

I = Introduced R = Rehearsed M = Mastered A = Applied

ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
1A - Students who meet the standard can apply word analysis and vocabulary skills to comprehend selections.											
1.A.EC.a/1.A.Ka Understand that pictures and symbols have meaning and that print carries a message.	1.A.EC.a / 1.A.Ka I can match pictures. I can label pictures. I can use picture clues to give me information.	I	I R M	A							
1.A.EC.b/1.A.Kb Understand that reading progresses from left to right and top to bottom.	1.A.EC.b / 1.A.Kb I can follow as a book is read front to back. I can turn the pages in a book left to right. I can role play reading a book. I can identify the title, author and illustrator.	I	I R M	A							
1.A.Kb Demonstrate understanding of concepts about books (i.e., front and back, turning pages, knowing where a story starts, and viewing page on left before page on right).	1.A.Kb I can find the front cover, back cover, and title page of a book. I can show where a story starts.		I R M	A							
1.A.Kc Demonstrate understanding of concepts about print (i.e., words, letters, spacing between words, and left to right).	1.A.Kc I can tell the difference between letters, numbers and words. I can show spaces between words. I can read left to right.		I R M	A							
1.B.EC.b/1.A.Kd Begin to develop phonological awareness by participating in rhyming activities.	1.B.EC.b / 1.A.Kd I can hear and do rhyming activities. I can hear word patterns.	I	I R M	A							
1.A.Kd Demonstrate phonological awareness (i.e., rhymes and alliterations).	1.A.Kd I can clap syllables. I can count syllables.		I R M	A							
1.B.EC.c/1.A.Ke Recognize separable and repeating sounds in spoken language.	1.B.EC.c / 1.A.Ke I can repeat simple songs or fingerplays.	I	I R M	A							
1.A.Ke Demonstrate phonemic awareness (i.e., segmenting and blending syllables and phonemes, and substituting sounds).	1.A.Ke I can break words apart. I can blend and break apart sounds in a word. I can blend letter sounds together.		I R M	A							
1.1.01 1.2.01 Use phonics to decode simple words in age-appropriate material.	1.1.01 1.2.01 I can sound out new words.			I R M	A						

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1.1.02 Demonstrate phonological awareness (e.g., counting syllables, hearing rhyme, alliteration, onset and rime) of sounds in words.	1.1.02 I can hear /use word parts.			I R M	A						
1.1.03 Demonstrate phonemic awareness by blending or segmenting phonemes in a one-syllable word.	1.1.03 I can blend and break apart sounds in a word.			I R M	A						
1.2.02 Use Phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular one and two syllable words.	1.2.02 I can blend sounds to make one and two syllable words.			I R	MA						
1.A.ECd Identify some letters, including thos in my own name.	1.A.ECd I can name letters, especially those in my name.	I									
1.A/ECe Make some letter-sound matches.	1.A.ECe I can make some letter sound matches.	I									
1.A.Kf Demonstrate alphabet knowledge (I.e., recognizes letters and their most common sounds).	1.A.Kf I know my letters and their sounds.		I R M	A							
1.A.ECc Identify labels and signs in the environment.	1.A.ECc I can name common names, symbols and signs in my world.	I									
1.A.Kg Read one syllable and high frequency words.	1.A.Kg can read one syllable words. I can read high frequency words.		I R M	A							
1.1.04 Recognize 100 high frequency sight words including environmental print (but not including words the child can read using phonics).	1.1.04 I can read the 100 first grade sight words.			I R M A							
1.2.03 Recognize 200 high frequency sight words.	1.2.03 I can read the 200 second grade high frequency words.				I R M A						
1.1.05 1.2.04 Use appropriate strategies of decoding (e.g., illustrations, phonics, word patterns, context clues) to recognize unknown words when reading material.	1.1.05 1.2.04 I can use my reading strategies to figure out new words (picture clues, chunking, rereading, context, etc.)			I R M	A						

