

# First Grade I CANS

Student's Name: \_\_\_\_\_

English Language Arts

Foundational Literacy

<b>Print Concepts</b>	Q1	Q2	Q3	Q4
<b>1.FL.PC.1</b> I CAN demonstrate understanding of the organization and basic features of print.				
<b>1.FL.PC.1a</b> I CAN recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.				
<b>Phonological Awareness</b>	Q1	Q2	Q3	Q4
<b>1.FL.PA.2</b> I CAN demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
<b>1.FL.PA.2a</b> I CAN distinguish long from short vowel sounds in spoken single-syllable words.				
<b>1.FL.PA.2b</b> I CAN orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.				
<b>1.FL.PA.2c</b> I CAN isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				
<b>1.FL.PA.2d</b> I CAN segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				
<b>Phonics and Word Recognition</b>	Q1	Q2	Q3	Q4
<b>1.FL.PWR.3</b> I CAN know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
<b>1.FL.PWR.3a</b> I CAN know the sound-spelling correspondence for common consonant digraphs.				
<b>1.FL.PWR.3b</b> I CAN decode regularly spelled one-syllable words.				
<b>1.FL.PWR.3c</b> I CAN know the final –e and common vowel team conventions for representing long vowel sounds, including r controlled vowels.				
<b>1.FL.PWR.3d</b> I CAN use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				
<b>1.FL.PWR.3e</b> I CAN decode two-syllable words following basic patterns by breaking the words into syllables.				
<b>1.FL.PWR.3f</b> I CAN read words with inflectional endings.				
<b>1.FL.PWR.3g</b> I CAN recognize and read grade-appropriate irregularly spelled words.				
<b>1.FL.PWR.3h</b> I CAN read grade-level decodable text with purpose and understanding.				

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<b>Word Composition</b>	Q1	Q2	Q3	Q4
<b>1.FL.WC.4</b> I CAN know and apply grade-level phonics and word analysis skills when encoding words ; write legibly.				
<b>1.FL.WC.4a</b> I CAN use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.				
<b>1.FL.WC.4b</b> I CAN use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels.				
<b>1.FL.WC.4c</b> I CAN spell words with inflectional endings.				
<b>1.FL.WC.4d</b> I CAN spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.				
<b>1.FL.WC.4e</b> I CAN spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.				
<b>1.FL.WC.4f</b> I CAN write many common, frequently used words and some irregular words.				
<b>1.FL.WC.4g</b> I CAN print all upper and lowercase letters.				
<b>Fluency</b>	Q1	Q2	Q3	Q4
<b>1.FL.F.5</b> I CAN read with sufficient accuracy and fluency to support comprehension.				
<b>1.FL.F.5a</b> I CAN read grade-level text with purpose and understanding.				
<b>1.FL.F.5b</b> I CAN read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.				
<b>1.FL.F.5c</b> I CAN use context to confirm or self-correct word recognition and understanding of words; reread as necessary.				
<b>Sentence Composition</b>	Q1	Q2	Q3	Q4
<b>1.FL.SC.6</b> I CAN demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.				
<b>1.FL.SC.6a</b> I CAN use common, proper, and possessive nouns.				
<b>1.FL.SC.6b</b> I CAN Use singular and plural nouns with correct verbs in basic sentences.				
<b>1.FL.SC.6c</b> I CAN Use personal, possessive, and indefinite pronouns.				

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## Sentence Composition

Q1 Q2 Q3 Q4

**1.FL.SC.6d** I CAN use verbs to convey a sense of past, present, and future.

**1.FL.SC.6e** I CAN use frequently occurring adjectives.

**1.FL.SC.6f** I CAN use frequently occurring conjunctions.

**1.FL.SC.6g** I CAN Use articles and demonstratives.

**1.FL.SC.6h** I CAN use frequently occurring prepositions such as during, beyond, and toward.

**1.FL.SC.6i** I CAN Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

**1.FL.SC.6j** I CAN Capitalize names of people and dates.

## Vocabulary Acquisition

Q1 Q2 Q3 Q4

**1.FL.VA.7a** I CAN 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.

i. I CAN use sentence-level context as a clue to the meaning of a word or phrase.

ii. I CAN use frequently occurring affixes as a clue to the meaning of a word.

iii. I CAN identify frequently occurring root words and their inflectional forms.

**1.FL.VA.7b** I CAN with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

i. I CAN sort words into categories to gain a sense of the concepts the categories represent.

ii. I CAN define words by category and by one or more key attributes.

iii. I CAN identify real-life connections between words and their use.

iv. I CAN distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.

**1.FL.VA.7c** I CAN 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.

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<b>Reading: Literature</b>	Q1	Q2	Q3	Q4
<b>1.RL.KID.1</b> I CAN ask and answer questions about key details in a text.				
<b>1.RL.KID.2</b> I CAN retell stories, including key details, and demonstrate understanding of their central message or lesson.				
<b>1.RL.KID.3</b> I CAN use graphic organizers or include written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details				
<b>1.RL.CS.4</b> I CAN identify words and phrases in stories and poems that suggest feelings or appeal to the senses.				
<b>1.RL.CS.5</b> I CAN explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.				
<b>1.RL.CS.6</b> I CAN identify who is telling the story at various points in a text.				
<b>1.RL.IKI.7</b> I CAN either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.				
<b>1.RL.IKI.8</b> Is not applicable to literature.				
<b>1.RL.IKI.9</b> I CAN compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.				
<b>1.RL.RRTC.10</b> I CAN with prompting and support, read stories and poems of appropriate complexity for grade 1.				
<b>Reading: Informational Text</b>	Q1	Q2	Q3	Q4
<b>1.RI.KID.1</b> I CAN ask and answer questions about key details in a text.				
<b>1.RI.KID.2</b> I CAN identify the main topic and retell key details of a text.				
<b>1.RI.KID.3</b> I CAN Use graphic organizers or include written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.				
<b>1.RI.CS.4</b> I CAN determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.				
<b>1.RI.CS.5</b> I CAN know and use various text features to locate key facts or information.				
<b>1.RI.CS.6</b> I CAN distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				

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Foundational Literacy

## Reading: Informational Text

Q1 Q2 Q3 Q4

**1.RI.IKI.7** I CAN either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.

**1.RI.IKI.8** I CAN identify the reasons an author provides to support points in a text.

**1.RI.IKI.9** I CAN identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.

**1.RI.RRTC.10** I CAN with prompting and support, read informational texts of appropriate complexity for grade 1.

## Speaking and Listening

Q1 Q2 Q3 Q4

**1.SL.CC.1** I CAN participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.

**1.SL.CC.2** I CAN ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**1.SL.CC.3** I CAN ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**1.SL.PKI.4** I CAN describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**1.SL.PKI.5** I CAN add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.

**1.SL.PKI.6** I CAN with prompting and support, speak in complete sentences when appropriate to task and situation.

## Writing

Q1 Q2 Q3 Q4

**1.W.TTP.1** I CAN with prompting & support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

**1.W.TTP.2** I CAN with prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.

**1.W.TTP.3** I CAN with prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.

**1.W.PDW.4** I CAN with guidance & support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**1.W.PDW.5** I CAN with guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.

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<b>Writing</b>	Q1	Q2	Q3	Q4
<b>1.W.PDW.6</b> I CAN with guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.				
<b>1.W.RBPK.7</b> I CAN participate in shared research & writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.				
<b>1.W.RBPK.8</b> I CAN with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
<b>1.W.RBPK.9</b> Starts in 3 <sup>rd</sup> grade.				
<b>1.W.RW.10</b> I CAN with guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.				
<b>Comments</b>				