

# Elmer Wood

## 4th Grade "I Can" Statements for California Common Core State Standards

<b>Strand: Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
I can refer to the text when talking about what the text says explicitly.	
I can refer to the text when making inferences about the text.	
I can determine the theme of a text based on the details in the text.	
I can summarize a text.	
I can describe a character in detail.	
I can describe the setting in detail.	
I can describe story events in detail.	
<b>Craft and Structure</b>	
I can tell what words/phrases mean in a text.	
I can determine the meaning of words/phrases that allude to significant characters in Greek mythology.	
I can explain the major differences between various genres when writing or speaking about a text.	
I can refer to structural elements of poems and drama when writing or speaking about a text.	
I can compare and contrast the point of view of different stories.	
I can compare and contrast first- and third-person point of view.	
<b>Integration of Knowledge and Ideas</b>	
I can make connections between the text itself and visual or oral presentations of the text.	
I can compare the descriptions and directions in both/multiple versions of the text.	
I can tell how themes/topics are the same or different in texts of various genres and from different cultures.	
I can tell how patterns of events are the same or different in texts of various genres and from different cultures.	
<b>Range of Reading and Level of Text Complexity</b>	
I can read fourth grade stories, drama, and poetry.	
<b>Strand: Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
I can refer to the text when talking about what the text says explicitly.	
I can refer to the text when making inferences about the text.	
I can determine the main idea of a text based on the details in the text.	
I can summarize a text.	
I can explain historical/scientific/technical events/ideas/procedures/concepts based on information from a text.	
<b>Craft and Structure</b>	
I can figure out the meaning of academic words in a text.	
I can figure out the meaning of subject-specific words in a text.	
I can describe text structure (e.g. compare/contrast, cause/effect, problem/solution)	
I can compare and contrast a firsthand and secondhand account of the same event or topic.	
<b>Integration of Knowledge and Ideas</b>	
I can interpret information presented visually, orally or quantitatively (e.g. charts or graphs).	
I can explain how the information helps me understand the text.	
I can explain how the author uses reasons and evidence to support their points in a text.	

I can integrate information from two different texts on the same topic.	
I can use that information to write or speak about the topic knowledgeably.	
<b>Range of Reading and Level of Text Complexity</b>	
I can read fourth grade informational texts.	
<b>Strand: Reading Standards: Foundational Skills</b>	
<b>Phonics and Word Recognition</b>	
I can decode multisyllabic words, in context and out of context.	
<b>Fluency</b>	
I can read fourth grade text.	
I can understand what I read.	
I can explain why I read different kinds of texts.	
I can read with accuracy.	
I can read with appropriate rate.	
I can read with expression.	
I can use context to help me confirm/self-correct word recognition when I read.	
I can use context to help me confirm/self-correct my understanding when I read.	
I can reread the text when necessary.	
<b>Strand: Writing</b>	
<b>Text Types and Purposes</b>	
<b>I can write an opinion piece about a topic/text that supports a point of view with reasons and information.</b>	
<ul style="list-style-type: none"> <li>• I can introduce a topic/text.</li> <li>• I can state my opinion about a topic/text.</li> <li>• I can create an organizational structure that groups related ideas.</li> <li>• I can provide reasons that are supported by facts and details.</li> <li>• I can use linking words and phrases to connect my opinion and reasons.</li> <li>• I can write a conclusion to my opinion.</li> </ul>	
<b>I can write an informative text that examines a topic and conveys ideas clearly.</b>	
<ul style="list-style-type: none"> <li>• I can introduce and write about an informational topic.</li> <li>• I can group related information in paragraphs or sections.</li> <li>• I can include formatting/illustrations/multimedia that aid in comprehension.</li> <li>• I can include facts, definitions, concrete details, quotations or other information or examples about the topic.</li> <li>• I can use linking words and phrases to connect ideas within categories.</li> <li>• I can use precise language and domain-specific vocabulary when writing about the topic.</li> <li>• I can provide a concluding (statement/section) to my informative piece.</li> </ul>	
<b>I can write a real/imagined narrative that includes descriptive details and a clear sequence of events.</b>	
<ul style="list-style-type: none"> <li>• I can establish a situation in my narrative writing.</li> <li>• I can introduce the narrator and/or characters in my narrative writing.</li> <li>• I can tell the events of the story in a natural, logical sequence.</li> <li>• I can include dialogue to help develop the characters and their actions.</li> <li>• I can include details that describe actions, thoughts, and feelings.</li> <li>• I can use transitional words/phrases to manage the sequence of events.</li> <li>• I can use concrete words/phrases and sensory details to convey experiences and events.</li> <li>• I can write an ending to my story.</li> </ul>	
<b>Production and Distribution of Writing</b>	
I can produce clear and coherent writing (including multi-paragraph texts).	

