

**I can explain explicitly
what the text says by
using the author's
words.**

**I can accurately quote
from the text.**

I can use the author's words and what I already know to draw inferences about a text.

This means I can make conclusions and support them using at least 3 details from the text.

I can determine the theme of a story using details in the text.

I can summarize the text.

This means I can briefly describe what happens in the story using the beginning, middle, and end of the story.

I can summarize the key ideas and details of a story including how characters respond to challenges.

This means I can briefly describe how characters respond to challenges in the beginning, middle, and end of the story.

I can identify specific details that describe characters, settings, and events in a story that are similar.

I can define comparing.

I can define contrasting.

I can identify how two or more characters, settings, and events in a story are similar.

I can use specific details from a text to compare two or more characters, settings, and events in a text.

This means that I can tell how characters, settings, and events are alike by giving two or more details from the text.

I can use specific details from a text to contrast two or more characters, settings, and events in a text.

This means that I can tell how characters, settings, and events are different.

**I can identify the
differences between
two or more characters
in a story.**

**I can recognize
figurative language in a
text such as similes,
metaphors,
personification, and
alliterations, etc.**

**I can determine the
meaning of words and
phrases in texts.**

I can determine the meaning of words and phrases that creates an image in the reader's mind. (including metaphors and similes used in a text)

This means I can identify a metaphor or simile within a text and explain its meaning.

I can explain how a series of chapters fit together to provide the overall organization of a story.

I can define influences.

I can identify events or situations that make a change to a point of view.

I can identify and describe the narrator's or speaker's point of view.

I can identify important events relevant to the author's point of view.

I can define analyze.

**I can break into parts in
order to evaluate or
judge.**

**I can identify
multimedia and visual
elements within a text.**

**I can recognize
meaning, tone, and
beauty of text.**

**I can identify
characteristics of a
theme, topic, and genre.**

**I can compare how two
or more stories of the
same genre have similar
themes or topics**

I can contrast how two or more stories of the same genre have different themes or topics.

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

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

**I can identify
integration and
knowledge and ideas in
a literary text.**

**I can explain explicitly
what the text says by
using the author's
words.**

**I can accurately quote
from the text.**

I can draw inferences using information from the text.

This means I can use the author's words and what I already know to make inferences and draw conclusions from the text.

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

I can determine two or more ideas of a text.

**I can explain how
details support the main
idea.**

**I can summarize the
text.**

I can summarize the main idea and key details.

This means I can identify the main ideas in informational text using supporting details.

**I can define
relationships and
interactions.**

I can explain the relationships or interactions between two or more: individuals, events, ideas, concepts.

I can use specific information from text to support the relationship identified between: individuals, ideas, concepts in multiple types of informational text.

**I can identify vocabulary
relevant to 5th grade.**

**I can determine the
meaning of content
vocabulary.**

**I can determine the
structure (organization)
of the text.**

I can describe the structure (organization) using events, ideas, and concepts from the text.

**I can describe an event
and main idea from
multiple accounts.**

**I can distinguish
whether an account is
first hand or second
hand.**

I can compare and contrast different accounts of the same topic or event.

This means I can listen or read multiple accounts of the same topic or event and explain how they are alike and similar.

**I can describe how
different points of view
are alike and similar.**

**I can support why I think
the way I do with at
least 3 pieces of
evidence from the text.**

**I can obtain information
from sources.**

**I can collect information
and data.**

**I can recognize digital
sources as anything
non-print.**

**I can identify problem
solving steps.**

**I can identify the
meaning of a text based
on the author's points.**

**I can provide evidence
and reasons to support
each of the author's
points.**

I can explain how an author uses evidence and reasons to support their point in a text.

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

**I can integrate
(combine) information
from several texts on
the same topic.**

*This means I can integrate
(combine) information from
different texts to understand more
about the topic.*

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

I can identify craft and structure in a grade level informational text.

**I can identify
integration and
knowledge and ideas in
a grade level
informational text.**

I can decode words.

