

I can...**Kindergarten Language Arts**

<p>explain that a key detail is an important part of a text</p> <p>ask and answer questions about a text (eg who, what, where, when, why, and how)</p> <p>ask and answer questions before, during, and after reading a text</p> <p>listen to a story and tell the key details</p> <p>retell (put into my own words) stories using key details</p> <p>define character, setting, and major event</p> <p>identify the characters in story</p> <p>identify the settings in a story</p> <p>identify the major events in a story</p> <p>identify unknown words in a text</p> <p>ask and answer questions about unknown words in a text</p> <p>listen to and look at different types of text</p> <p>explain that some texts look the same and some look different</p> <p>recognize when a text is a storybook, poem, play, etc</p> <p>explain that authors write books and stories</p> <p>explain that illustrators create the pictures for books and stories</p> <p>look at the illustrations in a story and describe what I see</p> <p>identify the part of a story shown by the illustration</p> <p>explain how illustrations help me understand a story</p> <p>identify the characters in stories I read or hear</p> <p>describe the adventures and experiences of characters in a story</p> <p>tell how the adventures and experiences of characters are alike</p> <p>tell how the adventures and experiences of characters are different</p> <p>follow the rules my teacher gives for listening</p> <p>listen by facing the speaker, sitting still, and making eye contact</p> <p>ask and answer questions about what is being read</p>	Literature
<p>explain that a key detail is an important part of a text</p> <p>ask and answer questions about the key details of a text (eg who, what, where, when, why, and how)</p> <p>ask and answer questions before, during, and after reading a text</p> <p>define main topic (who or what the text is mostly about)</p> <p>identify the main topic of a text</p> <p>retell the key details of a text</p> <p>identify individuals, event, ideas, or pieces of information in a text</p> <p>describe a connection between two events in a text</p> <p>describe a connection between two individuals in a text</p> <p>describe a connection between two ideas or pieces of information in a text</p> <p>identify words I do not know in a text</p> <p>ask questions about words I do not know in a text</p> <p>answer questions about words I do not know in text</p> <p>identify the front cover and back cover of a book</p> <p>explain that a title page is inside of a book</p> <p>identify the title page of a book</p> <p>define author and illustrator</p> <p>explain that authors write texts</p> <p>explain that illustrators create the pictures for texts</p> <p>name the author and illustrator of a text</p> <p>look at the illustrations in a text and describe what I see</p> <p>identify the part of a text shown by the illustration</p> <p>explain how illustrations help me understand a text</p> <p>identify why an author wrote a text</p> <p>identify the points an author makes in a text</p> <p>identify the author's reasons to support main points</p> <p>identify how two texts on the same topics are alike</p> <p>identify how two texts on the same topic are different</p> <p>follow the rules my teacher gives for listening</p> <p>listen by facing the speaker, sitting still, and making eye contact</p> <p>ask and answer questions about what is being read</p>	Informational Text
<p>hold a book correctly</p> <p>recognize that books are read from left to right and top to bottom</p> <p>turn pages in a book from front to back and read the left page before the right</p> <p>recognize that words are created by putting letters together in a specific order</p> <p>recognize that words are separated by spaces before and after them</p> <p>recognize the difference between upper- and lowercase letters</p> <p>name all uppercase and lowercase letters in the alphabet</p> <p>recognize words with the same end sound</p> <p>recognize that words with the same end sound rhyme</p> <p>rhyme one word with another</p> <p>recognize that a syllable has one vowel sound</p> <p>break words into syllables by clapping, snapping, or counting</p> <p>say each syllable sound in a word</p> <p>blend syllables to say a complete word</p> <p>identify the beginning sound, vowel sound, and end sound of words</p> <p>blend letter sounds to say a single-syllable word</p> <p>add or change beginning, middle, or end sounds to create new words</p> <p>say the most common sound of each consonant</p> <p>identify the five major vowels</p> <p>say the long and short sounds for each vowel</p> <p>recognize the common spellings of long and short vowel sounds</p> <p>recognize common words found in text</p> <p>read common words without having to sound them out</p> <p>identify words with similar spellings</p> <p>identify the letter sound that is different in words with similar spellings</p> <p>recognize common sight words in a text</p> <p>read a text with common sight words</p> <p>use the pictures in a text to help me understand it</p> <p>retell the story I read</p>	Foundational Skills

<p>identify the topic or name of a book</p> <p>determine my opinion or preference about a topic or book</p> <p>use drawings and words to share my opinion or preference about a topic or book</p> <p>select a topic and information to share</p> <p>use drawings and words to name and give information about a topic</p> <p>tell a story about something that happened</p> <p>tell what happened first, next, and last</p> <p>create drawings to show what happened in my story</p> <p>describe how I feel about what happened in my story</p> <p>answer questions about my writing</p> <p>listen to ideas my teachers and peers have about my writing</p> <p>add details that will help the reading understand my writing</p> <p>answer questions about my writing</p> <p>listen to ideas my teachers and peers have about my writing</p> <p>add details that will help the reader understand my writing</p> <p>work with my teacher and others to learn about digital tools that produce and publish writing</p> <p>define research and explain how it is different from other types of writing</p> <p>research a topic with others</p> <p>work with others to write about a researched topic</p> <p>answer questions using information recalled or gathered</p>	Writing
<p>identify and follow the agreed upon rules for discussion</p> <p>listen to the comments of others and share my own ideas</p> <p>identify key information presented in different formats (eg, text read aloud, oral presentation, video, audio book, website)</p> <p>ask questions about key details of information presented in multiple ways</p> <p>answer questions about key details of information presented in multiple ways</p> <p>ask for clarification if I do not understand something</p> <p>identify when I do not understand something</p> <p>ask and answer questions that help me get information or make something clear</p> <p>identify familiar people, places, things and events</p> <p>use details to describe familiar people, places, things, and events</p> <p>identify places in my work where I want to add more detail</p> <p>create drawings or add visual displays (eg, photos, collages, paintings) to add details to my presentations</p> <p>explain why it is important to form my words clearly when speaking</p> <p>in a voice that others can hear and understand</p> <p>share my thoughts, feelings, and ideas clearly when I speak</p>	Speaking and Listening
<p>identify the differences between upper- and lowercase letters</p> <p>print upper- and lowercase letters correctly</p> <p>use common nouns and verbs correctly when writing or speaking</p> <p>make the correct plural noun when writing or speaking by adding -s or -es</p> <p>use question words correctly when writing or speaking</p> <p>share my ideas and respond to questions using complete sentences</p> <p>capitalize the first word in a sentence</p> <p>capitalize the pronoun I in a sentence</p> <p>recognize and name end punctuation such as a question mark, exclamation point, and period</p> <p>recognize the common sounds made by letters</p> <p>write the letter or letters for consonant and vowel sounds</p> <p>spell words by matching sounds to letters</p> <p>identify words that have more than one meaning</p> <p>use a word that has more than one meaning correctly</p> <p>identify the affixes (eg, prefix, suffix) of unknown words</p> <p>use affixes (eg, prefix, suffix) to help me define unknown words</p> <p>sort common objects into categories</p> <p>use words to explain what the objects in my categories have in common</p> <p>identify the opposite of a word (verb or adjective)</p> <p>connect words I hear and read to the real world</p> <p>recognize verbs that have similar meanings and act out the meanings to show their differences</p> <p>discover new words and phrases through reading, listening, and conversation</p> <p>use my new words and phrases when speaking and writing</p>	Language

