Kindergarten

k.a	I CAN say short poems, rhymes, and songs, and use complete thoughts when speaking.
k.b	I CAN describe people, places, things, and events.
k.c	I CAN capitalize the first word in a sentence and name the punctuation that goes at the end (e.g., period, question mark, exclamation mark).
k.d	I CAN tell the beginning, middle and ending sounds of a word.
k.e	With help from adults, I CAN use pictures and words to write about my ideas, opinions, and experiences producing 3-5 complete sentences.
k.f	I CAN show and tell you the sounds of all the upper and lower case letters of the alphabet.
k.g	I CAN tell you who is in the story, where and when they live, and what happens to them in correct order.
k.h	With help from adults, I CAN identify the main topic or idea and retell key details of a text or story.
k.i	With help from adults, I CAN compare and contrast information and the adventures of the characters in my books.
k.j	I CAN produce a rhyming word to a word that I hear (e.g., cat and hat).
k.k	I CAN read and blend one-syllable words (e.g., dog) that include the common word families (e.g., -an, -ad, -ot, -op, -et, -it, -in, -ug, -un, -at, -ap, -ut, -ub, -ill, -ip, -ob, -ell).
k.l	I CAN say my short and long vowel sounds.
k.m	I CAN read and write my kindergarten Sight Words.

1st Grade

1.a	I CAN use singular and plural nouns (e.g., dog/dogs); past and present tense verbs (run/ran); common adjectives (pretty, cozy); common conjunctions (and, but, or), and common prepositions (under, over, during, beyond, toward).
1.b	I CAN use my punctuation marks and capitalization rules correctly.
1.c	I CAN tell what the story is about and share what I think will happen next in the story.
1.d	I CAN compare and contrast information and the adventures of characters in my books.
1.e	I CAN ask and answer questions about the main topic or idea from a book I am reading and describe the details to support my answer.
1.f	With the support from adults, I CAN use the Writing Process to focus on a topic, respond to a question, and add details when suggested from a friend or teacher (5-7 sentences).
1.g	I CAN create a series of rhyming words that include consonant blends.
1.h	I CAN tell the beginning, middle, and ending sounds of a word (including: -sh, -ch, -ck, -ng, -th).
1.i	I CAN blend my sounds together to make recognizable words (e.g., /f/l/a/t/=flat and break down (e.g., flat=/f/l/a/t/).
1.j	I CAN read and spell common word families (e.g., -an, -ad, -ot, -op, -et, -en, -it, -in, -ug, -un, -at, -ap, -ut, -ub, -ill, -ip, -ob, -ell).
1.k	I CAN read and write simple compound words.
1.l	I CAN read and write simple contractions.
1.m	I CAN read and write words with special endings (e.g., -s, -ed, -ing, -ung, -ang).
1.n	I CAN say the long and short vowel sounds of single words and use them in my writing (VCe, -ea, -ee, -ie, -ai, -ay, -ea, -eigh, -ey, -oa, -oe, -ow).
1.o	I CAN read and write my first grade Sight Words.

2nd Grade

2.a	I CAN use my capitalization and punctuation rules when I am writing (e.g. comma rules, possession, quotation marks, friendly letter, sentence types).
2.b	I CAN identify, explain & correctly use collective nouns, irregular plural nouns, reflexive pronouns, past tense irregular verbs, adject. & adverbs.
2.c	I CAN ask and answer questions (who, what, when, why, where, and how, etc.) that show I understand a story including fables and folktales from diverse cultures.
2.d	I CAN compare and contrast two topics, or versions of the same stories from different cultures.
2.e	I CAN determine the main idea of a passage and explain the author's purpose for the writing.
2.f	With the support from adults, I CAN use the Writing Process to write on a regular basis for different tasks, purposes, and audiences (simple three paragraph essay or story with an introduction and conclusion).
2.g	I CAN read and spell common word families, (-igh, -oo, -ue, -ew, -aw, - augh, -ough, -oy, -oi, ou, -ow) r controlled vowels, (-or, -ar, -er, -ir, -ur).
2.h	I CAN use syllable rules when reading and identify common prefixes and suffixes determining the root word and how the suffix/prefix changes the meaning of the word.
2.i	I CAN use compound words to predict meaning.
2.j	I CAN participate in group-work and present my ideas about a topic both orally and using technology (e.g. video, presentation software, audio recording, collaborative multi media)
2.k	I CAN use digital and print tools to determine what a word means (e.g. prefixes, suffixes, antonyms, synonyms, homonyms, and homographs) and I can use them correctly in my writing.
2.l	I CAN read grade level books with accuracy & expression making progress toward my fluency goal of 100 words per minute by the end of the year.
2.m	I CAN read and write my second grade Sight Words.