**I can break down a word
into syllables.**

I can identify root words.

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

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

**I can decode words
using phonics.**

I can use phonics and word analysis skills to decode words.

This means I can decode words using phonics and word analysis skills.

**I can correctly read
unfamiliar words.**

**I can identify the
purpose to better
understand the text.**

**I can identify the
appropriate rate/speed
and expression.**

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

**I can use context clues
to help me understand a
word that doesn't make
sense.**

**I can determine the
purpose to read the
text.**

I can apply reading strategies for reading accurately, appropriate rate and expression.

**I can confirm of self
correct words and
meanings by using
context clues.**

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

**I can explain the
author's purpose in
writing.**

**I can recognize
organizational
structures.**

I can identify and explain linking words, phrases and clauses.

**I can create (formulate)
an opinion about a topic
or text.**

I can determine how to introduce a topic.

This means I can write an effective lead that engages the reader with a clear purpose.

I can logically group my ideas to support my purpose.

Determine reasons supported by facts and details.

**I can determine reasons
to support my facts and
details.**

*This means I can determine three
reasons support my facts and
details.*

**I can establish links
between opinions and
reasons using words,
phrases and clauses.**

*This means I can use transitional
words and phrases to link my
opinions and reasons.*

**I can write a concluding
statement that
summarizes my
opinions and reasons.**

I can write an opinion piece with a clear lead and links support my reasons.

This means I can write an opinion piece with a lead paragraph, 3 details paragraphs that support and one concluding paragraph.

I can analyze the reason for writing to determine the task, purpose, and audience.

This means I can figure out the purpose, task (mode) and audience for a piece of writing.

**I can determine the
organization
appropriate to task,
purpose, and audience.**

I can determine suitable idea development strategies.

*This means that I can create a
graphic organizer to develop my
ideas. (Web, diagram, timeline, etc.)*

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 plan, revise, edit,
rewrite and try a new
approach. (with
guidance and support
from peers and teacher)**

**I can edit using
appropriate writing
conventions.**

I can conference with peers and adults to strengthen my writing.

This means I can develop and strengthen my writing using planning, revising, editing, rewriting, and trying a new approach. (with guidance and support from peers and teacher)

I can use keyboarding skills

**I can use computers to
create and publish my
writing.**

**I can communicate
using the Internet such
as email.**

**I can choose the best
technology tools to
create and publish my
writing and work with
others.**

**I can use technology to
publish a writing piece.**

**I can use technology to
work with others.**

*This means I can use blogs, emails,
etc. to communicate with others.*

**I can type two or more
pages in a single
setting.**

**I can identify the
various purposes for
writing.**

**I can identify the way a
piece of writing is
organized.**

**I can understand that
different genres have
different purposes for
writing.**

I can determine when to write an appropriate response (short or extended time from) for various purposes and audiences.

I can determine the structure needed for a given audience and purpose.

**I can write for various
purposes and
audiences.**

I can write for short or extended time frames.

This means I can write anything, anytime, anywhere.

I can identify the key ideas from the reading.

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

**I can describe
discussion rules and
roles for each student.**

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

**I can identify key ideas
talked about during
discussion.**

**I can relate information
read to a discussion.**

*This means I can have a discussion
using information that I have read.*

**I can evaluate
implementation of
discussion rules and
roles.**

*This means I can decide if everyone
followed the rules and roles
discussed.*

**I can create (formulate)
questions and responses
based on comments
made by others during
discussion.**

*This means I can ask follow up
questions based on comments made
by others.*

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

*This means I can explain the topic
using my personal ideas, opinions,
and reasons.*

**I can think critically
about ideas posed to
draw conclusions.**

*This means I can think about the
discussion and form my own
opinion.*

**I can justify responses
by providing evidence to
support reasoning.**

*This means I can give at least three
reasons to support my opinion.*

I can engage in a variety of discussions by sharing acquired and prior knowledge of grade 5 topics and texts.

