

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

**I can explain the
difference between
explicit and inferred
information.**

**I can explain how
details and examples
from the text support
making inferences.**

*This means I can use past
experiences, knowledge, and/or the
author's words to make an
inference.*

**I can define "theme" of
a : Story, drama, poem.**

**I can apply details of a
text to determine the
theme of a:**

***story**

***drama**

***poem**

I can summarize key ideas and details for the theme of a:

- **story**
- **drama**
- **poem**

This means I can identify two or more important details of a central message.

**I can identify the
character, setting,
and/or events in a story.**

**I can identify specific
details about:**

*** characters**

*** settings**

*** events**

I can describe:

- **a character's actions**
- **a character's thoughts**
- **the setting**
- **events based on evidence in the text.**

This means I can use two or more details to describe:

- *a character's actions*
- *a character's thoughts*
- *the setting*
- *events*

**I can recognize similes
and metaphors found in
a text.**

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

This means I can use clues from the text to help me figure out what words and phrases means.

**I can recognize words
and phrases in a text
that hint to main
characters found in
mythology**

**I can recognize
significant Greek
characters and their
defining characteristics.**

I can determine the meaning of words and phrases that hint to significant characters found in mythology as they are used in a text.

**I can tell the structural
elements of prose.**

I can explain major differences between poems, drama, or prose.

This means I can tell two or more major differences between poems, drama, or prose.

**I can tell the structural
elements of drama.**

I can tell the structural elements of poems.

**I can define:
vocabulary, compare,
contrast, point of view,
first and third
narrations.**

**I can recognize first
person and third person
narrations.**

I can identify point of view in a variety of stories.

I can compare the point of view between two different stories.

This means I can compare if a story is either written from the author's point of view ("I" - first person) or from another's point of view ("he, she, they" - third person) with another story.

I can contrast the point of view between two different stories.

This means I can contrast if a story is either written from the author's point of view ("I" - first person) or from another's point of view ("he, she, they" - third person) with another story.

**I can identify a story in
text when I read or hear
it.**

**I can identify
descriptions in a story
or drama in a text when
I read, hear it, or see it.**

**I can identify a drama in
text when I read, hear,
or see it.**

I can recognize stage directions in a story/drama both in text and presentation.

**I can identify a theme in
a text.**

**I can identify
similarities and
differences in the
themes of two or more
stories.**

**I can identify key
features for comparing
and contrasting themes.**

I can identify a topic in a text.

**I can identify
similarities and
differences in the topics
of two or more stories**

I can identify key features for comparing and contrasting topics.

I can compare and contrast two or more topics.

This means I can give two or more examples of how topics are the same and different in stories.

I can compare and contrast two or more themes.

This means I can give two or more examples of how themes are the same and different in stories.

**I can identify the
pattern of events in a
story, myth or
traditional literature.**

I can identify similarities and difference in the patterns of events in stories, myths, or traditional literature from different cultures of two or more stories.

I can identify key features for comparing and contrasting patterns of events in stories, myths, or traditional literature from different cultures.

I can compare and contrast two or more patterns of events from different cultures.

This means I can give two or more examples of how patterns of events are the same and different in stories.

I can identify key features for comparing and contrasting patterns of events in stories, myths, or traditional literature from different cultures.

**I can
identify/understand in
literary text:**

- **key ideas and details**
- **craft and structure**
- **integration of knowledge
and ideas at appropriate
complexity**

I can comprehend independently in literary text:

- **key ideas and details**
- **craft and structure**
- **integration of knowledge
and ideas at appropriate
complexity**

**I can explain the
difference between
explicit and inferred
information in a text.**

**I can identify details
and examples when
explaining what the text
says explicitly.**

I can explain what the text says using details and examples when identifying explicit information.

This means I can find three details that are directly stated in the informational text or passage.

**I can identify details
and examples when
drawing inferences from
the text.**

I can explain what the text says using details and examples when drawing inference.

This means I can use three examples from the informational text and past experience, knowledge or logic to make an inference.