I can...**1st Grade Language Arts**

<p>Explain that a key detail is important part of the text</p> <p>Identify key details in the text</p> <p>Ask and answer details about key details in a text</p> <p>Retell stories using key details in my own words</p> <p>Define central message or lesson (overall idea author is sharing)</p> <p>Determine the central message or lesson found in the story using key details</p> <p>Identify the characters, settings, or major events in a story</p> <p>Use key details to describe the characters, settings, and major events</p> <p>Identify the five senses</p> <p>Identify words and phrases in a story or poem that tell me how something relates to the five senses</p> <p>Read or listen to books that tell stories or give information</p> <p>Explain the differences between books that tell stories and give information</p> <p>Identify the characters in a story</p> <p>Recognize when more than one character is telling the story</p> <p>Identify when the character telling the story changes</p> <p>Identify the character telling the story at any point</p> <p>Look at illustrations in a story and describe what I see</p> <p>Identify details in the story that tells the characters setting or events</p> <p>Describes the characters, settings, or events of a story using illustrations or details</p> <p>Describe the adventures and experiences of characters and stories I read or hear</p> <p>Compare the adventures and experiences of characters by telling how they are alike</p> <p>Contrast the adventures and experiences of characters by telling how they are different</p> <p>Read first grade sight words</p> <p>Read short books and poems and ask for help when needed</p>	Literature
<p>Explain that a key detail is an important part of text</p> <p>Identify key details in a text</p> <p>Ask and answer questions about key details in a text</p> <p>Define main ideas or topics (who or what text is about)</p> <p>Identify main ideas or topics in a text</p> <p>Retell the key details of a text</p> <p>Identify individuals, events, ideas, or pieces of information in a text</p> <p>Describe a connection between two individuals in a text</p> <p>Describe a connection between two events in a text</p> <p>Describe the connection between two ideas or pieces of information in a text</p> <p>Identify unknown or unclear words or phrases</p> <p>Clarify the meaning of words and phrases by asking and answering questions</p> <p>Identify and give examples of text features</p> <p>Explain how text features locate key facts or information</p> <p>Locate key facts or information using text features</p> <p>Locate pictures and illustrations in a text</p> <p>Explain what I learned by looking at a picture or illustration in a text</p> <p>Explain what I learned by reading or hearing the words of a text</p> <p>Tell the difference between what I learned from the pictures or illustrations and the words</p> <p>Describe an illustration in a text</p> <p>Identify details in a text</p> <p>Use the illustrations and details in a text to describe the key ideas</p> <p>Identify why an author wrote a text</p> <p>Identify the points an author makes in a text</p> <p>Identify the reasons an author gives to support the points in a text</p> <p>Compare two texts on the same topic by telling how they are alike</p> <p>Contrast two texts on the same topic by telling how they are different</p> <p>Identify and read sight words</p> <p>Read short information texts and ask for help when needed</p>	Informational Text
<p>Identify letters, words, and sentences</p> <p>Recognize words are combined to make sentences</p> <p>Recognize that first words in a sentence are capitalized</p> <p>Recognize that words are separated by spaces before and after them</p> <p>Recognize that a sentence ends with a punctuation mark</p> <p>Identify short vowel sounds in single syllable words</p> <p>Identify long vowel sounds in single syllable words</p> <p>Tell the difference between long and short vowel sounds</p> <p>Identify the sounds each letter makes</p> <p>Recognize that blending letters can create new sounds</p> <p>Sound out words by blending letter sounds</p> <p>Break words to beginning, middle, and ending segments</p> <p>Identify and create the sounds common diagraphs make</p> <p>Decode one syllable words by sounding out each letter</p> <p>Recognize long vowel sounds by using a final – e and common vowel teams</p> <p>Recognize that all syllables have a vowel sound</p> <p>Determine the number of syllables in a word by counting the vowel sounds</p> <p>Decode two syllable words by breaking them into vowel sound segments</p> <p>Identify words with common inflectional endings and read them correctly (eg. -s, -ed, -ing)</p> <p>Recognize and read irregularly spelled words</p> <p>Explain that reading fluently means my reading is easy, smooth, and automatic</p> <p>Read grade level text fluently and demonstrate my comprehension with meaningful voice, timing, and expression</p> <p>Recognize that a word I have read does not make sense</p> <p>Self correct misread or misunderstood words by using context clues</p> <p>Reread with corrections when necessary</p> <p>Read fluently</p>	Foundational Skills

