

Phonics Standard: The student will use phonics skills to decode words.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. identifies patterns in words. 2. adds and deletes letters to produce new words. 3. identifies 2 letter blends. 4. identifies consonant digraphs. (Digraphs – 2 sounds that go together to make one new sound) 5. identifies and uses the silent e rule.	I can... 1. see patterns in words. 2. add and take away letters to make new words. 3. sound out words with blends. 4. sound out words with (the “H brothers”- omit) sh, th, ch, wh. 5. sound out words with the silent e.	1. spelling test, making words 2. formative assessment-white board activity, making words 3. making words (identify and spell 2 letter blends) 4. unit and weekly tests, reading observations (digraphs: sh, th, ch, wh) 5. reading observations, word sorts, phonics lessons observations, spelling tests, making words, running records

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 ★ = SEB assesses this skill
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Phonemic Awareness Standard: The student will use phonemic awareness skills to engage in the reading process.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. identifies the number of syllables in a given word. 2. blends phonemes to make a spoken word. ☞ 3. identifies, categorizes, substitutes, and manipulates onsets and rimes. (“can” – onset “c” and rime “an”) 4. segments words.	I can... 1. tell you how many parts are in a word. 2. blend sounds to make a word. 3. switch a sound to change a word. 4. recognize a word in chunks.	1. clapping syllables (correct # of syllables). 2. unit assessments/running records (correct sounds to match the blend). 3. reading groups (exchanging letters to create new words). (onset – change <u>c</u> an to <u>m</u> an; rime – change ha <u>t</u> to ho <u>p</u>) 4. sound boxes/weekly reading tests (correctly identify the word given).

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Comprehension Standard: The student will use comprehension skills and strategies to understand a variety of texts.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. makes and confirms a prediction. 2. orally retells a story with a beginning, middle, and end. 3. discusses and writes about a story. 4. identifies story elements with prompts. 5. retells a story using illustrations. 6. uses nonfiction text features to understand text (illustrations, captions, lists, diagrams, graphs)	I can... 1. tell what might happen next in a story and check to see if I was right. 2. retell a story in order. 3. discuss a story and make connections. 4. identify the characters, setting, problem, and solution in a story. 5. retell a story using the pictures. 6. use text features to get information (illustrations, captions, lists, diagrams, graphs)	1. retell/ journal/graphic organizer (reasonable prediction) 2. retell/journal/graphic organizer (sequentially retells a story) 3. discussion/journal (child talks about context of story and compares to something else.) 4. retell/journal/graphic organizer /weekly and unit tests (accurately identifies characters, setting, problem and solution from the context) 5. retell, journal, graphic organizer, observation. 6. anecdotal notes from leveled reading groups, daily observation, weekly and unit assessments

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Fluency Standard: The student will use appropriate phrasing, expression and rate to comprehend texts.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. uses punctuation to read fluently. 2. reads high frequency words accurately with automaticity. 3. reads 53 correct words per minute (cwpm) or better.	I can... 1. read using punctuation. 2. read first grade words quickly. 3. read fluently.	1. reading group observations/anecdotal records, fluency reading passages, running records (short pauses at commas, longer pauses at periods) 2. sight word list (3 second recall) 3. fluency reading probes, running records (spring fluency goal is 53 cwpm), book list of independent reading titles

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Vocabulary Standard: The student will understand level appropriate vocabulary.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> 1. applies Tier 2 vocabulary in speaking, writing, and listening. (<i>rich words that authors use, not typically in students speaking vocabulary- i.e. vast/big</i>) 2. develops a sense of word consciousness. 	<p>I can...</p> <ol style="list-style-type: none"> 1. use and understand vocabulary words when I talk, write, and listen. 2. ask about or show understanding of new words. 	<ol style="list-style-type: none"> 1. observation of picture retell (list the words student uses to describe picture-count Tier 2 words used) 2. observation/journals/graphic organizer (students connect new vocabulary to situations- Ex. Tally of words heard and seen, example/non example)

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Writing Process Standard: The student will use the writing process to communicate effectively and as a tool for learning.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. composes at least 3 sentences on the same topic. 2. shares writing with an audience. 3. writes to a prompt. 4. writes for different learning purposes.	I can... 1. write 3 sentences about the same thing. 2. share my writing with others. 3. write about a topic my teacher gives me. 4. show what I have learned in writing.	1. unit assessments, writing prompts, journals (3 ideas on the same topic) 2. read to adult or peer/authors chair (sharing depicts story written/drawn) 3. writing prompts, unit writing assessments (refer to writing rubric) 4. learning logs, journals, vocabulary logs, graphic organizers

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Conventions of Writing Standard: The student will use conventions of writing.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. capitalizes the beginning of a sentence and proper nouns. ☞ 2. applies basic punctuation. ☞ 3. focuses on one topic in his/her writing. 4. writes complete sentences. ☞ 5. incorporates correct spelling of high frequency words. 6. uses nouns and action verbs. 7. uses correct letter formation.	I can... 1. capitalize the beginning of my sentence and proper nouns. 2. use the correct punctuation at the end of my sentences. 3. stay on one topic in my writing. 4. write complete sentences. 5. spell kindergarten and first grade words correctly in my writing. 6. use nouns and action verbs in my writing. 7. write my letters correctly.	1. writing prompt, short answers, journals (capital letter at the beginning of sentence and names of people, places, months, and days of the week) 2. writing prompt, short answers, journals (period, question marks, exclamation marks) 3. writing prompt, short answers, journals 4. writing prompt, short answers, journals (complete thought) 5. writing prompt, short answers, journals 6. writing prompt, short answers, journals 7. writing prompt, short answers, journals, handwriting pages (using handwriting curriculum- Zaner Bloser)

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Listening Standard: The student will listen effectively for information and understanding.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. listens for understanding and information. ★ (21 st -C) 2. physically attends to the speaker (active listening). ★ (21 st -E) 3. interprets nonverbal cues. ★ 4. asks questions and shares ideas to enhance the understanding of what is being said. ★ (21 st -E)	I can... 1. listen to learn. 2. actively listen to a speaker. 3. understand how others feel by looking at their faces and bodies. 4. ask questions and share ideas about what the speaker said.	1. observation/verbal questioning to check for understanding/student work product following a lesson (able to complete a task after a lesson, able to answer questions about the topic) 2. observation/anecdotal notes (eyes on the speaker, body basics, undivided attention) 3. observation (student reactions to cues that ask for help, attention, encouragement) 4. observation

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Speaking Standard: The student will communicate effectively when speaking in a variety of settings.		
Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. uses appropriate volume and language according to the audience. (21 st -E) 2. uses nonverbal communication when speaking. 3. speaks clearly and distinctly to be understood. (21 st -E) 4. formulates complete responses to a question. (21 st -E)	I can... 1. change the volume of my voice for different situations/audiences. 2. use my body to show how I feel. 3. speak so others can understand me. 4. answer questions.	1. Observation (voice varies appropriately in different situations). 2. Observation (uses appropriate facial expressions and hand gestures to match meaning of content). 3. Observation (spoken message is audible, able to comprehend intended meaning). 4. Observation (answer is relevant and correct according to question asked).

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Viewing Standard: The student will use reading comprehension strategies to understand the characteristics and components of media.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student ... 1. distinguishes between literary and visual narratives. ☒	I can... 1. tell the differences between a story in a book and other ways to tell the same story (plays, skits, photographs, cartoons, movies, etc.).	1. verbally describe and/or draw a picture of something alike and/or different

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