"I Can" Read

(Reading – Foundational Skills)

I can read words by using what I know about letters and sounds.

☐ I can show what I have learned about letters and sounds by figuring out words.

☐ I can find and tell the meanings of most common prefixes.

☐ I can find and tell the meanings of most common suffixes.

☐ I can read words with common Latin suffixes.

☐ I can read words with more than one syllable.

☐ I can read third grade words that aren't spelled the way they sound.

I can read and understand books at my level well.

☐ I can fluently read and understand books at my level well.

☐ I can read and understand third grade books.

☐ I can read third grade books and poems aloud fluently, like a teacher.

☐ I can use what I understand from my reading to help me figure out or correct words I am having trouble with.

"I Can" Read Fiction

(Reading – Literature)

I can read, understand and talk about fiction stories.

- ☐ I can ask and questions to show that I understand the stories that I am reading.
- ☐ I can answer questions to show that I understand the stories that I am reading.
- ☐ I can find the answers to specific questions within the stories that I read.
- ☐ I can remember and retell different kinds of stories from many cultures.
- ☐ I can figure out the lessons or morals of the stories that I read and explain that message using details from the story.
- ☐ I can describe characters in stories and explain how their actions affect the story.
- ☐ I can figure out the meanings of words or groups of words in stories by thinking about how they are used.
- ☐ I can tell the difference between literal and nonliteral language when I read.
- ☐ I can write and talk about fiction by using the words for the different parts. (ex: chapter, scene, stanza)
- ☐ I can describe how new parts of fiction stories build on the parts that have already happened.
- ☐ I can tell the difference between what I think and what the author or characters think in a story.
- ☐ I can explain how the author uses illustrations to help the meaning in a story.
- ☐ I can compare and contrast stories written by the same author about the same or similar characters.
- ☐ I can read and understand third grade stories, plays and poems by myself.

"I Can" Read Nonfiction

(Reading – Informational Text)

I can read, understand and tell about nonfiction.

- ☐ I can ask questions to show that I understand the information that I am reading.
- ☐ I can answer questions to show that I understand the information that I am reading.
- ☐ I can find the answers to specific questions within informational text that I read.
- ☐ I can figure out the main idea of informational texts that I read.
- ☐ I can talk about the most important details in the information I read and how those details support the main idea.
- ☐ I can describe how some historical events are related to each other.
- ☐ I can describe how some scientific ideas are related to each other.
- ☐ I can describe how the steps in a set of directions are related to each other.
- ☐ I can figure out the meanings of words and phrases in science and social studies texts.
- ☐ I can use the parts of a text that stand out (chapter & section titles, bold words, etc.) to find information quickly.
- ☐ I can use search tools on the computer to find information quickly.
- ☐ I can tell the difference between my opinions and what an author writes in informational texts.
- ☐ I can show what I have learned from informational texts and illustrations by answering questions about where, when, why and how.
- ☐ I can describe how the sentences and paragraphs in informational text are connected and follow a logical order.
- ☐ I can compare and contrast the most important ideas and details in two pieces of information about the same topic.
- ☐ I can read and understand 3rd grade informational texts independently.

"I Can" Write

(Writing)

I can create different types of writing for different reasons.

☐ I can write to share my opinion and give reasons to support that opinion.

☐ I can write my opinion piece in an organized way with an introduction followed by reasons to support my opinion.

☐ I can give logical reasons to support my opinion in my writing.

☐ I can use linking words to connect my opinion with my reasons. (because, therefore, since, for example, etc.)

☐ I can write a conclusion (ending) to my opinion piece.

☐ I can write clearly to inform and explain my ideas to others.

☐ I can write an informative text that introduces my topic and then groups related information together.

☐ I can include illustrations in my writing to help others understand my topic better.

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

☐ I can use linking words to connect the ideas in my writing. (ex: also, another, and, more, but, etc.)

☐ I can write conclusions (endings) to my informative pieces of writing.

☐ I can write organized stories that have lots of details.

☐ I can write stories from different points of view that have characters and a plot.

☐ I can use dialog between the characters in my stories.

☐ I can describe the actions and feelings of characters in my stories to help others understand the plots of my stories.

☐ I can use time order (temporal) words to help others understand the order in my stories. (first, next, then, finally, etc.)

☐ I can write logical conclusions (endings) to my stories.

☐ I can stay focused and organized in all different types of writing.