<p>Identify my opinion on a topical book</p> <p>Support my a opinion with a reason</p> <p>Write an opinion piece with an introduction, opinion, supporting reason, and conclusion</p> <p>Select a topic and identify facts to share</p> <p>Read an informative paper with a topic, facts, and an ending sentence</p> <p>Place story events in the correct order</p> <p>Write a story with events placed in the right order</p> <p>Use details to describe what happened in my story</p> <p>Use words to show event order in my story</p> <p>Write an ending to my story that provides a sense of closure</p> <p>Write about a topic</p> <p>Answer questions about my writing</p> <p>Listen to ideas my teachers and peers have about my writing</p> <p>Add details that will help the reader understand my topic</p> <p>Identify digital tools (word, publisher, etc) that will help me produce and publish my writing</p> <p>Use digital tools to produce and publish my writing</p> <p>Use digital tools to work with others</p> <p>Define research and explain how research is different from other types of writing</p> <p>Research a topic with others</p> <p>Work with others to write a research topic</p> <p>Answer questions using information recalled or gathered</p>	Writing
<p>Identify and follow the agreed upon rules for discussion</p> <p>Listen to the comments of others and share my own ideas</p> <p>Ask questions when I do not understand</p> <p>Identify information from a text being read aloud</p> <p>Identify information that is presented in different formats (media, charts, graphs, etc)</p> <p>Ask and answer a question about key details in a text or presentation</p> <p>Ask questions about a presentation when I do not understand or need more information</p> <p>Use details to describe people, places, things, or events</p> <p>Express ideas and feelings clearly</p> <p>Identify places in my work where ideas, thoughts, or feeling are not clear</p> <p>Add drawings or visual displays (images, graphs, etc) to clarify my ideas, thoughts, or feelings</p> <p>Recognize a complete sentence, and use complete sentences when needed</p>	Speaking and Listening
<p>Print all upper and lower case letters correctly</p> <p>Explain the difference between common nouns (general), proper nouns (specific), and possessive nouns (show ownership)</p> <p>Identify and write common and proper nouns correctly by beginning them with a lower or upper case letter</p> <p>Identify and write possessive nouns correctly by adding an apostrophe</p> <p>Write basic sentences that use singular nouns with singular verbs and plural nouns with plural verbs</p> <p>Define pronoun (word that takes place of a noun or noun phrase, eg, he, she)</p> <p>Identify and use personal, possessive, and indefinite pronouns correctly (I, me, they, them, anyone, everything)</p> <p>Identify that verbs change by showing actions that happened in the past, present, or future and use verbs correctly</p> <p>Identify common conjunctions and use them correctly to combine words and phrases (and, but, or, etc)</p> <p>Explain that determiners are words that introduce nouns & use determiners (a, an, the, this, and these) when writing</p> <p>Identify common prepositions and use them correctly (during, beyond, etc)</p> <p>Respond to questions by writing simple and compound sentences</p> <p>Write simple & compound sentences to make a statement, ask a question, make a command, or make an explanation</p> <p>Capitalize days of the week, months, and names of people when writing</p> <p>Identify end punctuation marks (period, exclamation point, question mark)</p> <p>Use the correct end punctuation in my writing</p> <p>Place a comma between the day and the year of the date</p> <p>Use a comma to separate three or more words in a series</p> <p>Use common spelling patterns when writings words</p> <p>Spell new words by sounding out letters and using known spelling words</p> <p>Determine the meaning of unknown and multiple meaning words by using context clues in a sentence</p> <p>Identify common affixes (pre, un, less) of unknown words</p> <p>Use affixes to help me define new words</p> <p>Identify root words and understand that adding -s, -ed, -ing changes the meaning of a root word</p> <p>Sort words into categories</p> <p>Define words by categories by using common traits</p> <p>Connect words I hear and read to words in the real world</p> <p>Tell the difference between similar words by defining, choosing, or acting out the meanings</p> <p>Tell the difference between similar adjectives by defining, choosing, or acting out the meanings</p> <p>Discover new words and phrases through reading, listening, and conversation</p> <p>Use my new words and phrases when I'm speaking or writing</p> <p>Use conjunctions when speaking or writing</p>	Language

I can...	2nd Grade Language Arts
<p>identify who, what, where, when, why, and how to answer questions about a text</p> <p>ask and answer questions before, during, and after reading a text</p> <p>recount/retell stories</p> <p>define central message, lesson, and/or moral of a story</p> <p>determine the central message, lesson, and/or moral of the story</p> <p>identify characters in a story</p> <p>describe how characters react to events and challenges in a story</p> <p>identify words and phrases that create a beat in a poem or song</p> <p>identify words/phrases that create alliteration (repeated beginning consonant sound) in a story, poem, or song</p> <p>identify words and phrases that create rhymes in a story, poem, or song</p> <p>identify words and phrases that are repeated in a story, poem, or song</p> <p>describe how words and phrases create rhythm and add meaning</p> <p>recognize that a story has a beginning, middle, and end</p> <p>describe how the characters, setting, and action are introduced in a story</p> <p>describe how the events at the end of a story let me know what happened to the characters</p> <p>define point of view (a character's attitude or feelings about events in a story)</p> <p>identify a character's point of view in a story</p> <p>show different points of view by changing my voice when I read dialogue for each character</p> <p>identify illustrations that support a story</p> <p>explain how illustrations add meaning to the words in a story</p> <p>use illustrations and words in a story to help me describe the characters, setting, or plot</p> <p>compare (find similarities) two or more versions of the same story</p> <p>contrast (find differences) two or more versions of the same story</p> <p>closely read complex grade level texts</p> <p>reread a text to find more information or clarify ideas</p> <p>use reading strategies (eg, ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text</p>	Literature
<p>identify who, where, when, why, and how to answer questions about a text</p> <p>ask and answer questions before, during, and after reading a text</p> <p>define topic or main idea (who or what the text is mostly about)</p> <p>determine the topic or main idea of a text</p> <p>explain the focus (big idea) of each paragraph in a text</p> <p>identify historical events</p> <p>identify scientific ideas or concepts</p> <p>identify the steps in a process</p> <p>explain how historical events connect</p> <p>explain how scientific ideas or concepts connect</p> <p>explain how the steps in a process connect</p> <p>identify words and phrases that are specific to the topic/subject of a text (eg, habitat, vapor, ecosystem)</p> <p>use information in a text to determine the meaning of words and phrases about the topic/subject of the text</p> <p>identify and give examples of text features</p> <p>explain how text features help locate key facts or information</p> <p>locate key facts or information about a topic using text features</p> <p>identify purposes for reading (eg, to inform, to explain, to describe)</p> <p>read a text and identify the author's main purpose for writing it</p> <p>explain how the images in text add meaning to the words</p> <p>use the images and words in a text to help me understand what I am reading</p> <p>identify specific points the author makes in a text</p> <p>describe the reasons the author uses to support each point,</p> <p>identify the most important points found in two texts on the same topic</p> <p>compare (find similarities) the most important points found in two texts on the same topic</p> <p>contrast (find differences) the most important points found in two texts on the same topic</p> <p>closely read complex grade level texts</p> <p>reread a text to find more information or clarify ideas</p> <p>use strategies (make connections, take notes, make inferences, visualize) to help understand complex text</p>	Informational Text
<p>identify the most common short vowel patterns (CVC)</p> <p>identify the most common long vowel patterns (CVCE and VCE)</p> <p>distinguish between words with short and long vowel patterns</p> <p>identify common vowel teams (eg, ea, oi, oo)</p> <p>say the individual sounds a vowel team creates</p> <p>identify two-syllable words</p> <p>decode two-syllable words with long vowels</p> <p>identify words with common prefixes and suffixes</p> <p>decode words by breaking them into units of meaning (eg, un+happy=unhappy)</p> <p>identify words with similar patterns that create different sounds (eg, bead/head, doll/roll, hint/pint)</p> <p>recognize irregularly spelled words (rule breakers)</p> <p>read irregular words without having to sound them out</p> <p>read second grade text fluently and show comprehension through voice, timing, and expression</p> <p>recognize when a word I have read does not make sense within the text</p> <p>self-correct misread or misunderstood words using context clues</p> <p>reread with corrections when necessary</p> <p>read fluently (easy, smooth, and automatic)</p>	Foundational Skills
<p>identify my opinion on a topic or book</p> <p>support my opinion with reasons</p> <p>link my opinions and reasons with connecting words</p> <p>write an opinion piece with an introduction, supporting reasons, and a concluding statement/section</p> <p>select a topic and identify information (eg, facts and definitions) to share</p> <p>use facts and definitions to share points and ideas about my topic</p> <p>present my information in writing and provide a concluding statement or section</p> <p>place story events in the correct order</p> <p>write my own story with events placed in the correct order</p> <p>describe actions, thoughts, and feelings in my story</p> <p>use words to show changes in time (eg, before, during, after)</p> <p>create an ending for my story</p> <p>recognize that a good piece of writing requires more than one draft</p> <p>revise my writing (eg, reading aloud, checking for misunderstandings, adding and deleting details) with the help of others</p> <p>edit my writing by checking for errors in capitalization, punctuation, spelling, etc</p> <p>prepare a new draft with changes that strengthens my writing</p> <p>identify digital tools (eg, Word, Publisher, PowerPoint) that will help me produce and publish my writing</p> <p>use digital tools to produce and publish my writing</p> <p>use digital tools to collaborate/work with others</p> <p>define research and explain how it is different from other types of writing</p> <p>research a topic with others</p> <p>work with others to write about a research topic</p> <p>answer questions using information recalled or gathered</p>	Writing