**I can explain how the
supporting details
determine the main idea
of a text.**

I can summarize text.

I can summarize the text using key details

This means I can retell the main idea with 3 or more supporting details (depending on the text).

**I can identify events in
an informational text.**

I can explain why the events in an information text happened.

**I can identify
procedures in an
informational text.**

**I can explain why the
procedures in
informational text
happened.**

I can identify ideas in an informational text

**I can explain why the
ideas in an
informational text
happened.**

**I can identify concepts
in an informational text.**

**I can explain why the
concepts in an
informational text
happened.**

I can use two or more specific examples in the text to explain why events, procedures, ideas, or concepts occurred.

**I can explain why the
events in an
informational text
happened.**

**I can identify vocabulary
relevant to 4th grade
text.**

I can determine or figure out the meaning of vocabulary and phrases in a text relevant to 4th grade.

**I can tell the overall
structure.**

**I can describe the
overall structure of a
text.**

I can define vocabulary:

*** compare**

*** contrast**

*** firsthand account**

*** secondhand account**

**I can describe the
events or main ideas of
each account.**

I can compare the firsthand and secondhand accounts of the event or topic.

This means I can compare whether this is an eyewitness account or heard and retold by another person.

I can contrast the firsthand and secondhand accounts of the event or topic.

This means I can contrast whether this is an eyewitness account or heard and retold by another person.

I can describe how the focus and information provided is different in a firsthand or secondhand account.

This means I can describe how the author's purpose (inform, persuade, entertain, express) or point of view is different in each account in a firsthand or secondhand account.

I can define interpret.

**I can recognize text
features of nonfiction.**

**I can read graphs,
charts, diagrams,
timelines, etc.**

**I can recognize
interactive web
elements or webpages**

**I can explain
information from:
charts, diagrams,
graphs, timelines,
animations, interactive
elements.**

**I can interpret
information that is
presented in media
visually, orally, or
through data.**

This means I can make sense of information that I can see, hear, or read in text or from the Web (the internet).

I can explain how the author uses text features and presents information visually, orally, and through data to add better understanding of the text or on the Web/Internet.

**I can recognize
differences between
fact and opinion.**

**I can identify the
reasons and evidence
the author uses to prove
a point.**

I can explain how an author uses reasons to support particular points in a text.

This means I can identify and explain the author's reasons and evidence to support points in a text.

I can explain how an author uses evidence to support particular points in a text.

This means I can identify and explain the author's reasons and evidence to support a main or key idea.

**I can identify
information in two texts
on the same topic.**

I can define integrate.

**I can integrate
information from two or
more texts about the
same topic to write or
speak about that topic.**

This means I can combine information from 2 or more texts about the same topic to write or speak about that topic.

I can identify/understand in informational text:

- **key ideas and details**
- **craft and structure**
- **integration of knowledge
and ideas**
- **at appropriate complexity**

I can comprehend independently in informational text:

- **key ideas and details**
- **craft and structure**
- **integration of knowledge
and ideas**
- **at appropriate complexity**

**I can know grade level
phonics and word
analysis skills in
decoding words.**

I can identify syllabication patterns.

*This means I can tell how and
where words are divided into
syllables*

I can identify root words.

**I can explain meaning of
prefixes and suffixes.**

**I can accurately read
words with Latin roots.**

**I can apply grade level
phonetic skills in
decoding words.**

I can combine phonetic skills to decode words.

**I can successfully read
unfamiliar grade level
words with many
syllables in isolation or
in a text.**

*This means I can accurately read
new words in a text or from a list.*

I can recognize when a reader is reading with appropriate accuracy, rate, and expression.

**I can choose
books/texts on my
reading level**

I can use a variety of reading strategies to help me understand what I read, such as asking questions and skimming a passage to find answers quickly.

**I can recognize facts
and details.**

I can explain:

- **organization**
- **structures**
- **use of linking words and phrases**
- **purpose of concluding statement or section**
- **writer's purpose**
- **point of view**

I can identify persuasive techniques (bandwagon, testimonial, expert opinion, endorsement, call to action, emotional appeal, etc.)