☐ I can write for different purposes, audiences and topics.

I can make my writing better and get it ready for others to read.

☐ I can plan, revise and edit my writing with the help of friends and adults.

☐ I can use technology to create and publish my writing.

☐ I can use technology to communicate and work with others.

I can use research to learn more about a topic and present it to others.

☐ I can do short research projects to help me learn more about a topic.

☐ I can remember what I have learned to help me with my research.

☐ I can find new information from books or technology to help me with my research.

☐ I can take notes to help me organize the research in my writing.

☐ I can write for short time or over a longer period of time depending on my purpose, audience and topic.

"I Can" Share & Listen

(Speaking and Listening)

I can have and understand conversations with all kinds of people.

☐ I can be successful when I participate in discussions.

☐ I can come to discussions prepared to share my ideas because I have read or studied what I needed to.

☐ I can listen, wait until it's my turn to speak and be respectful of others when I am having discussions.

☐ I can ask questions to help me understand and stay on topic when I have discussions.

☐ I can ask questions during discussions to help me connect my ideas with other people's ideas.

☐ I can explain my own thinking and ideas after a discussion.

☐ I can figure out the main ideas and details of what I see and hear.

☐ I can ask and answer questions about what a speaker says so that I understand and can talk more about the topic.

I can share my ideas and what I have learned.

☐ I can give a report to help others understand a topic better.

☐ I can share a story or experience with important details to help others understand me better.

☐ I can speak clearly and at an appropriate speed when I am speaking in front of others.

☐ I can create engaging recordings of stories or poems to show my fluency in reading.

☐ I can create visual presentations to help me share facts and details better.

☐ I can speak in complete sentences to make what I am sharing more clear to others.

"I Can" Use Proper English

(Language)

I can use proper English when I write and speak.

☐ I can show that I know how to use words correctly when I write and speak.

☐ I can explain how parts of speech (nouns, pronouns, verbs, adjectives and adverbs) work in different sentences.

☐ I can correctly say, write and use all kinds of plural nouns.

☐ I can and understand and use abstract nouns (those that I can't see or touch). (ex: childhood, honesty, courage, faith)

☐ I can correctly say, write and use all kinds of verbs (action words).

☐ I can correctly say, write and use different verb tenses. (ex: *I walked; I walk; I will walk*)

☐ I can make sure that all of my nouns and verbs go together correctly in the sentences I say and write.

☐ I can make sure that all of my pronouns and the nouns they refer to go together correctly in the sentences I say and write.

☐ I can correctly use comparative and superlative adjectives and adverbs correctly when I talk and write.

☐ I can use conjunctions in the correct way when I talk and write.

☐ I can say and write simple, compound and complex sentences.

☐ I can show that I know how to write sentences correctly.

☐ I can use capital letters correctly when I write titles.

☐ I can use commas correctly in addresses.

☐ I can use commas and quotation marks correctly when I write dialogue between two people or characters.

☐ I can use apostrophes correctly to show possession.

☐ I can spell commonly used words correctly and add suffixes to them if needed.

☐ I can use patterns I know and rules I have learned to help me spell new words.

☐ I can use a dictionary or other resources to check and correct my spelling.

I can use what I know about language in different situations.

☐ I can write, speak, read and listen by using what I know about the English language.

☐ I can choose interesting words and phrases to help others understand my meaning better.

☐ I can recognize differences between my speaking language and my written language.

I can figure out what words mean and use them in different situations.

☐ I can figure out what words mean thinking about what I have read and by using the strategies I have learned.

☐ I can use clues from what I understand in a sentence to help me figure out new words.

☐ I can use prefixes and suffixes that I know to help me understand the meanings of new words.

☐ I can use root words I know to help me understand the meanings of new words.

☐ I can use print and online dictionaries to help me find the meanings of new words.

☐ I can show that I understand figurative language. (ex: *busy as a bee; slow as a snail; you are what you eat*)

☐ I can figure out how words are related and how their meanings might be similar.

☐ I can tell the difference between literal and nonliteral language when I read.

☐ I can find real-life connections between words and the way they are used. (ex: people who are friendly or helpful)

☐ I can figure out the small differences in meaning with related words that tell about how people feel or how they are acting (ex: knew, believed, suspected, heard, wondered)

☐ I can use the new words and phrases I have learned in different ways to show that I know what they mean.

"I Can" Do Math

(Operations & Algebraic Thinking)

I can write and solve problems using multiplication and division.

