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, test 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 sue 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 man 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.