

I 'CAN' Standards English/Language Arts

READING

Vocabulary Development

- ❖ **First Grade:** I can make a new word by changing one or more of the sounds. I know all the letter sounds, patterns and blend them to make words. I can read sight words.
- ❖ **Second Grade:** I use spelling patterns and can break words down into syllables to help me read. I know some prefixes/suffixes and their meanings.
- ❖ **Third Grade:** I can read words with many syllables and read words in context, and use what I know in the sentence or paragraph to help me understand the meaning.
- ❖ **Fourth Grade:** I can use what I know about a word's origin, synonyms, antonyms, and idioms to help me read and understand. I know that many words have multiple meanings, and I can figure out a particular meaning through context.
- ❖ **Fifth Grade:** I understand and can explain common synonyms, antonyms and homographs. I know some Greek and Latin word roots, and I can use them to help me read and understand new or complex words.
- ❖ **Sixth Grade:** I can identify and explain figurative language and words with multiple meanings. I can use context clues to figure out the meaning of unfamiliar words. I can explain "shades of meaning" in similar words (e.g., softly, quietly).
- ❖ **Seventh Grade:** I can clarify word meanings through the use of definition, example, restatement, or contrast. I can identify idioms, analogies, metaphors, and similes in prose and poetry
- ❖ **Eighth Grade:** I can use word meanings in context and can demonstrate my understanding of those meanings by definition, restatement, example, comparison, or contrast. I can understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.

Reading Comprehension

- ❖ **First Grade:** I can answer who, what, when, where and how questions about the things I read. I can retell the main ideas of a story or book.
- ❖ **Second Grade:** I can tell what information I am looking for in a text. I can remember and tell facts and details from my reading to help me organize ideas. I can look for the reason why things happen in a story or text.
- ❖ **Third Grade:** I can ask and answer questions about my reading by making connections between what I read and what I already know. I can identify the main idea and supporting details in non-fiction texts. I can find important information in the text, including problems and solutions.
- ❖ **Fourth Grade:** I can compare and contrast information on a topic after reading several sources of information. I can determine cause and effect and also gain understanding of new information based on information I already know.
- ❖ **Fifth Grade:** I can determine the main idea or concept in a text and find evidence that supports it. I can draw inferences, conclusions, or generalizations about what I read and support them with evidence from the text and my own prior knowledge. I can analyze text that is organized in sequential or chronological order.
- ❖ **Sixth Grade:** I can clarify the main ideas in a text by connecting them to other information and related topics. I can explain what I've read by showing examples from the text (supporting citations). I can find examples of unsupported inferences, faulty reasoning and propaganda in text.
- ❖ **Seventh Grade:** I can locate information by using a variety of consumer, workplace, and public documents. I can understand and analyze the differences between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs). I can identify and trace the development of an author's argument, point of view, or perspective in text.
- ❖ **Eighth Grade:** I can understand and explain the use of a complex mechanical device by following technical directions. I can compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).

Literary Response and Analysis

- ❖ **First Grade:** I can describe the plot, setting, and characters in a story. I can recognize the beginning, middle and end.
- ❖ **Second Grade:** I can compare the plot, setting, and characters in different stories.
- ❖ **Third Grade:** I can identify the theme or main message of a book or story.
- ❖ **Fourth Grade:** I can identify the main events of the plot and the significance of the events in stories. I know what figurative language is and can find it in things that I read (e.g., simile, metaphor, personification).
- ❖ **Fifth Grade:** I can recognize and understand themes as it refers to the meaning or moral of a selection. I can identify the main problem or conflict in a plot. I can describe the function of common literary devices (e.g., metaphor, imagery, symbolism).
- ❖ **Sixth Grade:** I can analyze how a character's qualities or traits impact the plot of a story. I can identify and analyze how meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhyme or rhythm.
- ❖ **Seventh Grade:** I can contrast points of view (e.g., first and third person, subjective and objective) in narrative text and explain how they affect the overall theme of the work. I can analyze characterization through a character's thoughts, words, speech patterns, and actions as well as the narrator's description and the thoughts, words, and actions of other characters.
- ❖ **Eighth Grade:** I can evaluate the elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. I can identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to understand the work.

WRITING

Written and Oral Conventions

- ❖ **First Grade:** I can write and speak clearly, in complete sentences. I can use the basic rules of punctuation and capitalization. I can spell the first grade sight words and short vowel words correctly.
- ❖ **Second Grade:** I can identify and use nouns and verbs in my writing. I can spell high frequency sight words. I can spell the second grade spelling words correctly.
- ❖ **Third Grade:** I can identify and use the proper tense in my speaking and writing. I know the spelling rules and can correctly spell one-syllable words with blends, contractions, compounds, and homophones.
- ❖ **Fourth Grade:** I use both simple and compound sentences in my writing and speaking. I can identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions. I can correctly spell suffixes, prefixes and root words.
- ❖ **Fifth Grade:** I can identify and use prepositional phrases, appositives, independent and dependent clauses; and I can use transitions and conjunctions to connect ideas. I can identify and correctly use commonly misused verbs (*lie/lay, sit/set*), modifiers and pronouns.
- ❖ **Sixth Grade:** I can express complete thoughts using simple, compound and complex sentence structure. I can identify and correctly use indefinite pronouns and complex verb tenses (*present perfect, past perfect, future perfect*) and make sure that verbs agree with compound subjects. I can correctly spell frequently misspelled words (e.g., their, there, they're).
- ❖ **Seventh Grade:** I can identify all parts of speech and types and structure of sentences.
I can demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).
- ❖ **Eighth Grade:** I can use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. I can use correct punctuation and capitalization.

Writing Strategies

- ❖ **First Grade:** I use describing words when I write.
- ❖ **Second Grade:** I can put ideas that go together into sentences and paragraphs that make sense.
- ❖ **Third Grade:** I can write a paragraph with a topic sentence and supporting facts or details.
- ❖ **Fourth Grade:** I can write a story about a familiar object, event or experience. I can write multi-paragraph informational reports and revise them to improve the quality of the report (e.g., coherence, chronological order). I can write a summary of something that I have read.
- ❖ **Fifth Grade:** I can write a multi-paragraph report with: central topic, clear sequence or chronological order, good transitions, supporting details, facts and explanations and conclusion. I can edit and revise my writing to improve focus and clarify meaning by adding, deleting, consolidating and rearranging words and sentences.
- ❖ **Sixth Grade:** I can write multi-paragraph compositions that engage the reader, state a clear purpose, develop the topic with supportive detail and precise verbs and conclude with a summary. I can revise my writing to improve the organization and consistency of ideas within and between paragraphs.
- ❖ **Seventh Grade:** I can use strategies of note-taking, outlining, and summarizing to use for composition drafts. I can identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- ❖ **Eighth Grade:** I can revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. I can create compositions that establish an impression, have a coherent thesis, and end with a clear and well-supported conclusion.

My school is working on the following standards:

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