**I can clearly introduce a
topic.**

**I can form an opinion on
a topic**

**I can group similar ideas
to support my purpose
for writing.**

**I can give reasons to
support my opinion.**

I can use transitional words (e.g. for example, in order, in addition, next) to connect my ideas in my writing.

**I can form a conclusion
based on my opinion.**

**I can write a 5 paragraph
opinion piece that
includes an introduction
paragraph, three
supporting paragraphs,
and a concluding
paragraph, using facts to
support my opinion.**

This means I can write an introduction that states my opinion.

This means I can write at least three paragraphs that include facts and details that support my opinion.

This means I can use persuasive techniques.

This means I can write with a purpose and address an audience.

This means I can use transition words to link ideas.

This means I can write a concluding paragraph that restates my opinion.

**I can select a relevant
topic.**

I can identify related information grouped together in paragraphs or sections that contain formatting, illustrations, and/or multimedia.

**I can identify a topic
with facts, definitions,
details, quotations, etc.**

I can identify linked ideas using transitions.

**I can identify content
vocabulary related to
my topic.**

**I can identify a
concluding statement or
section about my topic.**

**I can create an
introduction paragraph
related to my topic.**

**I can create paragraphs
or sections with related-
information that contain
illustrations and proper
formatting
(subheadings) and
multimedia.**

**I can support my topic
with facts, definitions,
details, quotations,
other information and
examples about my
topic.**

**I can link my ideas using
transitions in my
writing.**

**I can use specific
vocabulary related to
my topic.**

**I can plan a conclusion
that is related to my
topic.**

I can write an informative piece (article) that addresses an audience and has a clear purpose which includes an introduction on a topic, sections with detailed ideas, and a conclusion.

This means I can write an informative piece that includes a topic that is clearly introduced.

This means I can write paragraphs or sections with related-information that contain illustrations and proper formatting (subheadings) and multimedia.

This means I can write about my topic with facts, definitions, details, quotations, information, and other examples related to my topic.

This means I can link my ideas using transitions in my writing.

This means I can include content vocabulary in my writing that is related to my topic.

This means I can write a conclusion that is related to my topic.

This means I can make my writing organized on a page using text, text features, and media as appropriate.

I can identify the:

- **story elements (plot, characters, setting, etc.)**
- **structure of narrative (beginning, Middle, end)**
- **use of dialogue and description to develop experiences, events or characters.**

**I can recognize
transitional words used
to develop sequence
(story order).**

**I can describe how
writers use concrete
and sensory details.**

**I can create a story that
includes a situation, a
narrator,
problem/solution,
characters, and setting.**

**I can sequence events
using transitional
words.**

**I can use dialogue and
description as needed
to develop the
character, their
feelings, experiences,
and reactions.**

**I can use factual,
related, and/or sensory
details to develop
experiences or events.**

*This means I can add details to
make my story easier to
understand.*

**I can form a conclusion
that makes sense.**

I can write a narrative piece that is real or imagines that creates a situation, has a narrator, and/or characters.

This means I can include a purpose and address an audience.

This means I can write a narrative piece that uses dialogue, descriptions, concrete and sensory details to develop experiences, events, and reveal characters.

This means I can use transition words and phrases.

This means I can write a clear introduction, body, and conclusion.

**I can determine the
reason for writing a
piece to decide on task,
purpose, audience**

**I can determine idea
development strategies,
organization,
appropriate to task,
purpose, and audience.**

I can write a clear and cohesive piece with organization and idea development.

This means my writing makes sense and is organized based on my task, purpose, and audience.

I can recognize why I should plan, revise, edit, and rewrite my writing with help from peers or adults.