This means I can discuss topics appropriately based on knowledge I have gained in 5th grade.

**I can listen actively to
discussions.**

**I can follow rules
agreed upon by the
class during a
discussion.**

**I can perform the role
assigned to me.**

I can pose and respond to specific questions to clarify understanding of discussion or presentation.

This means I can ask and respond to questions during the discussion if I don't understand the topic.

**I can give comments
that relate to what
others have said.**

**I can express ideas
clearly.**

**I can summarize a
written text read aloud.**

**I can summarize
information presented
in diverse medias.
(visually, quantitatively,
orally)**

I can define summarize.

**I can summarize the
points the speaker
makes.**

*This means I can briefly describe
the main ideas using at least three
details from the speech.*

**I can identify speaker's
points, claims, and
reasons or evidence.**

I can explain how each of a speaker's claims is supported by reasons and evidence.

This means I can explain two to three ways the speaker supports their opinion.

**I can identify a topic,
text, opinion, facts, and
relevant, descriptive
details.**

**I can clearly pronounce
words.**

**I can speak at an
understandable pace
and volume.**

**I can sequence ideas
logically in a
presentation.**

**I can determine at least
three appropriate facts
and relevant,
descriptive details to
support my main ideas.**

I can speak clearly at an understandable pace when I report on a topic or present an opinion.

**I can sequence ideas
logically and give three
or more details to
support my main ideas.**

I can define multimedia components. (graphics and sound)

**I can add graphics,
sound and visual
displays in my
presentation when
appropriate.**

**I can add graphics,
sound and visual
displays in my
presentation to
enhance the main idea
or theme when
appropriate.**

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

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

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

*This means I can tell the difference
between when to use language
formally or informally.*

I can analyze a situation to determine appropriate speech use (formal English or informal discourse).

This means I can decide if a situation required formal or informal language.

I can use appropriate language and adapt my word choice based on the situation.

**I can use appropriate
English and grammar
based on the situation.**

**I can recognize perfect
verb tenses.**

**I can recognize
inappropriate change in
verb tense.**

I can form perfect verb tense and know when to use it.

This means I can use verb tenses to show different times, sequences, states, and conditions.

**I can demonstrate
command of the
conventions of standard
English grammar and
usage when writing.**

**I can demonstrate
command of the
conventions of standard
English grammar and
usage when speaking.**

*This means I can show control of
English grammar and usage when
speaking.*

I can use perfect verb tenses.

This means I can use verb tenses to convey times, sequences, states, and conditions.

**I can correct
inappropriate changes
in verb tenses.**

*This means I can correct verb tenses
that are used incorrectly.*

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

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

I can consult references as needed.

*This means I can use a dictionary,
thesaurus and computer to look up
a word I do not know.*

I can apply correct capitalization, punctuation, and spelling when I write.

**I can use commas to
separate items in a
series.**

**I can recognize the
conventions of
language for writing,
speaking, reading, and
listening.**

I can recognize various sentence structures.

**I can use my knowledge
of language when
speaking, writing,
reading, and listening.**

**I can use my knowledge
of language
conventions when I am
speaking, writing,
reading, and listening.**

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

I can use knowledge of language conventions when speaking.

This means I can use appropriate word choice depending on the audience when I am speaking.

**I can determine when to
expand, combine, and
reduce sentences for
meaning,
reader/listener interest,
and style.**

This means I know when to make changes to my sentences by expanding, combining or reducing sentences to clarify meaning and interest.

I can define dialect and registers.

This means I can pull out examples of dialects and registers in stories, dramas, and poems.

I can recognize different varieties of English in stories, dramas, and poems.

This means I can pull out examples of dialects and registers in stories, dramas, and poems.

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

I can use common Greek and Latin affixes and roots as clues to meanings of words.

This means I can use root words to know the meaning of given words.

**I can use common print
and digital reference
materials.**

I can use print and digital reference materials to find pronunciation and determine the meaning of key words.