I can use a structure appropriate for the writing task, purpose, and audience.	
I can plan my writing with help from my peers and my teacher.	
I can revise my writing with help from my peers and my teacher.	
I can edit my writing with help from my peers and my teacher.	
I can use digital tools to produce my writing.	
I can use digital tools to publish my writing.	
I can use digital tools to collaborate with others about my writing.	
I can use keyboarding skills to type a minimum of one page in a single sitting.	
<b>Research to Build and Present Knowledge</b>	
I can research information about different aspects of a topic.	
I can remember information from my own experiences to answer a question.	
I can gather information from print and digital sources to answer a question.	
I can take notes about a topic from information from print and digital sources.	
I can paraphrase information about a topic.	
I can sort the information in my notes into categories.	
I can provide a list of sources.	
I can cite textual evidence (literary or informational) to support my analysis, reflection, and research.	
<b>Range of Writing</b>	
I can write over a longer period of time.	
I can write on demand.	
<b>Strand: Speaking and Listening</b>	
<b>Comprehension and Collaboration</b>	
I can participate in whole class discussions.	
I can participate in a small-group discussion.	
I can participate in a one-on-one discussion.	
I can prepare for discussions by reading or studying required material.	
I can follow class conversation norms (e.g. taking turns listening and speaking).	
I can carry out an assigned role.	
I can pose and respond to questions about the topic to help me understand it.	
I can make comments that add to the discussion or link to others' ideas about the topic.	
I can review key ideas expressed in the discussion.	
I can explain my own ideas and understanding about the topic.	
I can paraphrase portions of a text read aloud or presented in diverse media.	
I can tell the supporting details of a text read aloud or presented in diverse media.	
I can identify reasons a speaker or media source provides to support a point.	
I can identify evidence a speaker or media source provides to support a point.	
<b>Presentation of Knowledge and Ideas</b>	
I can tell a story or recount an experience.	
I can include descriptive details about the story or experience.	
I can speak so my classmates and teacher can hear and understand me.	
I can plan a narrative presentation.	
I can give a narrative presentation.	
I can relate ideas, observations, or recollections in my narrative presentation.	
I can provide a clear context in my narrative presentation.	
I can include clear insight as to why the event or experience is memorable.	
I can add audio recordings and visual displays to enhance my presentation.	
I can differentiate between contexts that call for formal (e.g. presentations) and informal (e.g. small-group discussion) English.	
I can use formal English when appropriate to task and situation.	

<b>Strand: Language</b>	
<b>Conventions</b>	
I can write fluidly and legibly in cursive or joined italics.	
I can use interrogative, relative pronouns correctly ( <i>who, whose, whom, which, that</i> ) in my writing.	
I can use interrogative, relative pronouns correctly ( <i>who, whose, whom, which, that</i> ) in my speaking.	
I can use interrogative, relative adverbs correctly ( <i>where, when, why</i> ) in my writing.	
I can use interrogative, relative adverbs correctly ( <i>where, when, why</i> ) in my speaking.	
I can form and use the progressive verb tenses in my writing.	
I can form and use the progressive verb tenses in my speaking.	
I can use modal auxiliaries to convey various conditions in my writing.	
I can use modal auxiliaries to convey various conditions in my speaking.	
I can order adjectives according to conventional patterns in my writing.	
I can order adjectives according to conventional patterns in my speaking.	
I can form and use prepositional phrases in my writing.	
I can form and use prepositional phrases in my speaking.	
I can produce complete sentences in my writing.	
I can produce complete sentences in my speaking.	
I can recognize and correct fragments and run-ons in my writing.	
I can recognize and correct fragments and run-ons in my speaking.	
I can correctly use frequently confused words ( <i>to, too, two; there, their</i> ) in my writing.	
I can correctly use frequently confused words ( <i>to, too, two; there, their</i> ) in my speaking.	
I can use correct capitalization.	
I can use commas and quotation marks to mark speech and quotations from a text.	
I can use a comma before a coordinating conjunction in a compound sentence.	
I can correctly spell grade-appropriate words.	
I can use references, as needed, to check and correct my spelling.	
I can use concise language in my writing.	
I can use concise language in my speaking.	
I can use punctuation for effect in my writing.	
I can use punctuation for effect in my speaking.	
<b>Vocabulary</b>	
I can use clues in a sentence to help me figure out the meaning of a word.	
I can use my knowledge of common Greek and Latin affixes and roots to help me figure out what a word means.	
I can use print or digital reference materials to figure out what a word means.	
I can use print or digital reference materials to find the pronunciation of a word.	
I can use print or digital reference materials to identify alternate word choices in <i>all content areas</i> .	
I can explain the meaning of simple similes and metaphors in context.	
I can recognize and explain the meaning of common idioms, adages, and proverbs.	
I can show my understanding of words by relating them to synonyms and antonyms.	
I can learn 4 <sup>th</sup> grade academic words and phrases.	
I can learn 4 <sup>th</sup> grade domain-specific words and phrases.	
I can use my new words in my writing.	
I can use my new words in my speaking.	