

1st Grade Reading

Foundational Skills

“I Can” Statements

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.

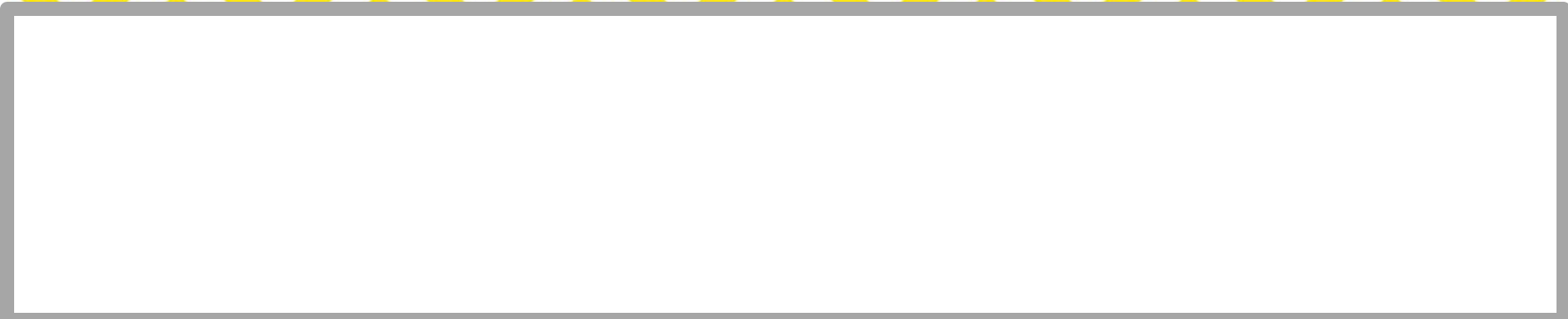
I can read first grade words that aren't spelled the way they sound.

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.



1st Grade Reading

Literature

“I Can” Statements

*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.

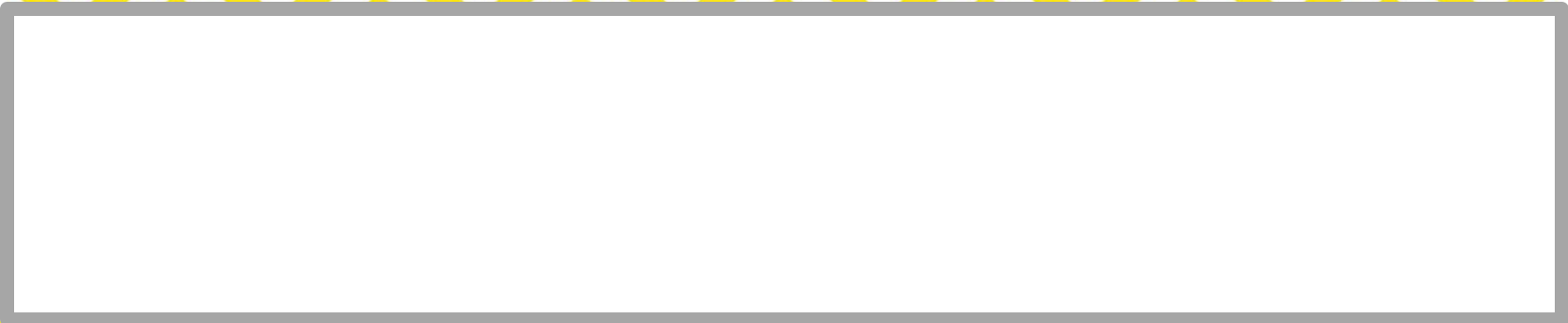
I can tell the difference between fiction and non-fiction.

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.*



1st Grade Reading

Informational
Text/Nonfiction

“I Can” Statements

I can read, understand and tell about informational/nonfiction texts.

I can ask and answer questions about important details in informational/nonfiction texts.

I can tell the main topic and important details in informational/nonfiction texts.

I can tell how people, events or ideas are connected in informational/nonfiction texts.

I can ask and answer questions to help me understand new words.

I can understand and use all the parts of informational/nonfiction texts to help me find important facts and details.

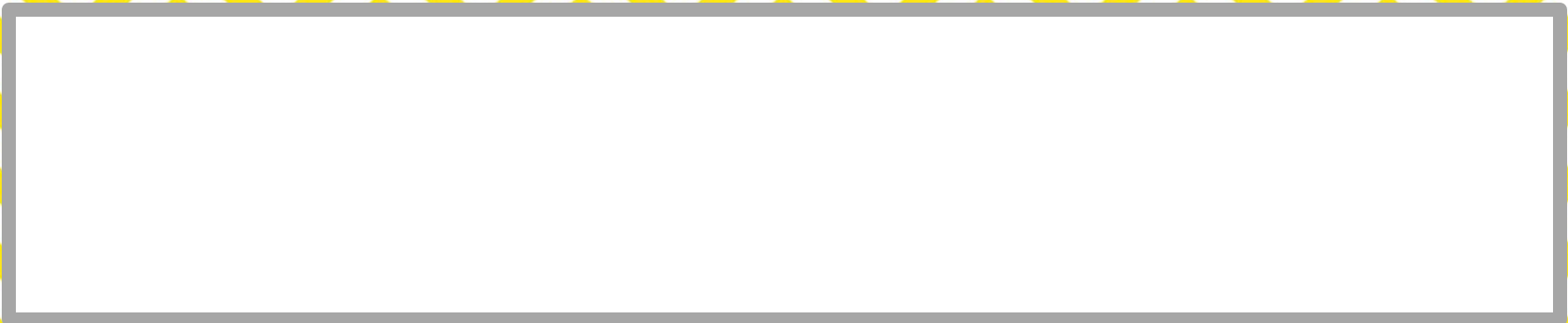
I can find information from the pictures and also from the words in informational/nonfiction texts.

