
my own thoughts,
opinions, and reasoning**

I can follow agreed-upon classroom rules for discussion (see rules in standard)

**I can listen actively to
class discussions and
presentations**

**I can engage in various
classroom discussions
by sharing knowledge
on grade level topics
and text**

*This means I can participate in
classroom discussions and share
what I know about on grade level
topics*

**I can express my ideas
clearly in discussion**

I can connect my comments to the remarks of others during discussion

*This means I can make connections
between my thoughts and opinions
to other's thoughts and opinions*

**I can ask questions to
check my understanding
of discussions or
presentations in class**

**I can determine the
main idea of an oral or
media visual
presentation**

I can determine the main idea of an oral or media data presentation

*This means I can figure out the
information of charts and graphs*

**I can determine
supporting details of an
oral or media visual
presentation**

**I can determine
supporting details of an
oral or media data
presentation**

*This means I can figure out the
supporting details of charts and
graphs*

**I can identify when I
need to ask questions
about what a speaker is
saying**

I can identify how much detail to include when answering a question about information from a speaker

**I can create (formulate)
appropriate questions
about information from
a speaker**

*This means I can create questions
about a speaker's topic*

**I can create (formulate)
appropriately detailed
answers from a speaker**

*This means I can create answers
based on the speaker's topic*

**I can ask detailed
questions about
information from a
speaker**

**I can answer questions
that have appropriate
details about a
speaker's topic**

I can clearly pronounce words when speaking

*This means I can decide when I am
clearly saying words correctly when
speaking*

**I can recognize when I
am speaking at an
understandable pace**

*This means I can speak a speed that
is not too fast or too slow*

I can identify topics

I can identify facts

I can identify descriptive details

I can identify and recall an experience

*This means I can tell about
something that happened to me in
order from beginning to end*

**I can determine
important facts to
support topics I am
speaking about**

I can determine relevant descriptive details

*This means I can figure out details
that go along with my topic I am
speaking about*

I can speak clearly at a correct speed including facts and details while reporting on a topic

**I can speak clearly at a
correct speed telling a
story including facts
and detail while
reporting on a topic**

**I can speak clearly at a
correct speed while
recounting an
experience including
facts and details on a
topic**

I can identify fluid reading

I can identify facts or details in an audio recording

I can recognize an audio recording that is engaging

This means I can choose an audio recording that interests me and is not boring

**I can emphasize facts of
my audio recording by
adding visual displays
when needed**

**I can emphasize details
of my audio recording
by adding visual
displays when needed**

**I can read stories or
poems fluently for audio
recordings**

**I can create audio
recordings that show
fluid reading**

**I can create visual
displays for my audio
recordings when needed**

**I can identify complete
sentences in writing
when spoken**

**I can identify the
audience when I am
speaking**

I can identify task and situation based on the audience

This means I can decide who I should talk to based on what I am speaking about

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

*This means I can understand when I
need to speak in complete sentences*

I can understand how to respond to requested detail or questions

This means I know how to clearly develop answer to questions from my audience

I can create (formulate) a response

*This means I can create a response
to a given question*

I can speak in complete sentences when appropriate to task and situation

This means I can speak using complete sentences based on what is being asked

**I can respond to my
audience and answer
questions to clarify**

*This means I can answer audience
questions clearly*

**I can define point of
view in my writing**

I can recognize linking words and phrases that connect opinions and reasons (e.g., because, therefore, since, for example)

**I can state the purpose
of a concluding
statement**

**I can select a topic or
text for an opinion piece**

**I can determine my
opinion on a topic and
give reasons to support
it**

I can use a graphic organizer to list reasons supporting my opinion

**I can use linking words
and phrases when
needed in my writing**

I can plan a concluding statement for my opinion writing piece

This means I can summarize my thoughts and bring closure to my writing piece.

I can write an opinion piece

I can write an opinion pieces that:

- *Introduces and states my opinion.*
- *Organizes my ideas into at least 3 paragraphs using facts and details that support my opinion.*
- *Uses effective words to link opinions and reasons.*
- *Provide a conclusion paragraph*

**I can identify the
different purposes for
writing (persuade,
inform, entertain,
express emotion or
feeling, describe)**

I can identify and understand the different organizational structures used for different writing purposes

This means I can decide if I need paragraphs, stanzas, bullets, beginning, middle, end, titles, subtitles, pictures, etc.

