

Garfield Elementary School 2015-2016
“I Can...” - READING Statements

Use the California Common Core State Standards (CCSS) in **Reading Standards for Literature (RL)** *and* **Reading Standards for Informational Text (RI)**, to come to an agreement with your grade level on **FOUR skills** that students will have upon ***exiting*** your grade level this school year. Write each standard in student-friendly language, and begin with, “***I can***”

	KINDER.	1st	2nd	3rd	4th	5th	6th	7th	8th
TEXT TYPES	I can listen to stories and nonfiction books.	I can read fiction and non-fiction books.	I read various types of fictional stories and non-fiction texts.	I can read fictional stories and informational text	I read both Literature and Informational Text equally.	I equally read literature and informational texts by myself.	I balance my reading choices with about half Literature and half Informational Text.	I read a balanced variety of informational texts and literature.	I am a reader who reads approximately half informational text and half literature.
Key Idea and details	With assistance, I can retell key details, and ask and answer questions about different kinds of books.	I can read and retell important details to show and support my understanding by using evidence from the text.	I can ask, answer and summarize the important parts of stories using text evidence to improve my comprehension.	I can ask and answer questions in fictional and non-fictional text with text evidence to support my conclusion.	I can read fictional and non-fictional text to find evidence for my inferences and make connections to myself, other texts, and to the world.	I can identify the main idea, make inferences, and summarize a piece of literature or informational text by using evidence from multiple sources.	I can identify the main idea, and cite evidence to support an understanding of the theme and the author's purpose in both literature and informational text.	I can identify and analyze the theme, cite textual evidence, and determine the relationship between the elements of literature and informational text.	I can cite textual evidence to support the central theme of a literature and/or informational text and make connections through analysis.
Craft and structure	I can ask about unknown words, recognize different types of text, and name the illustrator and author with assistance.	I can identify words and phrases that describe feelings, compare and contrast fiction and nonfiction texts, and identify who is telling the story.	I can identify how words in a text give rhythm and meaning in a story. I can sequence stories and tell the points of view of the characters. I can speak in different voices when reading dialogue aloud.	I can infer the meaning of a word in context, be familiar with text structure, and understand multiple viewpoints.	I can find the meaning of a word, recognize text structure, and compare/contrast points of view.	I can determine meaning of words or phrases, text structures, and analyze different points of view.	I can read multiple texts and cite examples to support my interpretations and views about main ideas, details, key events, and characters .	I can determine the meaning of words and phrases based on the context and analyze author's point of view through characterization.	I can identify and use literary elements and cite textual evidence from multiple sources and text types to support my arguments and analysis.

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Integrati on of know- ledge and ideas	With assistance, I can use illustrations to describe a story and compare and contrast characters.	I can use illustrations and details to describe story elements and compare and contrast the characters in the story.	I can make connections and discuss fiction and nonfiction text at my grade level to express the author’s intent.	I can make connections, logical comparisons, and show understanding based on the texts, illustrations, themes, plots, and characters.	I can continue to make connections between texts and interpret visual, oral, and written text.	I can identify and analyze the theme or author’s purpose using multi-media as well as information from the text.	I can analyze the theme and critique different text types, and verify arguments and claims through evidence from the texts.	I can compare and contrast literary elements of various sources of information.	I can analyze text-to-text, text-to-film, and text-to-life production to determine authenticity and verify arguments and claims through textual evidence to promote deeper understanding of the “Big Idea”.
Range of reading and level of text com- plexity	I can participate in group readings and make predictions.	I can use what I know to understand the text and make predictions.	I can use pictures, photographs and captions to help me understand what I read.	I can read and understand literature and comprehend informational text by using multiple reading strategies. .	I can read and comprehend both literature and informational text with integrated reading strategies.	I can independently and proficiently read and comprehend informational text and literature at grade level.	I can combine information from multiple sources, including media, to clearly demonstrate what I have learned.	I can read and comprehend a variety of informational and literary texts at grade level.	I can comprehend, discuss, analyze, and connect literary elements to complex nonfiction and fiction, including stories, dramas, and poems.