**I can understand why it
is important to edit my
work.**

I can develop and strengthen writing by:

- **planning**
- **revising**
- **editing**
- **rewriting**
- **trying a new approach with the support of adults or my peers.**

**I can with some
guidance and support,
use keyboarding skills.**

**I can understand how to
use word processing to
produce and publish
writing.**

**I can use the Internet to
communicate with
others.**

**I can choose the
appropriate technology
tools to write, publish,
and/or work with others
with some teacher
support.**

I can use technology including the Internet, to develop, revise, edit, and publish writing with some guidance and support.

**I can research (short
research projects vs.
longer research
projects).**

**I can decide between
sources which reference
tools are best to use**

I can research books, the internet, or other topics to find information for a project.

This means I can use books, the internet, or other sources to find information on a topic.

**I can identify relevant
information in a
passage.**

**I can recall and gather
relevant information
from experience.**

I can take notes.

**I can provide a source
list.**

**I can gather important
information from
different sources.**

**I can categorize
information.**

I can tell the difference between relevant and irrelevant information

*This means I can tell the differences
between necessary and unnecessary
information*

**I can identify key ideas
and details that support
my conclusions that
were gathered through
research.**

**I can show where the
text supports my
evidence and research.**

**I can show evidence
where the text supports
key ideas.**

I can analyze key ideas and details in a text in order to prove my understanding of text.

This means I can study key ideas and details in a text to improve my understanding.

I can reflect on key ideas and details in a text in order to support my understanding of text.

This means I can look back and make changes to key ideas and details in a text in order to support my understanding.

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

I can identify and understand the various organizational structures related to different genres or purposes for writing.

I can determine how long it will take to complete a writing task and complete my writing tasks based on the time I have to write.

*This means I have to think about
my task, my audience, my
organization, the time, and my
purpose when writing.*

I can write for different reasons and audiences.

**I can write long pieces
or short pieces as
necessary.**

**I can identify key ideas
from reading materials.**

**I can identify ways to
listen effectively.**

**I can describe
discussion rules and
roles.**

**I can know how to ask
questions and provide
feedback.**

**I can identify key ideas
presented during
discussion.**

**I can discuss what I
have read using
relevant information.**

**I can evaluate whether
or not my group
followed rules and
worked together.**

*This means I can decide how well
my group worked together.*

**I can create questions
and responses based on
what my group talked
about.**

**I can explain the topic
using personal ideas,
opinions, and
reasoning.**

**I can question the ideas
that were shared.**

**I can support my
responses and reasons
with evidence.**

*This means I can prove my answer
using 2 or more supporting
statements.*

I can listen actively to discussions and presentations.

This means I make eye contact with the speaker, react appropriately, show correct body language, and ask appropriate questions when given the opportunity.

**I can be an active
participant in a
classroom or group
discussions.**

I can follow agreed-upon rules during discussion

**I can carry out assigned
roles during
discussions.**

I can ask and answer questions to clarify the discussion or presentation.

This means I can ask and answer questions to help me understand the speaker.

**I can make connections
between the comments
and remarks of other
students.**

**I can express ideas
clearly so that it makes
sense to myself and
others.**

I can retell in my own words information presented visually.

I can retell in my own words information presented orally.

**I can retell in my own
words information
presented through data.**

I can identify a speaker's points.

This means I can listen to a speaker and identify the key ideas.

**I can identify the
reasons and evidence
that support the
speaker's key points.**

I can identify:

*** a topic**

*** a text**

*** facts**

*** descriptive details**

**I can identify and recall
an experience.**

**I can pronounce words
with an understandable
pace.**

I can use a logical sequence of events to tell a story, report on a topic or text, or summarize an experience.

**I can determine
appropriate facts that
support the main ideas
or themes.**

**I can determine
important descriptive
details that support
main ideas or themes.**

I can speak clearly at an understandable pace when I report on a topic, tell a story, or summarize an experience in organized manner appropriate facts.

**I can speak clearly
recounting an experience
in an organized manner
using:**

- **appropriate facts**
- **relevant, descriptive
details to support main
ideas or themes**

I can identify main idea.

I can identify theme.

I can use audio or visual media to improve my presentations when appropriate.