I can determine how long a writing piece should be based on the need of the audience

**I can determine the
correct graphic
organizer based on who
the reader is and the
purpose of my writing**

I can write for various reasons and to various readers for different amounts of time

This means I can decide who I am writing to, why I am writing to them, and how long it will take me to write to them

**I can identify the topic
for my informative/
explanatory writing
piece**

**I can identify 3 facts
that support my topic in
my informative/
explanatory writing
piece**

**I can identify definitions
needed for my topic**

**I can identify 3 details
that support my topic**

**I can use linking words
and phrases to connect
ideas**

**I can identify a
conclusion for my
informative/
explanatory writing
piece**

**I can develop a topic for
my informative/
explanatory writing and
support it with facts,
definitions, and details**

**I can group related
information together to
form a topic**

**I can develop linking
words and phrases to
connect ideas**

**I can develop a
conclusion statement to
restate my topic and 3
details clearly**

**I can develop
illustrations to help
reader comprehension
when needed**

**I can write an
informative/
explanatory piece that
include a topic that
groups related
information together**

**I can write about a topic
using facts, definitions,
and details**

**I can write an
informative/
explanatory piece using
linking words and
phrases to connect
ideas**

**I can write a conclusion
statement to restate my
topic using 3 clear
details**

**I can write an
informative/
explanatory piece and
include illustrations to
help the reader
comprehend**

I can define narrator and character

I can identify story element structure of a narrative

I can identify the setting of a story

I can identify the correct use of dialogue

I can identify how time words and phrases are used to show a sequence of events

This means using words such as sunrise, morning, evening, afternoon, the day before yesterday, the day after tomorrow, etc.

**I can explain how
writers use dialogue to
tell a story**

**I can explain how
writers develop
characters to tell a story**

**I can recognize another
writer's conclusion**

I can create a situation for a writing piece

*This means I can create a plot with
at least 2 characters and with at
least 3 events in a sequence*

I can create dialogue between characters

**I can tell more about
characters by using
dialogue, and actions
based on thoughts and
feelings**

I can tell more about an event by using dialogue, and actions based on thoughts and feelings

**I can use time words to
organize my narrative in
the correct sequence**

**I can bring closure to my
narrative piece of
writing by forming a
conclusion**

**I can write a narrative
that creates a situation
including a narrator and
characters**

**I can use dialogue and
descriptions to show
actions, thoughts, and
feelings**

**I can use time words
and phrases in my
writing**

**I can write a narrative
that contains a
conclusion**

**I can determine the
reason for writing a
piece based on the task
and purpose**

*This means I can decide why I am
writing a piece based on what I am
asked to do and why I was asked to
do it.*

**I can organize my ideas
to support the task and
purpose for my writing**

*This means I can use a graphic
organizer to put my thoughts in
order to support the reason I am
writing*

**I can write a piece that
has organized ideas
that support the task
and purpose**

*This means I can complete a writing
piece that has my thoughts in order
for the given task*

**I can plan my writing
with help from my
teacher and peers**

**I can revise/edit my
writing with help from
my teacher and peers**

**I can rewrite my writing
with help from my
teacher and peers**

**I can try a new approach
in my writing with help
from my teacher and
peers**

**I can develop my
planning skills with help
from my teacher and
peers**

**I can develop my
revising skills with help
from my teacher and
peers**

I can develop my editing skills with help from my teacher and peers

**I can develop my
rewriting skills with help
from my teacher and
peers**

**I can develop a new
approach to writing with
help from my teacher
and peers**

I can use basic computer skills (such as turn on computer, log on, use common software, basic word processing tools) with the help of an adult

**I can use technology
with help from an adult
to publish my writing**

**I can use technology
with help from an adult
to edit and revise my
writing**

**I can choose the correct
technology to
produce/create a given
writing piece with help
from an adult**

*This means I can insert font, bullets,
bold type, etc.*

**I can perform
keyboarding skills with
help from an adult**

**I can use technology to
develop, revise, edit,
and publish a writing
piece with help from an
adult**

**I can use technology to
work with others with
the help of an adult**

**I can research using
various tools**

I can research using internet, books, and magazine, to find information on my topic (shared research is research conducted by a person or group and is shared with the public)

**I can examine (look
at/study) information
gathered during shared
research**

**I can choose
(discriminate) between
useful (relevant) and not
useful (irrelevant)
information when
researching a specific
topic**

**I can do a short
research project to get
information on a
specific topic (feature
article, brochure)**

I can recognize print and digital sources

I can define plagiarism

I can collect information from print and digital sources

I can write notes from sources

**I can organize
information from
sources into given
categories**