# "I Can" Read

(Reading – Foundational Skills)

**I can understand how text is supposed to be read.**

☐ RF.1.1  I can show that I know how books can be read.

☐ RF.1.1A  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.**

☐ RF.1.2  I can show that I know how words and their parts go together.

☐ RF.1.2A  I can tell the difference between short and long vowel sounds when I hear a word.

☐ RF.1.2B  I can put sounds together to speak words.

☐ RF.1.2C  I can find and tell the beginning, middle and ending sounds in short words.

☐ RF.1.2D  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.**

☐ RF.1.3 I can show what I have learned about letters and sounds by reading words.

☐ RF.1.3A  I can hear and spell consonant letters that are blended together to make words.

☐ RF.1.3B  I can read short words.

☐ RF.1.3C  I can read words with long vowel sounds. (silent e or vowel teams)

☐ RF.1.3D  I can use what I know about vowel sounds to help me figure out how many syllables are in words.

☐ RF.1.3E  I can read words with two syllables.

☐ RF.1.3F  I can read words that have different endings on them.

☐ RF.1.3G I can read first grade words that aren't spelled the way they sound.

☐ RF.1.4  I can read and understand books at my level well.

☐ RF.1.4A  I can read and understand first grade books.

☐ RF.1.4B  I can read aloud like a teacher.

☐ RF.1.4C  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.**

☐ RL.1.1 I can ask and answer questions about important details in stories.

☐ RL.1.2 I can retell a story I know using important details and show that I know the author is trying to teach me.

☐ RL.1.3 I can tell the characters, setting and what happens in stories.

☐ RL.1.4 I can find words in a story or poem that tell about feelings.

☐ RL.1.5 I can tell the difference between fiction and nonfiction.

☐ RL.1.6 I can figure out who is telling a story at different parts in the story.

☐RL.1.7 I can use the pictures and details in a story to tell about its characters, setting or events.
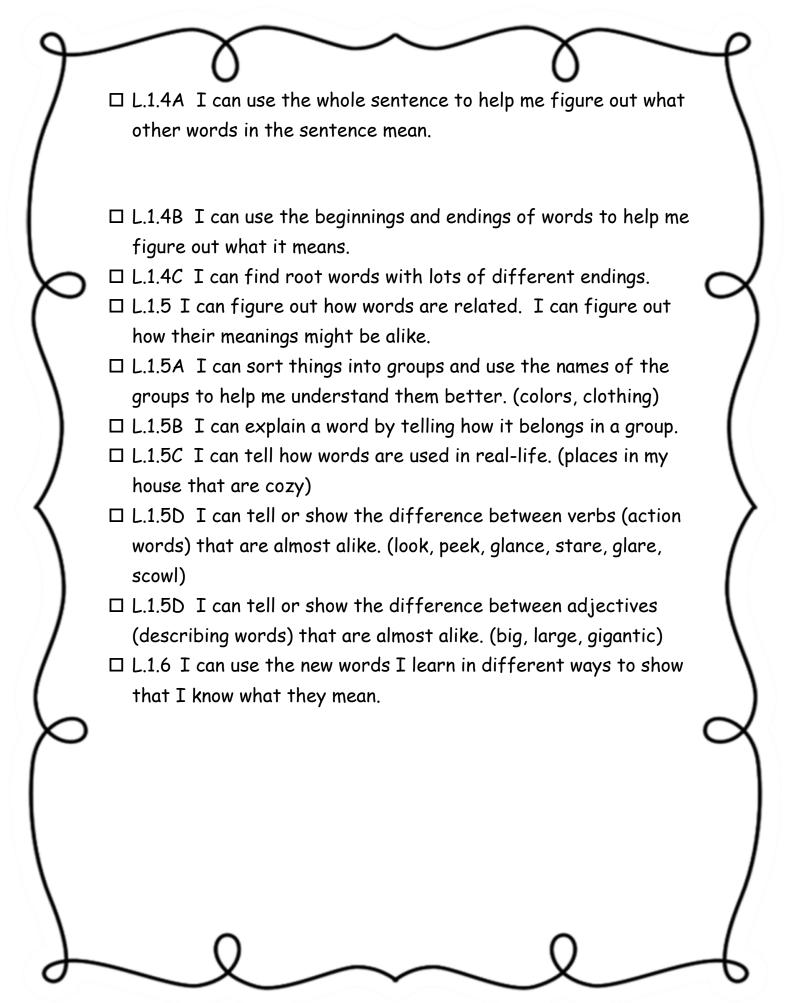
☐ RL.1.9 I can compare what happens to characters in stories.