I can use pictures and words in informational/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 informational/nonfiction texts that teach about the same topic.

I can read and understand first grade informational/nonfiction texts.



1st Grade

Writing

“I Can” Statements

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.

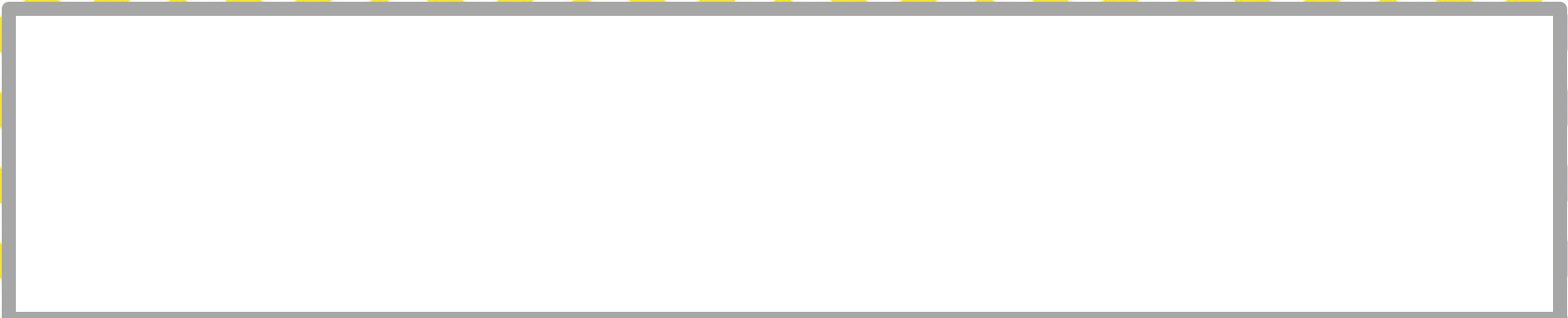
I can listen to others' ideas to help add details to my writing.

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.



1st Grade

Speaking & Listening

“I Can” Statements

*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.

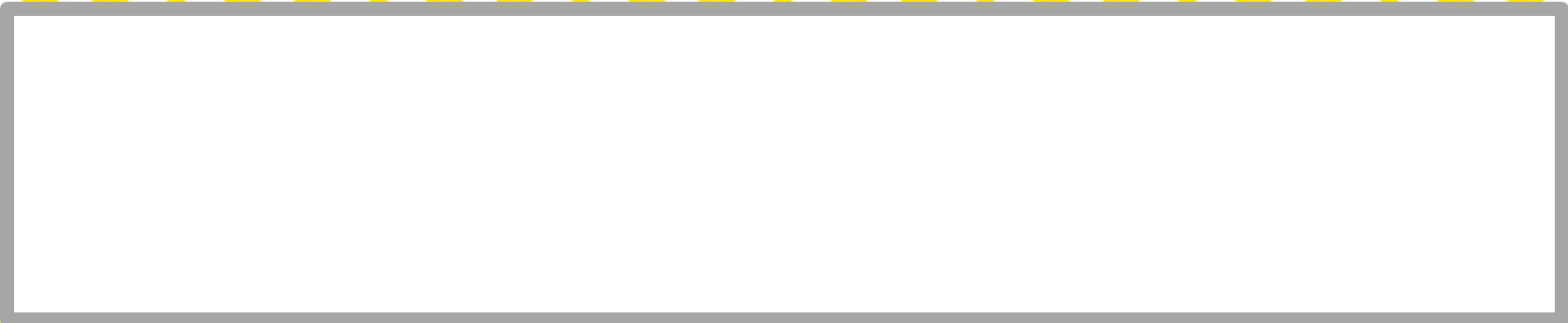
I can ask and answer questions about what a speaker says to help me understand the person better.

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.



1st Grade

Language

“I Can” Statements

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 singular nouns with the right verb forms in my sentences.
(The dog runs. The boy sings.)*

*I can 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)*

*I can use common prepositions in my
sentences.
(during, beyond, toward)*

*I can use simple and compound sentences in
my writing.
(statements, questions, commands, 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 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, peak, 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.

