

First Grade I Can Statements Checklist: Standards for Reading Literature		
RL.1.1	With prompting and support, I can ask questions about key details in a text.	
RL.1.1	With prompting and support, I can answer questions about key details in a text.	
RL.1.1	With support, I can categorize details an author included in a text, sorting them by category.	
RL.1.2a	I can analyze literary text development to demonstrate understanding of the lesson.	
RL.1.2b	I can analyze literary text development to retell stories, including key details.	
RL.1.2b	Given a change in one key detail, I can predict what the lesson of the story would be.	
RL.1.3	I can describe the characters of a story, using key details.	
RL.1.3	I can describe the settings of a story, using key details.	
RL.1.3	I can describe the major events of a story, using key details.	
RL.1.4	I can identify words and phrases in stories that suggest feelings or appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
RL.1.4	I can identify words and phrases in poems that suggest feelings or appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
RL.1.5	I can explain major differences between books that tell stories and texts that give information, drawing on a range of text types.	

RL.1.1	With prompting and support, I can ask questions about key details in a text.	
RL.1.1	With prompting and support, I can answer questions about key details in a text.	
RL.1.1	With support, I can categorize details an author included in a text, sorting them by category.	
RL.1.2a	I can analyze literary text development to demonstrate understanding of the lesson.	
RL.1.2b	I can analyze literary text development to retell stories, including key details.	
RL.1.2b	Given a change in one key detail, I can predict what the lesson of the story would be.	
RL.1.3	I can describe the characters of a story, using key details.	
RL.1.3	I can describe the settings of a story, using key details.	
RL.1.3	I can describe the major events of a story, using key details.	
RL.1.4	I can identify words and phrases in stories that suggest feelings or appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
RL.1.4	I can identify words and phrases in poems that suggest feelings or appeal to the senses (seeing, touching, tasting, smelling, and hearing).	
RL.1.5	I can explain major differences between books that tell stories and texts that give information, drawing on a range of text types.	

RL.1.5	I can hypothesize about the kinds of experiences that might have prompted the writer of a sensory poem to write it.	
RL.1.6	I can identify who is telling the story at various points in a text.	
RL.1.7	I can use illustrations and details in a story to describe its characters.	
RL.1.7	I can use illustrations and details in a story to describe its setting.	
RL.1.7	I can use illustrations and details in a story to describe its events.	
RL.1.7	I can distinguish among defining traits of characters based on character actions.	
RL.1.8	(Not applicable to literature)	
RL.1.8	I can draw a conclusion and cite evidence for why certain details are important to understanding a text.	
RL.1.9	I can compare and contrast the adventures the characters have in a story.	
RL.1.9	I can compare and contrast the experiences the characters have in a story.	
RL.1.10	With prompting and support, I can read prose and poetry that is appropriately complex for first grade.	
RL.1.10	I can activate prior knowledge and in order to make text-to-self or text-to-text connections and comparisons.	
RL.1.10	I can draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.	
RL.1.10	With assistance, I assess my own use of strategies used to independently read first grade stories and poems.	

First Grade I Can Statements Checklist: Reading Standards for Informational Text		
RI.1.1	I can ask questions about key details in a text.	
RI.1.1	I can explain the reasoning behind my questions to demonstrate metacognition, or "thinking about my thinking."	
RI.1.1	I can answer questions about key details in a text.	
RI.1.2a	I can analyze text development to identify the main topic of a text.	
RI.1.2a	I can activate prior knowledge to retell key details of a text.	
RI.1.2a	I can organize key details into categories I create.	
RI.1.3	I can describe the connections between two people in a text.	
RI.1.3	I can describe the connections between two events in a text.	
RI.1.3	I can describe the connections between two ideas in a text.	
RI.1.3	I can describe the connections between two pieces of information in a text.	
RI.1.4	I can ask questions to help determine or clarify the meaning of words and phrases in a text.	
RI.1.4	I can answer questions to help determine or clarify the meaning of words and phrases in a text.	
RI.1.5	I can 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.	

RI.1.5	I can modify a heading, writing it in my own words in a way that retains its original meaning or proposing a heading I feel fits the text equally well.	
RI.1.6	I can distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	
RI.1.7	Use the illustrations and details in a text to describe key ideas in a text.	
RI.1.7	I can use details to describe key ideas in a text.	
RI.1.7	I can distinguish among defining traits of characters based on character actions.	
RI.1.8	I can identify the reasons an author gives to support points in a text.	
RI.1.9	I can identify basic similarities in two texts on the same topic (e.g., illustrations, descriptions, or procedures.)	
RI.1.9	I can identify basic differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures.)	
RI.1.10	With prompting and support, I can read appropriately complex first grade informational texts.	
RI.1.10	With assistance, I can assess my own use of strategies used to independently read first grade nonfiction texts.	