This means that I can add recordings or sounds (music, Audacity, cds) to improve my presentation and make it more interesting.

I can add audio recordings to improve my presentations.

This means that I can add recordings or sounds to improve my presentation and make it more interesting for my audience.

**I can use visual displays
to improve my
presentations.**

*This means that I can add pictures
or visuals to improve my
presentation and make it more
interesting for my audience.*

**I can identify audience,
task, and situation.**

**I can identify
characteristics of
formal and informal
speaking.**

**I can distinguish
between formal and
informal speech.**

**I can determine
appropriate speech use
for the setting.**

*This means I can decide when it is
appropriate to use language based
on the situation.*

**I can speak using formal
English when
appropriate for the
purpose and situations.**

I can identify:

*** pronouns**

*** adverbs**

**I can recognize verb
tenses.**

I can recognize helping verbs and words such as may, can must, etc.

**I can recognize
fragments.**

I can recognize run-ons.

**I can identify frequently
confused
words/homophones.**

**I can correct
inappropriate:
* fragments
* run-on sentences**

**I can identify
prepositional phrases.**

**I can use words such as
may, can, must, etc. and
helping verbs.**

**I can use modal
auxiliaries and helping
verbs.**

**I can use correct
grammar when writing
or speaking.**

**I can speak using
correct grammar.**

**I can correct fragments
in my writing.**

**I can write more than
one adjective before a
noun in a conventional
pattern.**

I can apply correct:

*** capitalization**

*** punctuation**

*** spelling**

when writing

I can use commas and quotation marks in dialogue and when quoting from a text.

**I can identify many of
the coordinating
conjunctions and that
they connect two or
more independent
clauses .**

**I can use commas
before a coordinating
conjunction in a
compound sentence.**

**I can recall and apply
spelling rules.**

**I can identify and
correct misspelled
words.**

I can use procedures for finding correct spelling.

**I can consult references
as needed.**

*This means I can use reference
materials.*

**I can recognize the
conventions of
language for:**

*** writing**

***speaking**

***reading**

***listening**

I can recognize types of punctuation such as commas, periods, exclamation marks, etc.

**I can recognize the
fundamentals of formal
and informal English.**

*This means I can tell the difference
between formal and informal
language.*

**I can choose
punctuation for effect.**

I can use words and phrases to convey ideas precisely when speaking.

This means I can communicate my ideas clearly.

**I can appropriately use
English language skills
when:**

- *writing**
- * reading**
- *listening**
- *speaking**

I can use appropriate words or phrase when speaking or writing.

**I can differentiate
between contexts that
call for formal English.**

*This mean I can speak
appropriately given my situation
and surroundings.*

**I can use knowledge of
language when
speaking.**

I can use knowledge of language conventions when speaking.

This means I can speak fluently using appropriate tone, rate, emphasis, etc.

**I can identify common
context clues in text.**

**I can use context clues
to find the meanings of
words.**

I can clarify the meaning of words or phrases by using a variety of vocabulary strategies.

**I can use parts of words,
such as affixes and
roots, to find the
meaning of words.**

**I can use common
reference materials.**

**I can use a
pronunciation guide.**

**I can identify and define
Greek and Latin affixes
and roots.**

**I can define: simple
similes and metaphors,
common idioms, adages,
proverbs, personification,
alliteration,
onomatopoeia, and
hyperbole**

I can recognize:

- **simple similes in context**
- **metaphors in context**
- **idioms in context**
- **adages in context**
- **proverbs in context**
- **synonyms and antonyms**

**I can explain the
meaning of:**

*** simple similes and
metaphors**

*** common idioms,
adages, and proverbs**

**I can distinguish
between:**

*** synonyms and
antonyms**

*** similes and metaphors**

**I can learn content and
general vocabulary
words for the
appropriate settings.**

I can learn words and phrases that show actions, emotions, states of being, etc.

**I can use appropriate
words and phrases for
the appropriate
settings.**

I can use words and phrases that show actions, emotions, states of being, etc.