

# **"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" Read

(Reading - Foundational Skills)

**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 out 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.**

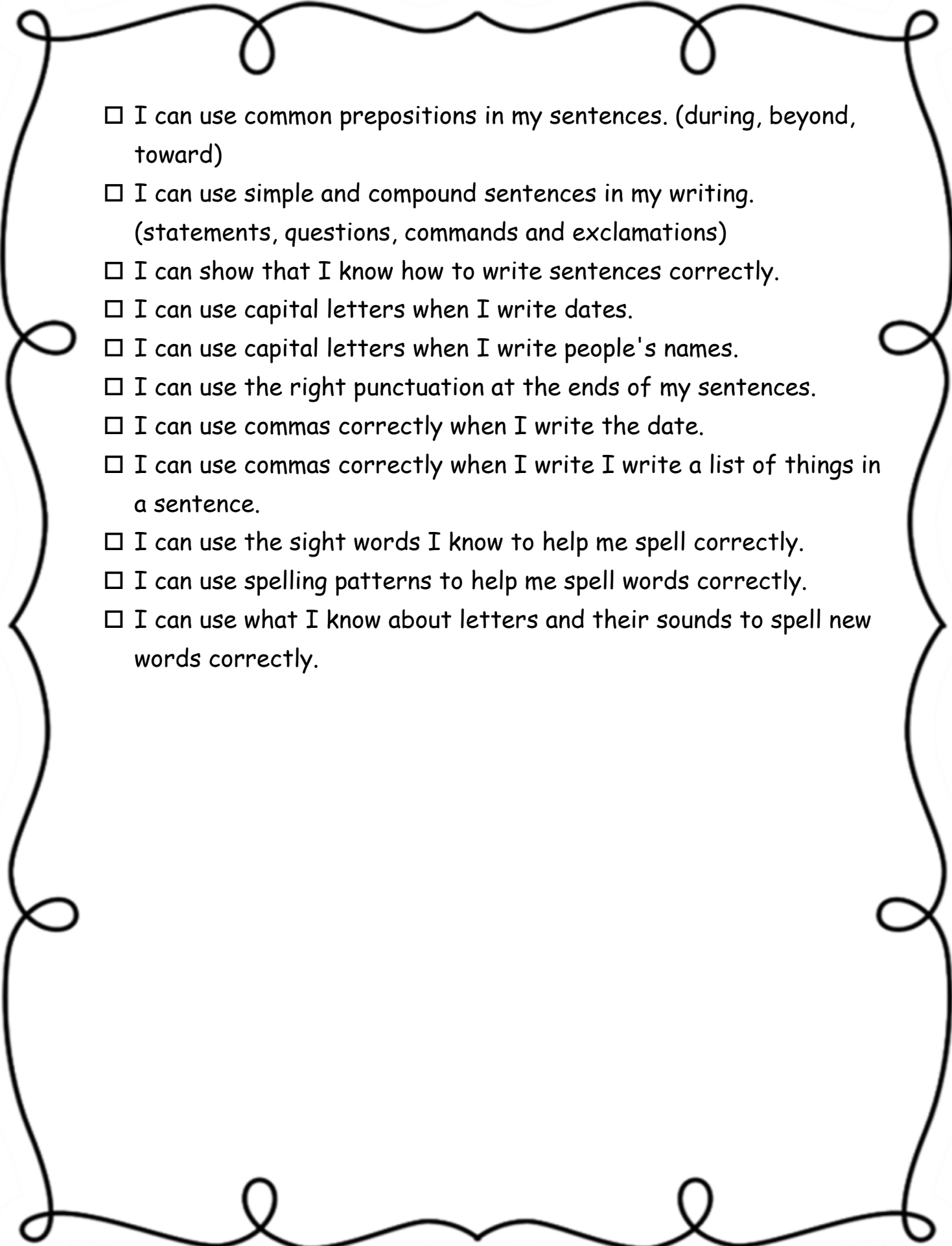
- I can use details when I tell about people, places and things to help others understand them better.
- I can use drawings or similar things to help others understand what I am talking about.
- I can speak and share my ideas in complete sentences when I need to.

# "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 boys sing.)
- 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. (fast train, slow turtle, pretty 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)

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- 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 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" Use Proper English

(Language)

**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 by 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.
- 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 cozy)
- 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)
- I can use addition facts I know well to help me solve problems where there are more than two numbers. (associative)
- I can use what I know about addition facts to help me answer subtraction fact problems.

# "I Can" Do Math

(Operations & Algebraic Thinking)

**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.

# "I Can" Do Math

(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 I understand the numbers I use when I count by tens, 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" Do Math

(Numbers & Operations in Base Ten)

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

- I can use math strategies 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 understand that adding two-digit numbers means I add the ones and then 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 find 10 more or 10 less in my head.
- 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.

# "I Can" Do Math

(Measurement & Data)

## **I can understand length.**

- I can put three objects in order from longest to shortest and compare their lengths.
- I can tell the length of an object using whole numbers.
- I can show that I understand 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.

# "I Can" Do Math

(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 certain parts.
- I can create two-dimensional shapes. (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles)
- I can create three-dimensional shapes. (cubes, right rectangular prisms, right circular cones and right circular cylinders)
- I can use two- and three-dimensional 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.