I can identify synonyms, antonyms, and homographs

**I can use synonyms,
antonyms, and
homographs to create
an image in the reader's
mind.**

**I can identify a simile
and a metaphor.**

**I can understand
language that creates
an image in the reader's
mind using similes and
metaphors.**

**I can define a
homograph.**

**I know appropriate
content vocabulary
(contrast, addition and
logical relationships).**

**I understand
appropriate content
vocabulary (contrast,
addition and logical
relationships).**

**I can use appropriate
vocabulary (signal
contrast, addition. And
logical relationships)**

I can determine the theme of a drama using details in the text.

**I can explain how
characters in a story
respond to challenges.**

*This means I can give at least 3
examples of how characters
respond to challenges.*

I can summarize the key ideas and details of a drama including how characters respond to challenges.

This means I can briefly describe how characters respond to challenges in the beginning, middle and end in a drama.

I can identify specific details that describe characters, settings, and events in a drama.

I can identify how two or more characters, settings, and events in a drama are similar.

**I can identify the
differences between
two or more characters
in a drama.**

I can explain how a series of scenes fit together to provide the overall organization of a drama.

I can use the author's words and my knowledge to infer the characteristics of the narrator.

This means I can give at least three examples that describe the character traits of the narrator.

I can describe how the point of view of the narrator or speaker changes the description of the event(s).

This means I understand how experiences affect how an author describes an event.

I can define analyze.

**I can break into parts in
order to evaluate or
judge.**

**I can identify
multimedia and visual
elements within a text.**

**I can recognize
meaning, tone, and
beauty of text.**

**I can understand the
key ideas and details in
a literary text.**

**I can understand craft
and structure in a
literary text.**

**I can understand
integration and
knowledge and ideas in
a literary text.**

I can compare how the events, ideas, concepts, or information are organized.

This means I can explain how the events, ideas, concepts, or information are similar using at least three details.

I can contrast how the events, ideas, concepts, or information are organized.

This means I can explain how the events, ideas, concepts, or information are different using at least three details.

I can understand the key ideas and details in an informational text.

This means I can locate the key ideas and at least three details to support them in an informational text.

I can understand the craft and structure in an informational text.

This means I can identify how the text is organized and how the author uses words to convey a message.

**I can understand
integration and
knowledge of ideas in
an informational text.**

*This means I can use prior
knowledge and key ideas to
comprehend the text.*

**I can identify a topic
with logically organized
information.**

**I can identify support
for my topic with
concrete details,
quotations and
examples.**

I can identify precise language and domain specific vocabulary to inform about a topic.

**I can identify a
concluding statement
related to information
presented.**

**I can draft a topic with
logically organized
information.**

**I can include
appropriate formatting,
illustrations and
multimedia to aid
comprehension.**

**I can support my topic
with concrete details,
quotations and
examples.**

**I can link ideas, and
information using
words, phrases and
clauses.**

**I can support my topic
with concrete details,
appropriate word choice
and concluding
statement.**

I can publish an informative/explanatory text that includes a clear topic and focus with logically organized information (a lead paragraph, 3 supporting paragraphs, and a concluding paragraph).

This means I can include proper formatting, illustrations and multimedia when it adds meaning to my writing.

This means I can use facts, quotations, definitions, and details to support my topic.

This means I can write an informative or explanatory text

**I can identify research
sources on a given
topic.**

**I can discriminate
(choose) between
various research
sources.**

*This means I can explain the
difference between research
sources. (atlas, map, encyclopedia,
internet)*

**I can research a topic, I
can create a writing
project based on
research.**

I can come up with more questions as I research a topic.

**I can investigate
different aspects on a
topic.**

*This means I can research different
perspectives on a topic.*

**I can interpret
information from
various sources.**

*This means I can make sense of
information that comes from
different sources.*

**I can compare
information from
different research
sources.**

*This means I can explain how
sources are similar.*

**I can contrast
information from
different research
sources.**

*This means I can explain how
sources are different.*

I can define summarize.

I can define paraphrase.