☐ RL.1.10  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.**

☐ RI.1.1 I can ask and answer questions about important details in nonfiction books.

☐ RI.1.2 I can tell the main topic and important details in nonfiction books.

☐ RI.1.3 I can tell how people, events or ideas are connected in nonfiction books.

☐ RI.1.4 I can ask and answer questions to help me understand new words.

☐ RI.1.5 I can understand and use all the helpful parts of nonfiction books to help me find important facts and details.

☐ RI.1.6 I can find some information from pictures and some information from the words in nonfiction books.

☐ RI.1.7 I can use the pictures and words in nonfiction books to help me tell about the main ideas.

☐ RI.1.8 I can find the reasons that an author gives to help teach about the main idea.

☐ RI.1.9 I can find things that are the same and different in two nonfiction books that teach about the same topic.

☐ RI.1.10 I can read and understand first grade nonfiction books.

# "I Can" Write

(Writing)

**I can write different types of writing for different reasons.**

☐ W.1.1 I can write my opinion about a topic and give reasons for my thinking.

☐ W.1.2 I can write to teach about a topic by giving facts about it.

☐ W.1.3 I can write to tell an organized story with details.

**I can make my writing better and get it ready for others to read.**

☐ W.1.5 I can listen to others' ideas to help add details to my stories.

☐ W.1.6 I can use a computer or tablet to publish my writing.

**I can research topics with my class to help us write about them.**

☐ W.1.7 I can help my class explore books and write about what we learned.

☐ W.1.8 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.**

☐ SL.1.1 I can show that I know how to have good conversations with my friends and teachers.

☐ SL.1.1A  I can listen and take turns when I am having conversations.

☐ SL.1.1B  I can be a part of conversations by listening to other people's comments and thinking about what to say.

☐ SL.1.1C  I can ask questions during conversations to help me understand what is being shared.

☐ SL.1.2  I can ask and answer questions about things I hear and see.

☐ SL.1.3  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.**

☐ SL.1.4 I can use details when I tell about people, places and things to help others understand them better.

☐ SL.1.5 I can use drawings or other things like that to help others understand what I am talking about.

☐ SL.1.6 I can speak and share my ideas in complete sentences when I need to.

## "I Can" Use Proper English

(English)

**I can use proper English when I write and speak.**

☐ L.1.1  I can show that I know how to use words correctly when I write and speak.

☐ L.1.1A  I can print all of the upper and lowercase letters.

☐ L.1.1B  I can use common, proper and possessive nouns.

☐ L.1.1C  I can use singular and plural nouns with matching verbs in my sentences.

☐ L.1.1D  I can use pronouns.  (I, me, my, they, them, their, anyone, everything)

☐ L.1.1E  I can use verbs in the right way to tell about the past, the present and the future.

☐ L.1.1F  I can use adjectives.

☐ L.1.1G  I can use conjunctions. (and, but, or, so, because)

☐ L.1.1H  I can use determiners. (a, the, this, that, my, many, few)

☐ L.1.1.I  I can use common prepositions. (during, beyond, toward)

☐ L.1.1J  I can use simple and compound sentences. (statements, questions, commands and exclamations)

☐ L.1.2  I can show that I know how to write sentences correctly.

☐ L.1.2A  I can use capital letters in dates and also when I write people's names.

☐ L.1.2B  I can use the right punctuation at the ends of my sentences.

☐ L.1.2C  I can use commas when I write the date or when I make a list of things in a sentence.

☐ L.1.2D  I can use sight words and spelling patterns to help me spell words correctly.

☐ L.1.2E  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.**

☐ L.1.4 I can figure out what words mean by using the strategies I know and thinking about what I have read.

☐ L.1.4A  I can use the whole sentence to help me figure out what other words in the sentence mean.

☐ L.1.4B  I can use the beginnings and endings of words to help me figure out what it means.

☐ L.1.4C  I can find root words with lots of different endings.