3rd Grade

3.a	I CAN identify, explain, and correctly use verbs, nouns, pronouns, adverbs, conjunctions, and adjectives in my writing.
3.b	I CAN identify, explain, and correctly use regular and irregular plural nouns in my writing.
3.c	I CAN summarize a story, orally or in writing, including the main elements of literature including: setting, plot, theme, and character traits.
3.d	I CAN compare and contrast the most important ideas in two pieces of text written by the same author.
3.e	I CAN find the main idea and details in a piece of literature or an information book and express them using technology, with oral, visual, and written formats.
3.f	I CAN use the Writing Process and Technology to research and compose a three-five paragraph story or essay, producing up to one page of typed material at a single sitting (opinion, informative, narrative).
3.g	I CAN understand figurative language and shades of meaning within literature and information text and can use them in my writing.
3.h	I CAN determine what a word means by using digital/print tools, and my knowledge of prefixes, suffixes, antonyms, synonyms, homonyms, and homographs and use them correctly in my writing.
3.i	I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 115 words per minute by the end of the school year.
3.j	I CAN read and write my third grade Sight Words

4th Grade

4.a	I CAN identify, explain, and correctly use: interrogatives, relative pronouns, and relative adverbs correctly.
4.b	I CAN summarize a piece of fiction or nonfiction both orally and in writing by referring to specific details and examples in the text, using literary language (e.g., plot, climax, resolution, characters, setting, theme, etc.)
4.c	I CAN determine the main idea and details in a piece of literature or an information passage/book and express my understanding using technology, and/or manually using: oral, visual, and written formats.
4.d	I CAN compare and contrast a first-hand and secondhand account of the same event, or topic and describe the difference in focus, or between the information provided.
4.e	I CAN use the Writing Process and Technology to write on a regular basis, for different tasks, purposes, and audiences producing up to two pages of typed material at a single sitting.
4.f	I CAN use print and electronic tools to read and determine the meaning of words in Literature and information books to help support my writing.
4.g	I CAN identify & use idioms, metaphors, similes, antonyms and synonyms.
4.h	I CAN use what I know about common Greek and Latin prefixes, suffixes, root words, and multiple meaning words to determine what words means and use them correctly in my writing.
4.i	I CAN read grade level books with accuracy & expression making progress toward my fluency goal of 150 words per minute by the end of school.
4.j	I CAN write and talk about the differences between poems, plays, and fictional stories using correct terminology (e.g. verse, rhythm, meter, casts of characters, settings, dialogue, stage directions)
4.k	I CAN conduct short research projects that builds knowledge through investigation of a topic (History, Science, Math) & use Technology to display my findings (drawings, visual displays, Presentation Software)
4.l	I CAN read grade level books with accuracy and expression making progress toward my fluency goal of 150 WCPM by the end of school.

5th Grade

5.a	I CAN identify, explain, and correctly use: conjunctions, prepositional phrases, appositives, independent and dependent clauses, interjections, and, verb tenses.
5.b	I CAN draw inferences, conclusions, or generalizations about text and support them with evidence from the text.
5.c	I CAN edit and revise manuscripts to improve the meaning and focus by adding, deleting, consolidating, clarifying, and rearranging words and sentences (e.g. use a comma to set off words and phrases, cite sources, expand, combine, or reduce sentences).
5.d	I CAN identify the Literary Elements (e.g. theme, plot, characters, tone) in a story and use text features in a text to explain how they add meaning and convey the author's purpose.
5.e	I CAN use print and digital tools to understand and explain the meaning of words, including figurative language, metaphors, symbolism, synonyms, antonyms, and homographs.
5.f	I CAN understand the structure of stories, plays, and poems, and how a narrator or speaker's point of view influences a story.
5.g	I CAN conduct a collaborative research project and present my findings orally, visually, and in written form using multiple sources and containing a clear introduction, body, and conclusion.
5.h	I CAN use technology and visual displays to present my work (e.g. graphics, sound, presentation software) and demonstrate my ability to type at least two pages in a single sitting.
5.i	I CAN read a variety of genres at my grade level with accuracy and expression making progress toward my fluency goal of 170 WCPM by the end of the school year.
5.j	I CAN spell roots, suffixes, prefixes, contractions, and the construction of syllables correctly.