**I can recall relevant
information from
experiences.**

**I can gather relevant
information from print
and digital sources.**

**I can identify and
provide a list of
sources.**

**I can take notes and
summarize it into my
writing.**

*This means I can tell who, what,
where, when and why.*

**I can paraphrase notes
and summarize it into
my writing.**

*This means I can use my words to
say what the author stated.*

**I can identify main idea
and details of my
research.**

I can cite textual evidence to support analysis of what the text says explicitly.

**I can provide evidence
on the main idea based
on details in the
research.**

*This means I can prove the main
idea by giving three details from the
research.*

I can understand the text by analyzing the main idea and details.

This means I can break down the details to prove my understanding of the text.

I can understand the text by reflecting on the main ideas and details of the text.

This means I can think about how the details support the main ideas to help my understanding of the text.

**I can identify
conjunctions.**

**I can explain the
function of
conjunctions.**

**I can identify
interjections.**

**I can explain the
function of
interjections.**

I can identify correlative conjunctions.

I can use correlative conjunctions.

This means I can use either, or neither, nor, etc. correctly.

**I can explain the
function of
prepositions.**

I can compare English dialects or registers in stories, dramas, and poems.

This means I can tell what is similar within stories, dramas, and poems.

I can contrast English dialects or registers in stories, dramas, and poems.

This means I can tell what is different within stories, dramas, and poems.

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

**I can determine the
meaning of words.**

**I can use various
vocabulary strategies to
determine the meaning
of unknown words or
phrases.**

**I can determine the
theme of a poem using
details in a text.**

I can explain how the speaker in a poem reflects upon a topic.

This means I can provide three examples of how the speaker feels about the subject using figurative language and mood from the poem.

I can summarize the key ideas and details of a poem including how the speaker in a poem reflects upon a topic.

This means I can briefly describe how characters respond to challenges in the beginning, middle, and end in a poem.

I can explain how a series of stanzas fit together to provide the overall organization of a poem.

I can analyze how visual elements add meaning, tone, and beauty to the text.

**I can analyze how
multimedia elements
add meaning, tone and
beauty.**

**I can locate an answer
or solve a problem using
information from print
and/or digital sources**

**I can organize
information to correctly
answer a problem.**

**I can describe the story
elements in narrative.**

**I can describe the
characteristic of
narratives.**

I can describe narrative techniques.

**I can explain how
transitional words,
phrases and clauses
move the story along.**

**I can explain how the
sequence of events
affects the story's
conclusion.**

I can create (establish) a situation using a narrator and/or characters for narrative writing.

This means I can develop a narrative piece that includes a situation using a narrator or characters.

**I can develop characters
using dialogue,
description, actions,
and reactions.**

I can logically organize events of a story that ends with a conclusion.

This means I can organize main events using a beginning, middle, and end.

I can use dialogue and description to develop experiences and events.

This means I can use conversations and descriptions that paint a picture.

**I can use concrete (real)
or sensory details to
explain experiences or
events.**

*This means I can use various
sensory details to explain the
experience.*

I can use transitions in my writing.

This means I can use at least two or three transitions to move the events along.

I can write a narrative that:

- **Creates a situation**
- **Develops experiences, events and characters using dialogue**
- **Includes transitional words/phrases, sensory details**
- **Leads to a conclusion**

**I can use a comma to
separate an
introductory word or
phrase.**

**I can use a comma to
set off the words yes
and no.**

**I can use a comma to
set off a tag question
from the rest of the
sentence.**

**I can use a comma to
indicate direct address.**

**I can recognize that
underlining or italics
indicate the title of a
book, play, film, long
musical works,
broadcast series.**

**I can recognize
quotation marks
indicate a title of other
titles such as an article,
poem, or story.**

**I can use underlining,
quotation marks, or
italics to indicate titles
of works.**

**I can recognize idioms,
adages, and proverbs.**

**I can explain the
meaning of idioms,
adages, and proverbs.**

**I can determine the
theme of a poem using
details in a text.**