<p>identify and follow the agreed upon rules for discussion</p> <p>make connections between the comments of others</p> <p>ask questions when I do not understand</p> <p>identify information from a text being read aloud</p> <p>identify information that is presented in different formats (eg, media, charts, graphs, websites, speeches)</p> <p>describe key ideas or details from a text or presentation</p> <p>ask questions about a presentation when I do not understand or need more information</p> <p>answer questions about a speaker's presentation</p> <p>tell a story or share an experience with facts and relevant (appropriate), descriptive details</p> <p>tell a story or share an experience using complete sentences and speaking in a clear voice (one that my audience can understand)</p> <p>read aloud stories or poems and use my voice to make them come to life (eg, adjust the volume of my voice, make exclamations, change the pace)</p> <p>speak clearly and at an understandable pace (speed) when creating audio recordings of stories or poems</p> <p>add drawings or visual displays (eg, illustrations, graphs, photos) to make my ideas, thoughts, and feelings clear</p> <p>recognize a complete sentence (a group of words that expresses a complete thought)</p> <p>speak using complete sentences when asked to provide details or clarification</p>	Speaking and Listening
<p>define collective nouns (a singular noun that refers to a group of people or things) and use them correctly</p> <p>identify irregular plural nouns (nouns that do not add -s to form the plural) and use them correctly</p> <p>identify reflexive pronouns (personal pronouns compounded with -self or -selves) and use them correctly</p> <p>identify irregular verbs in the past tense (past tense verbs that are not formed by adding -ed) and use them correctly</p> <p>identify adjectives (words that add meaning to a noun or pronoun) and adverbs (words that add meaning to a verb, adjective, or other adverb) and use them correctly</p> <p>identify and create simple sentences (eg, Omar walked to school) and compound sentences (eg, Omar walked to school, and his dog followed him)</p> <p>expand and rearrange simple and compound sentences</p> <p>recognize holidays, product names, and geographic names and capitalize them when writing</p> <p>place a comma after the greeting and closing of letters</p> <p>identify a contraction (a word formed from two or more words by omitting or combining some sounds) and use an apostrophe to spell contractions correctly</p> <p>define possessives (nouns that own something) and use an apostrophe to form common possessives correctly</p> <p>identify misspelled words and use a dictionary to assist me in spelling correctly</p> <p>recognize and explain how formal English (eg, written language) differs from informal English (eg, spoken language)</p> <p>use formal and informal English when appropriate</p> <p>determine the meaning of unknown words using context clues (eg, definitions, examples, restatements) in a sentence</p> <p>recognize and define common prefixes (eg, un-, dis-, re-)</p> <p>break down unknown words into units of meaning (prefix, root) to determine definitions</p> <p>recognize compound words (words composed of two or more words) and predict the meaning using the individual words</p> <p>determine the meaning of an unknown word by using glossaries and beginning dictionaries</p> <p>make a real-life connection (text to self) to words I hear and read</p> <p>recognize verbs and adjectives that have similar meanings and choose the one that best fits the action or description</p> <p>discover new words and phrases through reading, listening, and conversations</p> <p>use my new words and phrases when speaking and writing</p> <p>use adjectives and adverbs (descriptive words) when speaking and writing</p>	Language

I can...

3rd Grade Language Arts

<p>locate words and details to answer questions in a text ask and answer questions before, during, and after reading a text recount/retell (put in my own words) stories define central message, lesson, and/or moral (overall idea an author is trying to share) explain the central message, lesson, and/or moral using key details from the story identify characters in a story describe characters in a story using physical (outside qualities) and emotional (inside qualities) traits explain how characters' actions (what they do) cause events to occur in a certain order/sequence use strategies (context clues, root words, affixes) to determine the meaning of words/phrases as they are used in text define literal language (it says what it means) and nonliteral (what it says is not exactly what it means) identify literal and nonliteral language in a text use context clues to determine the meaning of literal and nonliteral language explain how stories, dramas, and poems are written in different forms (eg chapter, scene, stanza) use the terms chapter, scene, and/or stanza correctly when writing or speaking about parts of a text describe how chapters, scenes, & stanzas give the reader information & work together to create the story/poem define point of view determine the point of view of a narrator or character of a story explain how my point of view is similar to or different from a narrator or character in a story identify illustrations that support the story explain how illustrations contribute (add meaning) to the words in the story define theme define setting define plot identify themes, settings, and plots in stories written by the same author compare themes, settings, and plots in stories written by the same author contrast themes, settings, and plots in stories written by the same author closely read complex grade level texts reread a text to find more information or clarify ideas use reading strategies (ask questions, make connections, take notes, visualize, re-read) to help me understand difficult text</p>	Literature
<p>define main idea (who or what text is mostly about) determine the main idea of a text identify key details in a text and explain how they support the main idea recount/retell (put into my words) the key details of a text define event, procedure, idea and concept identify events, procedures, ideas, and concepts connect to one another explain how events, procedures, ideas and concepts connect to one another use language that shows time (before, now, later) sequence (first, next, last) & cause/effect (because, then, if) identify general academic words or phrases (different ways to say the same thing) in a text identify domain specific words or phrases (content words eg sedimentary, igneous, metamorphic) in a text</p> <p>use various strategies (eg context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text use resources (glossary, guide word, dictionary) to help me determine the meaning of unknown words and phrases identify and give examples of text features and search tools explain how text features and search tools help locate information quickly locate information about a topic using text features and search tools define point of view (the person's view or attitude about a situation) determine the point of view of an author identify and describe how my point of view is similar to or different from the author explain how illustrations in a text add meaning to words use illustrations and the words in a text to help me understand and explain what I am reading identify words authors use to make logical connections between sentences & paragraphs (similar, because, if, first) explain how connection words (eg transition words, signal words) help me understand a text describe connections an author makes between sentences paragraphs identify the most important points and key details found in two texts on the same topic compare (find similarities) the most important points and key details in two texts on the same topic contrast (find differences) the most important points and key details in two texts on the same topic reread a text to find more information or clarify ideas</p>	
<p>define prefix and suffix identify common prefixes and suffixes explain the meaning of common prefixes/suffixes & understand how they change the meaning of the root word determine the meaning of words with common Latin suffixes (eg -able, -ment, -tion) break apart words into syllable segments to help me decode words I do not know recognize irregularly spelled words read irregularly spelled words without having to sound them out read grade-level text fluently and show comprehension through voice, timing, and expression recognize when a word I have read does not make sense within the text self-correct misread or misunderstood words using context clues reread with corrections when necessary read fluently</p>	Foundational Skills

