"I Can" Read

Reading – Foundational Skills

I can understand how text is supposed to be read.

 ➢ I can show that I know how books are read.
 ➢ I can find and point to the first word, the beginning capital letter and the ending mark in a sentence.

I can understand the sounds that letters and words make.

 ➢ I can show that I know how words and their parts go together.
 ➢ I can tell the difference between short and long vowel sounds when I hear a word.
 ➢ I can put sounds together to speak words.
 ➢ I can find and tell the beginning, middle and ending sounds in short words.
 ➢ I can break down short words and say each sound by itself.

I can look at words and figure them out by using what I know about letters and sounds.

 ➢ I can show what I have learned about letters and sounds by reading words.
 ➢ I can hear and write or say consonant letters that are blended together to make words.
 ➢ I can read short words.
 ➢ I can read words with long vowel sounds (silent "e" words or vowel teams).
 ➢ I can use what I know about vowel sounds to help me figure out how many syllables are in words.

- I can read words with two syllables.
- I can read words that have different endings on them.
- I can read first grade words that aren't spelled the way they sound.
- I can read and understand books at my level well.
- I can read and understand first grade books.
- I can read aloud like a teacher.
- I can stop when I am reading and fix words that I mess up or that I am not sure of.

"I Can" Read Fiction

Reading – Literature

I can read, understand and tell about fiction stories.

- I can ask and answer questions about important details in stories.
- I can retell a story I know using important details.
- I can show that I know what an author is trying to teach me.
- I can tell the characters, setting and what happens in stories.
- I can find words in a story or poem that tell about feelings.
- I can tell the difference between fiction and nonfiction.
- I can figure out who is telling a story at different parts in the story.
- I can use the pictures and details in a story to tell about its characters, setting or events.
- I can compare what happens to characters in stories.
- I can read and understand first grade stories and poems.

"I Can" Read Nonfiction

Reading – Informational Text

I can read, understand and tell about nonfiction texts.

- ➢ I can ask and answer questions about important details in nonfiction texts.
- ➢ I can tell the main topic and important details in nonfiction texts.
- ➢ I can tell how people, events or ideas are connected in nonfiction texts.
- ➢ I can ask and answer questions to help me understand new words.
- ➢ I can understand and use all the parts of nonfiction texts to help me find important facts and details.
- ➢ I can find information from the pictures and also from the words in nonfiction texts.
- ➢ I can use the pictures and words in nonfiction texts to help me tell about the main ideas.
- ➢ I can find the reasons that an author gives to help teach about the main idea.
- ➢ I can find things that are the same and different in two nonfiction texts that teach about the same topic.
- ➢ I can read and understand first grade nonfiction texts.

"I Can" Write

Writing

I can create different types of writing for different reasons.

- ➢ I can write my opinion about a topic and give reasons for my thinking.
- ➢ I can write to teach about a topic by giving facts about it.
- ➢ I can write to tell an organized story with details.

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

- ➢ I can listen to others' ideas to help add details to my writing.
- ➢ I can use a computer or tablet to publish my writing.

I can research topics with my class to help us write about them.

- ➢ I can help my class explore books and write about what we learned.
- ➢ I can use what I have learned to answer questions or I can find the answers somewhere else.

"I Can" Share & Listen

Speaking and Listening

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

> ➤ I can show that I know how to have good conversations with my friends and teachers.
> ➤ I can listen and take turns when I am having conversations.
> ➤ I can be a part of conversations by listening to other people's comments and thinking about what to say.
> ➤ I can ask questions during conversations to help me understand what is being shared.
> ➤ I can ask and answer questions about things I hear and see.
> ➤ I can ask and answer questions about what a speaker says to help me understand the person better.

I can share my ideas and what I have learned.

> ➤ I can use details when I tell about people, places and things to help others understand them better.
> ➤ I can use drawings or similar things to help others understand what I am talking about.
> ➤ I can speak and share my ideas in complete sentences when I need to.

"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 print all of the upper and lowercase letters.
> ➢ I can use common nouns correctly in my sentences. (dog, cat, girl, hat, toy, bike, sister)
> ➢ I can use proper nouns correctly in my sentences. (Sam, January, Google, Tuesday, Taco Bell, Mr. Jones)
> ➢ I can use possessive nouns correctly in my sentences. (Sam's cat, dog's fur, Mr. Jones' pet, boys' hats)
> ➢ I can use singular nouns with the right verb forms in my sentences. (The dog runs. The boy sings.)
> ➢ I can use plural nouns with the right verb forms in my sentences. (The dogs run. The boy sings.)
> ➢ I can use pronouns in place of nouns. (I, me, my, they, them, their, anyone, everything)
> ➢ I can use verbs in the right way to tell about the past, the present and the future. (I sang. I sing. I will sing.)
> ➢ I can use adjectives to describe nouns. (<u>fast</u> train, <u>slow</u> turtle, <u>pretty</u> girl)
> ➢ I can use conjunctions in my sentences. (and, but, or, so, because)
> ➢ I can use determiners in my sentences (a, the, this, that, my, many, few)
> ➢ I can use common prepositions in my sentences. (during, beyond, toward)