☐ L.1.5  I can figure out how words are related.  I can figure out how their meanings might be alike.

☐ L.1.5A  I can sort things into groups and use the names of the groups to help me understand them better. (colors, clothing)

☐ L.1.5B  I can explain a word by telling how it belongs in a group.

☐ L.1.5C  I can tell how words are used in real-life. (places in my house that are cozy)

☐ L.1.5D  I can tell or show the difference between verbs (action words) that are almost alike. (look, peek, glance, stare, glare, scowl)

☐ L.1.5D  I can tell or show the difference between adjectives (describing words) that are almost alike. (big, large, gigantic)

☐ L.1.6  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.**

☐ 1.OA.A.1 I can use different strategies for addition to solve word problems. (within 20)

☐ 1.OA.A.1 I can use different strategies for subtraction to solve word problems. (within 20)

☐ 1.OA.A.2 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.**

☐ 1.OA.B.3 I can use fact families to help me solve addition problems. (commutative)

☐ 1.OA.B.3 I can use addition facts I know well to help me solve problems where there are more than two numbers. (associative)

☐ 1.OA.B.4 I can use what I know about addition facts to help me answer subtraction fact problems.

**I can add and subtract any numbers from 0 to 20.**

☐ 1.OA.C.5 I can understand how counting up is like adding and counting down is like subtracting.

☐ 1.OA.C.6 I can add facts within 20.

☐ 1.OA.C.6 I can subtract facts within 20.

**I can work with addition and subtraction number sentences.**

☐ 1.OA.D.7  I can tell if addition or subtraction number sentences are true because I understand what an equal sign means.

☐ 1.OA.D.8  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 up.**

☐ 1.NBT.A.1 I can count up to 120 starting at any number under 120.

☐ 1.NBT.A.1 I can read and write my numbers to show how many objects are in a group. (up to 120)

**I can understand place value.**

☐ 1.NBT.B.2  I can tell how many tens and how many ones are in a number.

☐ 1.NBT.B.2A  I can show that I know what a "ten" is.

☐ 1.NBT.B.2B  I can show that any number between 11 and 19 is a group of "ten" and a certain number of ones.

☐ 1.NBT.B.2C  I can show that I understand the numbers I use when I count by tens, have a certain number of tens and 0 ones.

☐ 1.NBT.B.3  I can compare two-digit numbers using <, =, and > because I understand tens and ones.

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

☐ 1.NBT.C.4  I can use math strategies to help me solve and explain addition problems within 100.

☐ 1.NBT.C.4  I can use objects and pictures to help me solve and explain addition problems within 100.

☐ 1.NBT.C.4  I can understand that adding two-digit numbers means I add the ones and then the tens.

☐ 1.NBT.C.4  I can understand that when I add two-digit numbers, sometimes I have to make a group of ten from the ones. (regroup)

☐ 1.NBT.C.5  I can find 10 more or 10 less in my head.

☐ 1.NBT.C.6  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.

☐ 1.MD.A.1 I can put three objects in order from longest to shortest and compare their lengths.

☐ 1.MD.A.2 I can tell the length of an object using whole numbers.

☐ 1.MD.A.2 I can show that I understand how to measure something by using a smaller object as a measurement tool.

## I can tell time.

☐ 1.MD.B.3 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.

☐ 1.MD.C.4 I can organize, show and explain number information in a way that makes sense.

□ 1.MD.C.4 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.**

□ 1.G.A.1 I can understand and tell about the parts that make different shapes unique.

□ 1.G.A.1 I can build and draw shapes that have certain parts.

□ 1.G.A.2 I can create two-dimensional shapes. (rectangles, squares, trapezoids, triangles, half-circles and quarter-circles)

□ 1.G.A.2 I can create three-dimensional shapes. (cubes, right rectangular prisms, right circular cones and right circular cylinders)

□ 1.G.A.2 I can use two- and three-dimensional shapes to create new shapes.

□ 1.G.A.3 I can understand that "halves" means two equal parts and "fourths" or "quarters" means four equal parts.

□ 1.G.A.3 I can break circles and rectangles into equal parts and use the words whole, halves, fourths, and quarters to talk about them.

□ 1.G.A.3 I can understand that breaking circles or rectangles into more equal parts means that the parts will be smaller.