- ☐ I can understand multiplication by thinking about groups of objects.
- ☐ I can understand division by thinking about how one group can be divided into smaller groups.
- ☐ I can use what I know about multiplication and division to solve word problems.
- ☐ I can find the missing number in a multiplication or division equation.
- ☐ I can use the Commutative property of multiplication. (If 6 x 4 = 24, then 4 x 6 = 24.)
- ☐ I can use the Associative property of multiplication. (To figure out 3 x 5 x 2, I can multiply 3 x 5 = 15, then 15 x 2 = 30 _OR_ I can multiply 5 x 2 = 10, then 3 x 10 = 30.)
- ☐ I can use the Distributive property of multiplication. (To figure out 8 x 7, I can think of 8 x (5 + 2) which means (8 x 5) + (8 x 2) = 40 + 16 = 56.)
- ☐ I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out 32 ÷ 8 because I know that 8 x 4 = 32.)
- ☐ I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related. (If I know that 6 x 8 = 48, then I also know that 48 ÷ 8 = 6.)
- ☐ I can solve two-step word problems that involve addition, subtraction, multiplication and division.

☐ I can solve two-step word problems by writing an equation with a letter in place of the number I don't know.

☐ I can use mental math to figure out if the answers to two-step word problems are reasonable.

☐ I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.

"I Can" Do Math

(Numbers & Operations in Base Ten)

I can use what I know about place value and operations (+,-,x,÷) to solve problems with larger numbers.

☐ I can use place value to help me round numbers to the nearest 10 or 100.

☐ I can quickly and easily add and subtract numbers within 1000.

☐ I can multiply any one digit whole number by a multiple of 10. (ex: 6 x 90 and 4 x 30)

"I Can" Do Math

(Numbers & Operations - Fractions)

I can understand fractions.

☐ I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.

☐ I can understand fractions as numbers on the number line by showing them on a number line diagram.

☐ I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole.

☐ I can show a fraction on a number line by marking off equal parts between two whole numbers.

☐ I can understand how fractions with different numerators (top numbers) and denominators (bottom numbers) can actually be equal.

☐ I can compare fractions by reasoning about their size.

☐ I can understand two fractions as equivalent (equal) if they are the same size or at the same point on a number line.

☐ I can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.

☐ I can show whole numbers as fractions. (ex: 3 = 3/1)

☐ I can recognize fractions that are equal to one whole. (ex: 1 = 4/4)

☐ I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size.

☐ I can understand that comparing two fractions is only reasonable if they refer to the same whole.

☐ I can compare fractions with the symbols >, =, < and prove my comparison using models.

"I Can" Do Math

(Measurement & Data)

I can solve problems that involve measurement and estimation.

- ☐ I can tell and write time to the nearest minute.
- ☐ I can measure time in minutes.
- ☐ I can solve telling time word problems by adding and subtracting minutes.
- ☐ I can measure liquids and solids with grams (g), kilograms (kg) and liters (l).
- ☐ I can use addition, subtraction, multiplication and division to solve word problems about mass or volume.

I can understand how information is shared using numbers.

- ☐ I can make a picture or bar graph to show data and solve problems using the information from the graphs.
- ☐ I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.

I can understand area.

- ☐ I can understand that one way to measure plane shapes is by the area they cover.
- ☐ I can understand that a "unit square" is a square with side lengths of 1 unit and it is used to measure the area of plane shapes.
- ☐ I can cover a plane shape with square units to measure its area.
- ☐ I can measure area by counting unit squares (square cm, square m, square in, square ft.).

☐ I can understand area by thinking about multiplication and addition.

☐ I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.

☐ I can solve real world problems about area using multiplication.

☐ I can use models to show that the area of a rectangle can be found by using the distributive property (side lengths *a* and *b+c* is the sum of *a x b* and *a x c*).

☐ I can find the area of a shape by breaking it down into smaller shapes and then adding those areas to find the total area.

I can understand perimeter.

☐ I can solve real world math problems using what I know about how to find the perimeter of shapes.

"I Can" Do Math

(Geometry)

I can understand shapes better by using what I notice about them.

☐ I can place shapes into categories depending upon their attributes (parts).

☐ I can name a category of many shapes by looking at their attributes (parts).

☐ I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles and squares.

☐ I can divide shapes into parts with equal areas and show those areas as fractions.