First Grade I Can Statements Checklist: Reading Standards for Foundational Skills		
RF.1.1	I can demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending	
RF.1.2	I can demonstrate understanding of spoken words, syllables, and sounds.	
RF.1.2a	I can distinguish long from short vowel sounds in spoken single-syllable words.	
RF.1.2a	I can compare examples of words containing short and long vowel sounds from a text by orally sorting them into categories.	
RF.1.2b	I can orally produce single-syllable words by blending phonemes, including consonant blends.	
RF.1.2c	I can isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.	
RF.1.2d	I can segment spoken single-syllable words into their complete sequence of individual phonemes.	
RF.1.2d	I can deconstruct spoken words by removing parts of their sequence of individual sounds.	
RF.1.3	I can know and apply grade-level phonics and word analysis skills in decoding words.	
RF.1.3a	I can the identify the spelling-sound correspondences for common consonant digraphs.	
RF.1.3b	I can decode regularly spelled one-syllable words.	
RF.1.3c	I can know final -e and common vowel team conventions for representing long vowel sounds.	

RF.1.3d	I can use the knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
RF.1.3e	I can decode two-syllable words following basic patterns by breaking the words into syllables.	
RF.1.3f	I can read words with inflectional endings.	
RF.1.3g	I can recognize and read grade-appropriate irregularly spelled words.	
RF.1.4	I can read with sufficient accuracy and fluency to support comprehension.	
RF.1.4a	I can read grade-level text with purpose and understanding.	
RF.1.4b	I can read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	
RF.1.4b	With the assistance of basic question stems, I can assess my understanding of grade-level texts.	
RF.1.4c	I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

First Grade I Can Statements Checklist: Writing Standards		
W.1.1	I can write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide a sense of closure.	
W.1.1	I can revise an opinion based on continued research and write accordingly.	
W.1.2	I can write informative/explanatory texts that name a topic, supply some facts about the topic, and provide a sense of closure.	
W.1.2	I can critique my own or another's informative or explanatory text using a rubric.	
W.1.3	I can write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide a sense of closure.	
W.1.4	(Begins in grade 3)	
W.1.5	I can, with guidance and support from adults, I can focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	
W.1.5	I can, with guidance and support, revise elements of my writing, removing or changing them significantly in response to feedback.	
W.1.6	With guidance and support from adults, I can use a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.1.6	I can assess the usefulness of different digital tools in producing my intended form of writing.	
W.1.7	I can participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	

W.1.8	I can, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
W.1.9	(Begins in grade 4)	
W.1.10	(Begins in grade 3)	

First Grade I Can Statements Checklist: Speaking and Listening Standards		
SL.1.1	I can participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.	
SL.1.1a	I can 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).	
SL.1.1b	I can build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
SL.1.1b	I can draw conclusions about a topic based on others' comments in conversation.	
SL.1.1c	I can ask questions to clear up any confusion about the topics and texts under discussion.	
SL.1.2	I can ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	
SL.1.3	I can ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SL.1.4	I can describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
SL.1.4	I can cite oral evidence to explain why I view people, places and things or events in a certain way.	
SL.1.5	I can add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	
SL.1.6	I can produce complete sentences when appropriate to task and situation.	

First Grade I Can Statements Checklist: Language Standards		
L.1.1	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.1.1a	I can print all 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 basic sentences (e.g., He hops; We hop).	
L.1.1d	I can use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	
L.1.1e	I can use verbs to convey a sense of past, present, and future (e.g., Yesterday, I walked home; Today, I walk home; Tomorrow, I will walk home).	
L.1.1e	I can modify my writing to communicate a different tense from an original writing.	
L.1.1f	I can use frequently occurring adjectives.	
L.1.1g	I can use frequently occurring coordinating and subordinating conjunctions (e.g., and, but, or, so, because).	
L.1.1h	I can use determiners (e.g., articles, demonstratives).	
L.1.1i	I can use frequently occurring prepositions (e.g., during, beyond, toward).	
L.1.1j	I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	

L.1.2	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.1.2a	I can capitalize dates and names of people.	
L.1.2b	I can use end punctuation for sentences.	
L.1.2c	I can use commas in dates.	
L.1.2c	I can use commas to separate single words in a series.	
L.1.2d	I can use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
L.1.2e	I can spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	
L.1.3	(Begins in grade 2)	
L.1.4	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.	
L.1.4	I can distinguish between strategies I use to determine word meanings.	
L.1.4a	I can use sentence-level context as a clue to the meaning of a word or phrase.	
L.1.4b	I can use frequently occurring affixes as a clue to the meaning of a word.	
L.1.4c	I can identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	
L.1.5	I can, with guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	

L.1.5a	I can sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	
L.1.5b	I can 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).	
L.1.5c	I can identify real-life connections between words and their use (e.g., note places at home that are cozy).	
L.1.5d	I can distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) by defining or choosing them or by acting out the meanings.	
L.1.5d	I can distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
L.1.5d	I can critique my own use of new words to assess the correctness of use according to context.	
L.1.6	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 (e.g., because).	