<p>determine my opinion or point of view on a topic or text</p> <p>create an organizational structure to introduce my topic and opinion</p> <p>support my opinion with reasons and link my reasons with words and phrases</p> <p>write an opinion piece with an introduction, supporting reasons, and a concluding statement/section</p> <p>select a topic and identify information to share</p> <p>organize my topic by grouping related information</p> <p>use illustrations to help readers understand my topic</p> <p>connect my information using linking words and phrases</p> <p>present my information in writing and provide a concluding statement or section</p> <p>define narrative text and describe the basic parts of plot</p> <p>introduce the narrator, characters, and the event/situation that starts the story</p> <p>sequence the events in my story so that one event leads to the next</p> <p>use a character's thoughts, words, feelings, & actions to show how events happen & how characters respond to events</p> <p>show changes in time by using temporal words and phrases</p> <p>write a conclusion that provides a sense of closure</p> <p>identify the writing style that best fits my task and purpose</p> <p>use graphic organizers to develop my writing ideas</p> <p>create a piece of writing that shows my understanding of a specific writing style</p> <p>use prewriting strategies to formulate ideas</p> <p>recognize that a good piece of writing requires more than one draft</p> <p>revise my writing with the help of others</p> <p>edit my writing by checking for errors in capitalization, punctuation, spelling, etc</p> <p>prepare a new draft with changes that strengthens my writing</p> <p>identify technology that will help me produce and publish my writing</p> <p>use technology to produce and publish my writing</p> <p>use technology to collaborate/work with others</p> <p>use keyboarding skills to prepare my writing for publication</p> <p>define research and explain how it is different from other types of writing</p> <p>research a topic to answer questions and/or gain information</p> <p>recall information from experiences or gather information from print and digital sources about a topic</p> <p>take notes about a topic</p> <p>sort the information from my notes into provided categories</p> <p>write for long or short periods of time, depending on my task</p> <p>choose a writing structure to fit my task, purpose, and/or audience</p> <p>write for a variety of reasons</p>	Writing
<p>read of study materials to be discussed</p> <p>list important information about the topic to be discussed</p> <p>identify and follow the agreed upon rules for discussion</p> <p>ask questions when I do not understand</p> <p>stay on topic by making comments about the information being discussed</p> <p>make connections between the comments of others</p> <p>explain my own ideas and tell what I've learned from a discussion</p> <p>identify information from a text being read aloud</p> <p>identify information that is presented in different formats</p> <p>use the information gathered to determine the main idea support details of a presentation</p> <p>ask questions about a speaker's presentation when I do not understand or need more information</p> <p>answer questions about a speaker's presentation by using appropriate elaboration and detail</p> <p>present a topic, text, story, or experience with facts and relevant, descriptive detail</p> <p>report my information by speaking clearly at an understandable pace</p> <p>read aloud stories or poems and use my voice to make them come to life</p> <p>speak clearly and at an understandable pace when creating audio recordings of stories or poems</p> <p>add visual displays to highlight facts and details</p> <p>recognize a complete sentence</p> <p>speak using complete sentences when asked to provide details or clarification</p>	Speaking and Listening
<p>define noun and a pronoun and explain how they function in a sentence</p> <p>define verb and explain how it functions in a sentence</p> <p>define adjective and adverb and explain how they function in a sentence</p> <p>define plural and form/use regular and irregular plural nouns correctly</p> <p>define abstract nouns and use them correctly</p> <p>explain the difference between regular verbs and irregular verbs and form/use them correctly</p> <p>explain the difference between simple verb tenses and form/use them correctly</p> <p>define subject and verb and explain that a singular/plural subject needs a singular/plural verb</p> <p>define antecedent (the word or group of words a pronoun replaces) a& make sure a pronoun agrees with the antecedent</p> <p>identify comparative adjectives/adverbs & superlative adjectives/adverbs & choose the correct form</p> <p>identify coordinating conjunctions (for, and, nor, but or, so) & subordinating conjunctions (after, because, if, since, while)</p> <p>identify and create simple, compound and complex sentences</p> <p>identify words in a title that should and should not be capitalized</p> <p>use a comma to separate the city and the state in an address</p> <p>punctuate dialogue by using commas before/after speaker tags & placing quotation marks around spoken words</p> <p>define possessives and form singular and plural possessives</p> <p>spell high-frequency words correctly</p> <p>recognize when I need to double consonants, drop e or change y to i when adding suffixes to base words</p> <p>write words correctly using common spelling patterns and generalizations</p> <p>identify misspelled words and use resources to assist me in spelling correctly</p> <p>identify words or phrases in a story that bring it to life and create effect or interest</p> <p>choose words and phrases to add effect or interest when writing or speaking</p> <p>explain how spoken language differs from written language</p> <p>follow standard English rules when writing</p> <p>determine the meaning of unknown words using context clues</p> <p>recognize and define common affixes</p> <p>break down unknown words into units of meaning to determine definitions</p> <p>determine the meaning of an unknown word by consulting reference materials</p> <p>explain the difference between literal meaning and nonliteral meaning</p> <p>recognize when an author's words, phrases are literal and nonliteral</p> <p>make a real-life connection to words I hear and read</p> <p>recognize words that have similar meaning, and choose the word that best describes the mood/state of mind</p> <p>acquire and use grade-appropriate academic and domain-specific words/phrases, including words that signal spatial and temporal relationships</p>	Language

