

LANGUAGE ARTS

NAME:

I can statement	Attempt 1 Date	Attempt 2 Date	Mastered statement
RL1,2,3,4,5,6,7,8,9,10			
I can describe what is happening in the story and support this idea by providing evidence from the text.			
I can make an educated guess (inference) about something in the text, backed up by evidence			
I can determine the theme of a story using evidence and details from the text			
I can determine the theme of a poem using evidence and details from the text			
I can determine the theme of a play using evidence and details from the text.			
I can summarize a story,			
I can summarize a poem.			
I can summarize a play			
I can explain how characters in a story respond to challenges			
I can explain how characters in a play respond to challenges			
I can explain how the speaker in a poem reflects upon the topic			
I can identify specific details that describe characters in a story or play			
I can identify specific details that describe settings in a story or play			
I can identify details that describe specific events in a story or play.X			
I can compare two or more characters in a text using evidence from the text			
I can contrast two or more characters in a text using specific details from the text			

I can compare two or more settings in a text using specific details from the text			
I can contrast two or more settings in a text using specific details from the text			
I can compare two or more events in a text using specific details from the text			
I can contrast two or more settings in a text using details from the text			
I can contrast two or more events in a text using specific details from a text.			
I can identify similes in a text and determine their meaning			
I can identify metaphors in a text and determine their meaning.			
I can identify onomatopoeia in a text and determine their meaning			
I can identify alliteration in a text and determine their meaning			
I can identify personification in a text and determine their meaning			
I can identify sensory details in a text and determine their meaning			
I can determine the meaning of words and phrases in a text			
I can explain how a series of chapters fit together to provide the overall structure of the storyX			
I can explain how a series of scenes in a play fit together to provide the overall meaning and structure of the play			
I can explain how a series of stanzas are put together to provide the overall structure of a poem			
I understand that narrators or speakers can influence how events are described and can define such an influence			

I can identify and describe a narrator's or speaker's point of view using evidence			
I can identify relevant events in a story or play and how they are influenced by the narrator or speaker			
I can identify multimedia and visual elements in a text			
I can recognize meaning, tone and beauty of a text			
I can analyze how elements like meaning, tone and beauty contribute to the text			
I can analyze how multimedia elements of meaning, tone and beauty contribute to the text			
I can identify the characteristics of a theme or topic			
I can identify the characteristics of a genre			
I can compare and contrast how two or more stories of the same genre approach a similar theme or topic.X			
By the end of the year I can read fluently and comprehend stories, drama and poems at grade level.			

I can statement	1st attempt	2nd attempt	mastered
RF 3,4			
I can decode words at grade level using word analysis skills and knowledge of phonics and affixes			
I can identify syllabication patterns as I read			
I can identify and explain root words as I read.			
I can explain meanings of prefixes and suffixes			
I can read and explain words with latin roots			
I can read unfamiliar multisyllabic words in context and out of context and find meaning			
I can read and comprehend what is being read.			
I can read with accuracy , appropriate rate and expression.			
I use context or rereading to self correcting word fluency			

I can statement	1st attempt	2nd attempt	Mastered
RI 1-10			
I can describe what is happening in the text and support this idea using evidence from the same text			
I can make an educated guess (inference) about something in the text and back this up with evidence			
I can identify 2 or more main ideas in informational text			
I can connect key details to 2 or more main ideas in informational text			
I can summarize key details and main ideas in informational text			
I can find inferences (educated guesses) and explain using evidence in informational text			
I can explain relationships or interactions between individuals in an informational text			
I can explain relationships and interactions between events in informational text			
I can explain relationships and interactions between events in informational text			
I can explain relationships and interactions between ideas and concepts in informational text			
I can identify and analyse the meaning of academic and domain specific words in science and social studies			
In a text I can arrange events in chronological order			
In a text I can compare ideas and events			
In a text I can determine cause and effect using graphic organizers			
In a text I can identify problem and solution using a graphic organizer			
In a text I can describe the overall structure of events and ideas			

In a text I can describe the overall structure of Xconcepts or information			
I can compare and contrast events or ideas or information from parts of several texts.			
I can read multiple texts on the same topic and identify different or same points of view			
I can read multiple texts on the same topic and identify similarities and differences.			
I can obtain information from sources, including digital sources			
I can identify problem solving steps			
I can collect information and data from various sources			
I can find answers to questions using many different print and digital sources			
I can identify author's point of view in a text using evidence			
I can explain how an author uses evidence and reasons to support particular points in the text			

I can statement	1st attempt	2nd attempt	Mastered
SL1-6			
I can discuss ideas after I have identified key ideas from reading material			
I can read around a topic and be able to join a discussion			
I can listen actively to discussions and presentations			
I can express ideas clearly.			
I can describe discussion rules and roles			
I can carry out assigned roles and follow rules			
I can identify ways to listen effectively			
I can ask questions in a polite way and provide feedback			
I can respond to comments made by others in a responsible way			
I can provide evidence to justify a response given			
I can ask questions to clarify understanding			
I can connect comments to the remarks of others			
I can identify key ideas presented during discussions			
I can use personal ideas, opinions and reasoning to explain a topic			
I can think critically about ideas posed to draw conclusions			
I can summarize a written text read aloud			
I can summarize information given visually, orally and quantitatively			
I can summarize the points a speaker makes			

