WLS ELA "I can…" Statements – Grade 1

Reading Standards for Literature	"I can…" Statement
1.RL.1. Ask and answer questions about key details in a text.	• I can ask and answer questions about important parts of a book.
1.RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	• I can retell stories and say the main idea.
1.RL.3. Describe characters, settings, and major events in a story, using key details.	• I can tell who is in the story. • I can tell where the story takes place. • I can what happens in the story.
1.RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	• I can identify words or phrases that show feelings in a story or poem.
1.RL.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	• I can tell the difference between fiction and nonfiction book.
1.RL.6. Identify who is telling the story at various points in a text.	• I can name who is telling the story.
1.RL.7. Use illustrations and details in a story to describe its characters, setting, or events.	• I can draw who is in the story. • I can draw where the story takes place. • I can tell what happens in the story.

1.RL.8. (Not applicable to literature)	
1.RL.9. Compare and contrast the adventures and experiences of characters in stories.	• I can tell what happens to characters that are alike and different in stories.
1.RL.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	• I can read poetry and rhymes.
Reading Standards for Informational Text	**"I can…" Statement**
1.RI.1. Ask and answer questions about key details in a text.	• I can ask questions about details in a story. • I can answer questions about details in a story.
1.RI.2. Identify the main topic and retell key details of a text.	• I can tell what a story is about. • I can give examples from the story.
1.RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	• I can tell how two people, ideas, events, or pieces of information are related.
1.RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	• I can ask a question about what word or sentence means. • I can tell what the word or sentence means.
1.RI.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	• I can find facts using headings, tables of contents, glossaries, electronic menus, and icons in a book.

1.RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	• I can compare pictures in a story.
1.RI.7. Use the illustrations and details in a text to describe its key ideas.	• I can use pictures to tell ideas in a story. I can use details to tell ideas in a story.
1.RI.8. Identify the reasons an author gives to support points in a text.	• I can tell why an author says something in a book.
1.RI.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	• I can tell what is the same in two books. • I can tell what is different in two books.
1.RI.10. With prompting and support, read informational texts appropriately complex for grade 1.	• I can read nonfiction books.
Reading Standards: Foundational Skills (K-5)	**"I can…" Statement**
1.RF.1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	• I can pick out/find the first word, capital letters, and end mark of a sentence (punctuation).

1.RF.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
    a. Distinguish long from short vowel sounds in spoken single-syllable words.
    b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
	• a. I can tell the difference between short and long vowel sounds.
	• b. I can say words by putting sounds together using word parts/blends (hunks and chunks).
	• c. I can say the beginning, middle, and ending sounds of

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	one-syllable words. • d. I can say each letter sound of a word (c/a/t).

1.RF.3. Know and apply grade-level phonics and word analysis skills in decoding words.
     a. Know the spelling-sound correspondences for common consonant digraphs.
     b. Decode regularly spelled one-syllable words.
     c. Know final -e and common vowel team conventions for representing long vowel sounds.
     d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
     e. Decode two-syllable words following basic patterns by breaking the words into syllables.
     f. Read words with inflectional endings.
 g. Recognize and read grade-appropriate irregularly spelled words.
	• I can use my letter sounds to sound-out words.
	 • I can use word families to sounds-out words.
	 • a. I can tell sounds that digraphs make (ch-, sh-,th-,wh-).
	 • b. I can sound out one syllable words.
	 • c. I can tell/use how final –e and vowel pairs make long vowel sounds.
	 • d. I can tell that every syllable has a vowel sound.
	 • d. I can tell how many syllables are in a word.
	 • e. I can break words into syllables.
	 • f. I can read words with different endings.
	 • g. I can read uncommonly-spelled words.

1.RF.4. Read with sufficient accuracy and fluency to support comprehension.
     a. Read on-level text with purpose and understanding.
     b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
     c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	• I can read fluently to help me understand the text.
	 • a. I can read and understand first grade text.
	 • b. I can read first grade text out loud fluently and with expression many times.
	 • c. I can go back and reread to help make sense of the text.

Writing Standards K-5	"I can…" Statement
1.W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	• I can write what I think about a book or topic.
1.W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	• I can write using real facts.
1.W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	• I can write a story using sequence words.
1.W.4. (Begins in grade 3)	
1.W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	• I can fix my writing to make it sound better.
1.W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	• I can use the computer to publish my work.
1.W.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books	• I can find information to write about a topic.

on a given topic and use them to write a sequence of instructions).	
1.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	• I can remember information. • I can write to answer a question.
1.W.9. (Begins in grade 4)	
1.W.10. (Begins in grade 3)	
Speaking and Listening Standards	**"I can…" Statement**

1.SL.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
    b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
    c. Ask questions to clear up any confusion about the topics and texts under discussion.
	• I can work in groups with all students and teachers and talk about books we read.
	• a. I can follow rules that everyone in the class agrees with.
	• b. I can listen to other people and add my own ideas.
	• c. I can ask questions to help me understand books we are talking about..

1.SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	• I can ask and answer questions about key details in a book that is read to me or information taught to me through visuals.
1.SL.3. Ask and answer questions about what a speaker says in order to gather additional	• I can ask and answer questions to find out more.

information or clarify something that is not understood.	
1.SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	• I can describe people, places, things, and events with real details, showing ideas and feelings.
1.SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	• I can add drawings or other visual displays to writings when it's important to clarify ideas about what I think and feel.
1.SL.6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language Standards 1 and 3 for specific expectations.)	• I can make good complete sentences when I need to.
Language Standards	**"I can…" Statement**

1.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    a. Print all upper- and lowercase letters.
    b. Use common, proper, and possessive nouns.
    c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).
    d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
    e. Use verbs to convey a sense of past, present, and future (e.g., Y*esterday I walked home; Today I walk home; Tomorrow I will walk home*).
    f. Use frequently occurring adjectives.
	• a. I can print all upper and lower-case letters correctly.
	• b. I can use common, proper, and possessive nouns.
	• c. I can match nouns with verbs.
	• d. I can use pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
	• e. I can use the correct verb to show past, present, and future.
	• f. I can describe things.
	• g. I can use connecting words (conjunctions).
	• h. I can use determiners (an, a, the) and demonstratives (this, that, these, those, which).
	• i. I can use prepositions (e.g., *during, beyond, toward, across, over, under).*

g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	• j. I can use different kinds of sentences
1.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	• I can use capitals, end marks, and my best spelling when I write. • a. I can capitalize dates and names of people. • b. I can use end marks. • c. I can use commas in dates and for listing more than one thing. • d. I can spell word wall words correctly and spell words using word parts (hunks and chunks). • e. I can spell new words by sounding out
1.L.3. (Begins in grade 2)	
1.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	• I can tell the meaning of unknown words. • I can use words that mean more than one thing. • a. I can text to find the correct meaning of a word. • b. I can use the beginnings and endings of words to help me with the meaning.. • c. I can use a root word and add ending to make new

b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	words.

1.L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
 	
    a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the
        categories represent.
    b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
    c.Identify real-life connections between words and their use (e.g., note places at home
        that are *cozy*).
    d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
	• I can show I know what words mean.
	• a. I can sort words into different categories.
	• b. I can describe a word and tell about it.
	• c. I can use words to describe my life.
	• d. I can explain what different verbs and adjectives mean.
	• d. I can describe or demonstrate what a verb or adjective means.

1.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	• I can use words I hear to show how things are connected.