I can...**4th Grade Language Arts**

Define inference and explain how a reader uses details and examples from a story to reach a conclusion “Based on what I’ve read, it’s most likely true that ”

Read closely and find answers explicitly (right there) in text

Read closely and find answers that use inference

Analyze an author’s words & use details & examples to support answers to explicit and inferential questions

Define theme (a lesson the author is revealing - Honesty is the best policy)

Define summary (a shortened version of the text that states the key points)

Write a summary using details from the text

Identify, locate, and describe characters, settings, and events in a story or drama

Use various strategies (context clues, root words, affixes) to find the meaning of words and phrases

Recognize words in a text that refer to characters found in mythology (He’s got the Midas touch) and use my knowledge of mythology to determine meaning

Recognize that poems, drama, and prose (the ordinary language people use when speaking or writing) use different structural elements

Identify common structural elements of poems and dramas

Refer to the structural elements of a poem or drama when explaining their differences

Identify basic points of view as first person (narrator tells about her/himself; “I”) and third person (narrator tells about others; “he/she/it”)

Determine a narrator’s or speaker’s point of view in a story

Compare (determine similarities) the point of view in different stories

Contrast (determine differences) the point of view in different stories

Recognize when a visual or oral presentation is based on a text

Identify where a text gives specific descriptions and directions that a visual or oral presentation uses

Determine similarities and differences between a written text and its visual or oral representation

Define theme (a lesson the author is revealing)

Identify similar themes, topics, and patterns of events found in stories, myths, and traditional literature from different cultures

Contrast (determine differences) how stories from different cultures treat the same theme, topic, or pattern of events

Closely read complex grade level texts

Reread a text to find more information or clarify ideas

Use reading strategies (ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text

Literature

Define inference and explain how a reader uses direct quotes from a text to reach a logical conclusion “Based on what I’ve read, it’s most likely true that”

Read closely and find answers explicitly in informational text (right there answers)

Read closely and find answers that require an inference in informational text

Analyze an author’s words and find details and examples to support both explicit and inferential questions

Define main idea (who or what the text is mainly about)

Determine the main idea of a text

Identify key details in a text and explain how they support the main idea

Write a summary stating the key points of the text

Identify events, procedures, ideas, and/or concepts in different types of text

Use specific information in a text (historical, scientific, technical) to explain events, procedures, ideas, and/or concepts, including what happened and why

Identify general academic words or phrases (different ways to say the same thing) in a text (stroll instead of walk)

Identify domain specific words or phrases (content words) in a text (sedimentary, igneous, metamorphic)

Use various strategies (context clues, root words, affixes) to determine the meaning of general academic and domain-specific words and phrases in a text

Locate & use resources (glossary, footnote, dictionary) to assist in determining the meaning of unknown words/phrases

Identify & explain different structures used in informational text (chronology, compare/contrast, cause/effect, problem/solution)

Determine the overall structure found in an informational text

Describe how events, ideas, concepts, or information are structured in a text

Identify the difference between a firsthand and secondhand account of the same event or topic

Compare (determine similarities) and contrast (determine differences) firsthand and secondhand accounts of the same event or topic

Explain how a firsthand or secondhand focus affects the information provided

Recognize that authors use various formats when presenting information

Identify information presented in formats (graphs, pictures, diagrams, charts, media clips) other than words

Explain how different formats (graphs, pictures, diagrams, charts, media clips) help a reader understand the text

Locate and explain how the reasons and evidence support particular points in a text

Locate information from two texts on the same topic

Determine which pieces of information best support my topic

Integrate (bring together) information from two texts to display knowledge of the topic when writing/speaking

Closely read complex grade level informational texts

Reread informational text to find more information or clarify ideas

Use reading strategies (ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text

Informational Text

Read or study material(s) to be discussed

List important information about the topic to be discussed

Identify and follow the agreed upon rules for discussion and carry out assigned roles

Ask questions when I do not understand

Stay on topic by making comments about the information being discussed

Make connections between the comments of others

Explain my own ideas and tell what I’ve learned from a discussion

Identify information from a text being read aloud

Identify information that is presented in different formats (media, charts, graphs, websites, speeches)

Paraphrase the information gathered to determine the main idea and support details of a presentation

Identify points being made by a speaker

Determine the reasons and evidence a speaker uses to support his/her points

Determine a logical order for presenting my topic, text, story, or experience

Present my topic, story, or experience with facts & appropriate descriptive details that support the main idea

Report my information by speaking clearly at an appropriate pace

Identify main ideas or themes in my presentation that could be enhanced

Determine and include an appropriate audio recording or visual display to enhance my main ideas or themes

Identify situations where formal English is needed and situations where informal English is appropriate

Determine speaking tasks or situations that will require formal structure

Compose a formal speech that demonstrates a command of grade 4 Language standards