I can identify speakers claims with reasons and evidence			
I can identify opinion versus facts			
I can identify relevant descriptive details			
I can identify pace and give reasons for it			
I can sequence ideas logically			
I can support main ideas with descriptive details			
I can speak clearly at an understandable pace while reporting on a topic			
I can speak clearly at an understandable pace while presenting an opinion sequencing ideas logically and using appropriate facts and relevant descriptive details that support the main ideas			
I know what different multi-media components are			
I know when it would be good to add graphics or sound or other visual displays to enhance a presentation or topic			
I am able to add graphics, sound or other visual displays to enhance an idea			
I can identify characteristics of formal and informal speaking			
I can distinguish between formal and informal speech			
I can identify audience, task and situation			
I can determine whether to use formal or informal language			
I can adapt speech to suit the task or audience			

I can statements W1-10	1st attempt	2nd attempt	mastered
Opinion piece:I can organize my plan to provide logical connections between reasons			
Opinion piece:I can write a strong introductory paragraph			
Opinion piece:I can formulate an opinion based on evidence from various sources			
Opinion piece:for each reason I can find evidence from the text to support those reasons			
Opinion piece:i can use good transition words that connect one paragraph to the next( consequently, specifically			
Opinion piece:i can provide a concluding statement relating to the opinion given, specifically to provide the writer's purpose and opinion.			
Explanatory piece:I can identify a topic to write about and organize a plan in logical order			
Explanatory piece:I can include good formatting, illustrations, multimedia when useful.			
Explanatory piece:I can use good transition words to link ideas like, specifically, and consequently.			
Explanatory piece:I can add facts, definitions, concrete details, quotations, examples and other information related to the topic.			
Explanatory piece:I can use facts, details, quotations and other information that develop the topic.			
Explanatory piece:I can write an opening paragraph that will include the general observation and focus			
Explanatory piece:I will write in a logical and connected way linking ideas and using good formatting, illustrations and multi media as needed.			
Explanatory piece:I can use specific vocabulary related the the domain in the correct way			
Explanatory piece:I can write a concluding paragraph.			

Narrative:I know what a narrative is, what is included, and how it is different to an opinion piece or explanatory piece.			
Narrative:I can plan an organized plot in sequence with problem and solution included.			
Narrative:I can set the scene for the reader by introducing the characters, narrator and events			
Narrative:I can use dialogue, description and pacing			
Narrative:I can use transition words to enhance the event sequence			
Narrative:i can use sensory details to help with visualization			
Narrative:I can write a concluding section to my story which may leave the reader in a state of wonder or suspense			
I can determine whether an argumentative, explanatory or narrative piece of writing is needed based on task, purpose and audience			
I can develop an organized and appropriate plan based on task, purpose and audience			
I can develop my ideas logically throughout the text			
I can show that I have used the five steps of writing: Plan, draft, revise, edit and present or find a new approach			
I can edit my work for conventions			
I can understand that one draft may not be sufficient.			
I can use ideas from others to revise my draft			
I can keyboard with skill and speed( at least 2 pages at a single sitting)			
I can use WORD or a similar word processing program			
I can use the internet in an appropriate way			
I can use google docs , spreadsheets and other tools.			

I can use a BLOG or google tools to communicate with others			
I can prepare a research project over time that answers questions, compares information from different sources, and uses all available tools such as maps, atlases, encyclopedia, internet etc			
I can paraphrase work from internet and other sources to prevent plagiarism.			
I can construct a list of sources			
I can cite evidence and sources correctly.			
I can reflect on my writing with end notes.			

I can statements L1-6	1st attempt	2nd attempt	mastered
I can write legibly and also use cursive writing when appropriate			
I know what conjunctions are and can use them correctly			
I know what prepositions are and can use them correctly			
I know what interjections are and can use them appropriately			
I can identify correct or incorrect verb tense			
I can use correct verb tense			
I can use either/or and neither/nor in the correct context			
I can use commas to separate items in a series			
I can use commas to separate an introductory word or phrase from the rest of the sequence			
I can use commas to set off YES and NO ( yes, thank you) or to set off a tag question from the rest of the sentence.( It's true, isn't it?)			
I can underline or italicize a title of a book, play, film, musical work, broadcast series.			
I can use quotation marks to show titles of articles, poems and stories.			
I can apply grade level spelling rules to identify and correct incorrect spellings			
I can use spell checks as well as dictionaries and thesaurus.			
I can expand sentences for meaning, reader interest or style			
I can reduce sentences to support reader interest, meaning and style			
I can combine sentences to support reader interest, meaning and style			

I can recognize different dialects or registers used in stories, dramas and poems and can compare them.			
I can determine why different dialects or registers are used.			
I can determine the meaning of an unknown word or phrase based on its context, or greek and latin roots and affixes			
I can find the correct pronunciation for a word in a dictionary or glossary.			
I can determine what similes and metaphors mean in the context of the story			
I can recognize idioms, adages and proverbs and use them			
I know what synonyms , homographs(wound and wound) , homophones(to, two. too), and antonyms are and can find them.			
I can use transition words in the correct context such as however, although, nevertheless, similarly, moreover, in addition, in contrast)			