- ➢ I can use simple and compound sentences in my writing. (statements, questions, commands and exclamations)
- ➢ I can show that I know how to write sentences correctly.
- ➢ I can use capital letters when I write dates.
- ➢ I can use capital letters when I write people's names.
- ➢ I can use the right punctuation at the ends of my sentences.
- ➢ I can use commas correctly when I write the date.
- ➢ I can use commas correctly when I write a list of things in a sentence.
- ➢ I can use the sight words I know to help me spell correctly.
- ➢ I can use spelling patterns to help me spell words correctly.
- ➢ I can use what I know about letters and their sounds to spell new words correctly.

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

- ➢ I can figure out what words mean by using the strategies I know and thinking about what I have read.
- ➢ I can use the whole sentence to help me figure out what specific words in the sentence mean.
- ➢ I can use the beginnings and endings of words to help me figure out what they mean.
- ➢ I can find root words with lots of different endings.
- ➢ I can figure out how words are related and how their meanings might be alike.
- ➢ I can sort things into groups and use the names of the groups to help me understand them better. (colors, clothing)
- ➢ I can explain a word by telling how it belongs in a group.

➢ I can tell how words are used in real-life. (Example: places in my house that are <u>cozy</u>)
➢ I can tell or show the difference between verbs (action words) that are almost alike. (look, peek, glance, stare, glare, scowl)
➢ I can tell or show the difference between adjectives (describing words) that are almost alike. (big, large, huge, enormous, gigantic)
➢ I can use the new words I learn 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 addition and subtraction.

- ➤ I can use different strategies for addition to solve word problems (within 20)
- ➤ I can use different strategies for subtraction to solve word problems (within 20)
- ➤ I can solve word problems where I have to add 3 whole numbers.

I can understand and use what I know about addition and subtraction.

- ➤ I can use fact families to help me solve addition problems. (commutative property)
- ➤ I can use the addition facts I know well to help me solve problems where there are more than two numbers. (associative property)
- ➤ I can use what I know about addition facts to help me answer subtraction fact problems.

I can add and subtract any numbers from 0 to 20.

- ➤ I can understand how counting up is like adding and counting down is like subtracting.
- ➤ I can add facts within 20.
- ➤ I can subtract facts within 20.

I can work with addition and subtraction number sentences.

- ➤ I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.
- ➤ I can figure out what a missing number is in an addition or subtraction problem.

Numbers & Operations in Base Ten

I can count.

> ➤ I can count up to 120 starting at any number under 120.
> ➤ I can read and write my numbers to show how many objects are in a group (up to 120)

I can understand place value.

> ➤ I can tell how many tens and how many ones are in a number.
> ➤ I can show that I know what a "ten" is.
> ➤ I can show that any number between 11 and 19 is a group of "ten" and a certain number of ones.
> ➤ I can show that when I count by tens, those numbers have a certain number of tens and 0 (zero) ones.
> ➤ I can compare two-digit numbers using <, =, and > because I understand tens and ones.

I can use what I know about place value to help me add and subtract.

> ➤ I can use math strategies I know to help me solve and explain addition problems within 100.
> ➤ I can use objects and pictures to help me solve and explain addition problems within 100.
> ➤ I can add two-digit numbers by adding the ones first and then adding the tens.
> ➤ I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones (regroup).
> ➤ I can use mental math to think of 10 more or 10 less than a given number.

➢ I can use different strategies to subtract multiples of 10 (10-90) from numbers under 100, write the matching number sentence and explain my strategy.

Measurement & Data

I can understand length.

➢ I can put three objects in order from the longest to the shortest and compare their lengths.
➢ I can measure the length of an object using whole numbers.
➢ I can show that I know how to measure something by using a smaller object as a measurement tool.

I can tell time.

➢ I can tell and write time in hours and half-hours using any kind of clock.

I can understand how information is shared using numbers.

➢ I can organize, show and explain number information in a way that makes sense.
➢ I can ask and answer questions about number information that is organized.

Geometry

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

> ➢ I can understand and tell about the parts that make different shapes unique.
> ➢ I can build and draw shapes that have specific parts.
> ➢ I can create two-dimensional (2D) shapes. (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles)
> ➢ I can create three-dimensional (3D) shapes. (cubes, right rectangular prisms, right circular cones and right circular cylinders)
> ➢ I can use 2-dimensional (2D) and 3-dimensional (3D) shapes to create new shapes.
> ➢ I can understand that "halves" means two equal parts and "fourths" (or "quarters") means four equal parts.
> ➢ I can break circles and rectangles into equal parts and use the words _whole_, _halves_, _fourths_ and _quarters_ to talk about them.
> ➢ I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.