Speaking and Listening

<p>Recognize that letters and combinations of letters make different sounds</p> <p>Use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words</p> <p>Analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables</p> <p>Use my analysis of word structure to help me decode unfamiliar multi-syllabic words</p> <p>Read grade-level text fluently and show comprehension through voice, timing, and expression</p> <p>Recognize when a word I have read does not make sense within the text</p> <p>Self-correct misread or misunderstood words using context clues</p> <p>Reread with corrections when necessary</p> <p>Read fluently (easy, smooth, and automatic)</p>	Foundational Skills
<p>Determine my opinion or point of view on a topic or text</p> <p>Create an organizational structure in which related ideas are grouped to introduce my topic and opinion</p> <p>Support my opinion with facts and details</p> <p>Link my opinions and reasons with words and phrases</p> <p>Write an opinion piece with an introduction, supporting reasons, facts/details, & a concluding statement/section</p> <p>Select a topic & gather information (facts, definitions, concrete details, quotations, examples) to share with others</p> <p>Define common formatting structures & determine the best structure that will allow me to organize information</p> <p>Introduce and organize my topic into paragraphs and sections that group related information</p> <p>Use formatting structures, illustrations, and multimedia to clarify (make clear) my topic</p> <p>Link my information (facts, definitions, details, quotations, examples) using words and phrases</p> <p>Explain my topic using precise language and domain-specific vocabulary</p> <p>my information and provide a concluding statement or section that relates to the information presented</p> <p>Define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution)</p> <p>Orient (set the scene for) the reader by introducing the narrator, characters, & the event that starts the story in motion</p> <p>Sequence the events in my story so that one event logically leads to the next</p> <p>Develop events and/or experiences and show how characters respond to situations using dialogue and description</p> <p>Use concrete words and phrases as well as sensory details (descriptive words and phrases that appeal to the senses) to help my reader understand the experiences and events (create mind pictures)</p> <p>Signal changes in time and place by using transition words, phrases, and clauses</p> <p>Write a logical conclusion that provides a sense of closure (ties up all the loose ends and leaves the reader satisfied)</p> <p>Identify the writing style (argument, informative/explanatory, narrative) that best fits my task, purpose, and audience</p> <p>Use graphic organizers to develop my writing ideas</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style</p> <p>Use prewriting strategies to formulate ideas (graphic organizers, brainstorming, lists)</p> <p>Recognize that a well-developed piece of writing requires more than one draft</p> <p>Apply revision strategies (reading aloud, checking for misunderstandings, adding & deleting details) with the help of others</p> <p>Edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen my writing</p> <p>Identify technology (Word, Publisher, PowerPoint) that will help me produce, edit, and publish my writing</p> <p>Choose credible websites on the Internet that will help me compose, edit, and publish my writing</p> <p>Collaborate with peers, teachers, and others to produce and publish my writing</p> <p>Use proper keyboarding skills (type a minimum of one page in a single sitting) to compose & prepare my writings</p> <p>Define research and explain how research is different from other types of writing</p> <p>Focus research around a topic that is provided or determine my own research worthy question (Why do birds migrate?)</p> <p>Gather a variety of information about my research topic</p> <p>Recall information from experiences or gather information from print and digital sources about a topic</p> <p>Take notes (write down short pieces of important information) about a topic</p> <p>Sort the information from my notes into provided categories</p> <p>Prepare a list of sources used during my research</p> <p>Define textual evidence (“word for word” support)</p> <p>Determine textual evidence that supports my analysis, reflection, and/or research</p> <p>Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research</p> <p>Write for long or short periods of time depending on my task</p> <p>Choose a writing structure to fit my task, purpose, and/or audience</p> <p>Write for a variety of reasons (to inform, describe, persuade, entertain/share an experience)</p>	Writing
<p>Identify relative pronouns and use them correctly (who and whom refer to people; which refers to things, qualities, and ideas; that and whose refer to people, things, qualities, and ideas)</p> <p>Identify relative adverbs & use them correctly</p> <p>Define and form progressive verbs (verbs that indicate something is/was/or will be happening) and use them correctly</p> <p>Identify and correctly use verbs that convey mood or tense</p> <p>Recognize that multiple adjectives describing the same noun should be placed in a particular order (article + size + shape + age + color; the tiny, oval, red bead or an old black suitcase)</p> <p>Identify common prepositions (of, to, in, on, at) and properly form prepositional phrases</p> <p>Recognize the difference between a complete sentence and a fragment (If it can't stand alone and make sense/complete a thought, it is a fragment)</p> <p>Recognize a run-on sentence (two or more sentences that are connected without proper punctuation) and make corrections</p> <p>Recognize that some words sound alike or nearly alike but are spelled and used differently</p> <p>Identify and correctly use commonly confused words</p> <p>Determine when to capitalize words (proper nouns, “I”, first word in a sentence)</p> <p>Punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around direct speech (“I was walking,” Elle said, “when Mia tripped me”)</p> <p>Use quotation marks to indicate words I have taken directly from a text</p> <p>Identify a compound sentence & use a comma before the coordinating conjunction that connects the two sentences</p> <p>Identify misspelled words and use resources to assist me in spelling correctly</p> <p>Choose words and phrases carefully to make sure my ideas are clearly presented to my reader</p> <p>Use punctuation to create various effects and add interest</p> <p>Identify situations where formal English is needed and situations where informal English is appropriate</p> <p>Determine the meaning of unknown words using context clues (definitions, examples, restatements)</p> <p>Recognize and define common Greek and Latin affixes and roots (units of meaning)</p> <p>Break down unknown words into units of meaning to determine definitions</p> <p>Check determined meaning of an unknown word by consulting reference materials (dictionaries, glossaries, thesauruses)</p> <p>Define and identify similes and metaphors within a text</p> <p>Distinguish between literal (it means what it says) and figurative (sometimes what you say is not exactly what you mean) language</p> <p>Recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning</p> <p>Explain the difference between synonyms (words with similar meanings) & antonyms (words with opposite meanings)</p> <p>Use my knowledge of synonyms and antonyms to demonstrate my understanding of words</p> <p>Learn and use 4th grade academic and domain-specific words/phrases, including words that signal precise actions, emotions, or states of being and that are basic to a particular topic</p>	Language