6th Grade

6.1	I CAN show that I know how to use correct language and grammar when I write, speak, and listen. (e.g., indefinite pronouns, present perfect, past perfect, and future perfect verb tense).
6.2	I CAN use punctuation including: commas, parentheses, dashes, and colons correctly in my writing.
6.3	I CAN orally and in written form, summarize and compare/contrast a story, drama, poem, and information text in the correct sequence using literary language and citing specific examples.
6.4	I CAN describe how characters change or information is elaborated over the course of the piece of work using academic vocabulary and specific examples.
6.5	I CAN discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns, or oxymoron) by using context clues.
6.6	I CAN use the Writing Process and Technology, including word processing up to three pages at a single sitting, to write on a regular basis, for different tasks, purposes, and audiences across the discipline areas.
6.7	I CAN use tools and strategies to figure out the meanings of words and phrases in a story or text and think about how they are used to illustrate the author's meaning.
6.8	I CAN explain author's point of view, purpose, and how an author develops the point of view of the narrator or speaker in a text.
6.9	I CAN connect and clarify main ideas by identifying their relationship to other sources and related topics using different and/or similar media formats (e.g., audio vs. live, book vs. film, etc.).
6.10	I CAN use multiple print and digital sources to conduct a research project (historical/scientific) with a written, collaborative, and visual component and present the information using various forms of digital and print media.

7th Grade

7.1 A	I CAN place modifiers properly, use the active voice, use compound complex sentence types, and identify all parts of speech (e.g. phrases, clauses, coordinate adjectives, .
7.2 B	I CAN summarize a story, drama, poem, or piece of information in the correct sequence, using academic language, citing several specific examples such as how a character's thoughts, words, and actions as well as the actions of other characters effect the overall plot.
7.3 C	I CAN describe how characters change and information is elaborated over the course of the piece of work using academic language and several specific examples.
7.4 D	I CAN use tools and resources to discover the meanings of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns, or oxymorons), word relationships, and nuances in word meanings.
7.5 E	I CAN use the Writing Process and Technology, including word processing up to three pages at a single sitting with MLA formatting, to complete a writing prompt/assignment.
7.6 F	I CAN identify and trace the development of an author's argument, point of view, or perspective in text.
7.7 G	I CAN assess the author's usage of evidence to support claims and assertion, noting instances of bias and stereotyping.
7.8 H	I CAN compare and contrast information, a written story, drama, and poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in film).
7.9 I	I CAN use multiple print and digital sources to conduct a research project, verifying the validity of the sources, and include a written, collaborative, and visual component presenting the information using various forms of digital media.
7.10 J	I CAN compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
7.11 K	I CAN analyze how two or more authors writing about the same topic, shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

8th Grade

8.1	I CAN show that I know how to use correct language and grammar when I write, speak, and listen (e.g., gerunds, active and passive voice, indicative, imperative, interrogative, conditional, and subjunctive mood, recognize shifts in verb voice or mood).
8.2	I CAN summarize a story, drama, poem, and piece of information using the evidence that best supports an analysis of what the text says.
8.3	I CAN use tools and resources, to discover the meanings of figurative language (e.g., verbal irony, puns), word relationships, and nuances in word meanings (e.g., Greek and Latin affixes).
8.4	I CAN use tools and strategies to figure out the meanings of words and phrases in a story, drama, and technical document and analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other text.
8.5	I CAN determine an author's point of view or purpose and analyze how differences in the points of view of the characters and the audience or reader (dramatic irony) create such effects as suspense or humor.
8.6	I CAN compare and contrast information, a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8.7	I CAN analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
8.8	I CAN analyze the unity, coherence, logic, consistency, and structural patterns and identify where primary and secondary sources (print and/or digital) disagree on matters of fact or interpretation.
8.9	I CAN use multiple print and digital sources to conduct a research project, verifying the validity of the sources, and include a written (producing up to three typed pages at a single sitting), collaborative, and visual component presenting the information using various forms of digital media.