I can...**5th Grade Language Arts**

<p>identify who, what, where, when, why, and how to answer questions about a text</p> <p>ask and answer questions before, during, and after reading a text</p> <p>recount/retell stories</p> <p>define central message, lesson, and/or moral of a story</p> <p>determine the central message, lesson, and/or moral of the story</p> <p>identify characters in a story</p> <p>describe how characters react to events and challenges in a story</p> <p>identify words and phrases that create a beat in a poem or song</p> <p>identify words/phrases that create alliteration (repeated beginning consonant sound) in a story, poem, or song</p> <p>identify words and phrases that create rhymes in a story, poem, or song</p> <p>identify words and phrases that are repeated in a story, poem, or song</p> <p>describe how words and phrases create rhythm and add meaning</p> <p>recognize that a story has a beginning, middle, and end</p> <p>describe how the characters, setting, and action are introduced in a story</p> <p>describe how the events at the end of a story let me know what happened to the characters</p> <p>define point of view (a character's attitude or feelings about events in a story)</p> <p>identify a character's point of view in a story</p> <p>show different points of view by changing my voice when I read dialogue for each character</p> <p>identify illustrations that support a story</p> <p>explain how illustrations add meaning to the words in a story</p> <p>use illustrations and words in a story to help me describe the characters, setting, or plot</p> <p>compare (find similarities) two or more versions of the same story</p> <p>contrast (find differences) two or more versions of the same story</p> <p>closely read complex grade level texts</p> <p>reread a text to find more information or clarify ideas</p> <p>use reading strategies (make connections, take notes, make inferences, visualize, re-read) to understand complex text</p>	Literature
<p>identify who, where, when, why, and how to answer questions about a text</p> <p>ask and answer questions before, during, and after reading a text</p> <p>define topic or main idea (who or what the text is mostly about)</p> <p>determine the topic or main idea of a text</p> <p>explain the focus (big idea) of each paragraph in a text</p> <p>identify historical events</p> <p>identify scientific ideas or concepts</p> <p>identify the steps in a process</p> <p>explain how historical events connect</p> <p>explain how scientific ideas or concepts connect</p> <p>explain how the steps in a process connect</p> <p>identify words and phrases that are specific to the topic/subject of a text (eg, habitat, vapor, ecosystem)</p> <p>use information in a text to determine the meaning of words and phrases about the topic/subject of the text</p> <p>identify and give examples of text features</p> <p>explain how text features help locate key facts or information</p> <p>locate key facts or information about a topic using text features</p> <p>identify purposes for reading (eg, to inform, to explain, to describe)</p> <p>read a text and identify the author's main purpose for writing it</p> <p>explain how the images in text add meaning to the words</p> <p>use the images and words in a text to help me understand what I am reading</p> <p>identify specific points the author makes in a text</p> <p>describe the reasons the author uses to support each point,</p> <p>identify the most important points found in two texts on the same topic</p> <p>compare (find similarities) the most important points found in two texts on the same topic</p> <p>contrast (find differences) the most important points found in two texts on the same topic</p> <p>closely read complex grade level texts</p> <p>reread a text to find more information or clarify ideas</p> <p>use reading strategies (eg, ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text</p>	Informational Text
<p>identify the most common short vowel patterns (CVC)</p> <p>identify the most common long vowel patterns (CVCE and VCE)</p> <p>distinguish between words with short and long vowel patterns</p> <p>identify common vowel teams (eg, ea, oi, oo)</p> <p>say the individual sounds a vowel team creates</p> <p>identify two-syllable words</p> <p>decode two-syllable words with long vowels</p> <p>identify words with common prefixes and suffixes</p> <p>decode words by breaking them into units of meaning (eg, un+happy=unhappy)</p> <p>identify words with similar patterns that create different sounds (eg, bead/head, doll/roll, hint/pint)</p> <p>recognize irregularly spelled words (rule breakers)</p> <p>read irregular words without having to sound them out</p> <p>read second grade text fluently and show comprehension through voice, timing, and expression</p> <p>recognize when a word I have read does not make sense within the text</p> <p>self-correct misread or misunderstood words using context clues</p> <p>reread with corrections when necessary</p> <p>read fluently (easy, smooth, and automatic)</p>	Foundational Skills
<p>identify my opinion on a topic or book</p> <p>support my opinion with reasons</p> <p>link my opinions and reasons with connecting words</p> <p>write an opinion piece with an introduction, supporting reasons, and a concluding statement/section</p> <p>select a topic and identify information (eg, facts and definitions) to share</p> <p>use facts and definitions to share points and ideas about my topic</p> <p>present my information in writing and provide a concluding statement or section</p> <p>place story events in the correct order</p> <p>write my own story with events placed in the correct order</p> <p>describe actions, thoughts, and feelings in my story</p> <p>use words to show changes in time (eg, before, during, after)</p> <p>create an ending for my story</p> <p>recognize that a good piece of writing requires more than one draft</p> <p>revise my writing (reading aloud, checking for misunderstandings, adding & deleting details) with the help of others</p> <p>edit my writing by checking for errors in capitalization, punctuation, spelling, etc</p> <p>prepare a new draft with changes that strengthens my writing</p> <p>identify digital tools (eg, Word, Publisher, PowerPoint) that will help me produce and publish my writing</p> <p>use digital tools to produce and publish my writing</p> <p>use digital tools to collaborate/work with others</p> <p>define research and explain how it is different from other types of writing</p> <p>research a topic with others</p> <p>work with others to write about a research topic</p> <p>answer questions using information recalled or gathered</p>	Writing

<p>identify and follow the agreed upon rules for discussion</p> <p>make connections between the comments of others</p> <p>ask questions when I do not understand</p> <p>identify information from a text being read aloud</p> <p>identify information that is presented in different formats (eg, media, charts, graphs, websites, speeches)</p> <p>describe key ideas or details from a text or presentation</p> <p>ask questions about a presentation when I do not understand or need more information</p> <p>answer questions about a speaker's presentation</p> <p>tell a story or share an experience with facts and relevant (appropriate), descriptive details</p> <p>tell a story or share an experience using complete sentences and speaking in a clear voice (one that my audience can understand)</p> <p>read aloud stories or poems and use my voice to make them come to life (eg, adjust the volume of my voice, make exclamations, change the pace)</p> <p>speak clearly and at an understandable pace (speed) when creating audio recordings of stories or poems</p> <p>add drawings or visual displays (eg, illustrations, graphs, photos) to make my ideas, thoughts, and feelings clear</p> <p>recognize a complete sentence (a group of words that expresses a complete thought)</p> <p>speak using complete sentences when asked to provide details or clarification</p>	Speaking and Listening
<p>define collective nouns (a singular noun that refers to a group of people or things) and use them correctly</p> <p>identify irregular plural nouns (nouns that do not add -s to form the plural) and use them correctly</p> <p>identify reflexive pronouns (personal pronouns compounded with -self or -selves) and use them correctly</p> <p>identify irregular verbs in the past tense (past tense verbs that are not formed by adding -ed) and use them correctly</p> <p>identify adjectives (words that add meaning to a noun or pronoun) and adverbs (words that add meaning to a verb, adjective, or other adverb) and use them correctly</p> <p>create simple sentences (Ed ran to school) & compound sentences (Ed ran to school, and his dog followed him)</p> <p>expand and rearrange simple and compound sentences</p> <p>recognize holidays, product names, and geographic names and capitalize them when writing</p> <p>place a comma after the greeting and closing of letters</p> <p>identify a contraction (a word formed from two or more words by omitting or combining some sounds) and use an apostrophe to spell contractions correctly</p> <p>define possessives (nouns that own something) and use an apostrophe to form common possessives correctly</p> <p>identify misspelled words and use a dictionary to assist me in spelling correctly</p> <p>recognize and explain how formal English (eg, written language) differs from informal English (eg, spoken language)</p> <p>use formal and informal English when appropriate</p> <p>determine the meaning of unknown words using context clues (definitions, examples, restatements) in a sentence</p> <p>recognize and define common prefixes (eg, un-, dis-, re-)</p> <p>break down unknown words into units of meaning (prefix, root) to determine definitions</p> <p>recognize compound words (words composed of two or more words) & predict the meaning using the individual words</p> <p>determine the meaning of an unknown word by using glossaries and beginning dictionaries</p> <p>make a real-life connection (text to self) to words I hear and read</p> <p>recognize verbs and adjectives that have similar meanings and choose the one that best fits the action or description</p> <p>discover new words and phrases through reading, listening, and conversations</p> <p>use my new words and phrases when speaking and writing</p> <p>use adjectives and adverbs (descriptive words) when speaking and writing</p>	Language