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1.1.06 1.2.05 Use knowledge of letter-sound correspondences and high frequency words to orally read age-appropriate material.	1.1.06 1.2.05 I can use sight words and strategies to read grade level books.			I R M A	A						
1.1.07 1.2.06 Begin to recognize miscues that interfere with meaning and use self-correcting strategies.	1.1.07 1.2.06 I can reread to correct mistakes so what I am reading makes sense.			I R M	A						
1.2.07 Use a variety of resources (e.g., context, previous experiences, dictionaries, glossaries, computer resources, ask others) to determine and clarify meanings of unfamiliar words.	1.2.07 I can use resources and strategies to learn the meanings of new words.				I R	M	A				
1.1.08 Use a variety of resources (e.g., age appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.	1.1.08 I can get help for the meaning of words I don't know by using pictures and the story.			I R M A							
1.3.01 1.4.01 1.5.01 1.6.01 Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and affixes List) (e.g., use knowledge of prefix dis-to determine the meaning of disrespect).	1.3.01 1.4.01 1.5.01 1.6.01 I can use prefixes, suffixes and knowledge of roots to understand meaning of words (see Roots and Affixes list).					I R	M	A	I R M	A	
1.7.01 I can apply my knowledge of word parts to understand meaning of words.	1.7.01 I can apply my knowledge of word parts to understand meaning of words.								I R	M	A
1.8.01 Determine the meaning of an unknown word or content-area vocabulary using knowledge of prefixes and suffixes, and word roots (see Roots and Affixes list).	1.8.01 I can use prefixes, suffixes, and root words to understand word meanings.								I R	M	A
1.3.02 1.4.02 Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).	1.3.02 1.4.02 I can identify the root word and affixes of familiar words (see Roots and Affixes list).					I R	M A				

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1.6.02 Given words that are spelled alike, identify them as homonyms.	1.6.02 I can identify words as homonyms when they are spelled alike.						I	R	M	A	
1.7.02 1.8.02 I can use origins and derivations to understand word meanings.	1.7.02 1.8.02 I can learn new words and from where they come.								I R	M	A
1.3.03 Identify words that begins with the same sound (including consonant digraphs, different letters having the same sound, and silent letters - e.g., knight and new).	1.3.03 I can tell when words begin with the same sound.			I R M A							
1.3.06 1.4.03 Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).	1.3.06 1.4.03 I can understand the meaning of compound words.			I R	M A						
1.3.04 Identify words having the same vowel sound (e.g., date and slave).	1.3.04 I can tell when words have the same vowel sound.			I R	M A						
1.3.07/1.3.08 1.4.04 1.5.02 1.6.03 1.7.03 1.8.03 Determine the meaning of unknown words using within-sentence clues.	1.3.07/1.3.08 1.4.04 1.5.02 1.6.03 1.7.03 1.8.03 I can use word clues and context clues to understand the meaning of a word.			I R	R	M A		I	R	M	A
1.6.04 1.7.04 1.8.04 Determining the connotation of a word using word, sentence, and cross-sentence clues.	1.6.04 1.7.04 1.8.04 I can use word clues and context clues to understand the implied meaning of a word.							I	R	M	A
1.3.05 Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).	1.3.05 I can tell when words rhyme even if they have different spelling patterns.			I	R	M A					

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1.3.09/1.3.10 1.4.05/1.4.06 1.5.03/1.5.04 1.6.05 Use synonyms and antonyms to define words.	1.3.09/1.3.10 1.4.05/1.4.06 1.5.03/1.5.04 1.6.05 I can use synonyms and antonyms to define words.				I	R M	A	I R	M A		
1.7.05 Use synonyms and antonyms to determine implied meanings of words.	1.7.05 I can use synonyms and antonyms to understand the implied meanings of words.						I	R	R	M	A
1.4.08 Determine the correct use of homonyms using context clues. 1.5.06 Determine the correct use of homonyms, idioms, and analogies using context clues.	1.4.08 (homonyms only) 1.5.06 I can use homonyms, idioms, and analogies correctly.						I	R M	A		
1.5.05 1.6.06 1.7.06 1.8.05 Determine the meaning of a word in context when the word has multiple meaning.	1.5.05 1.6.06 1.7.06 1.8.05 I can understand that some words have more than one meaning and pick out the right word.							I R	R	M	A
1.3.11 1.4.07 Determine the word that best fits a given context.	1.3.11 1.4.07 I can choose the best word to fit into a given sentence.				I	R M A					

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1B - Students who meet the standard can apply reading strategies to improve understanding and fluency.											
1.B.Eca/1.B.Ka Predict what will happen next using pictures and content for guides.	1.B.Eca / 1.B.Ka I can use the cover, title, and pictures to make predictions about a story.	I	R M	A							
1.2.08 Read fiction and non-fiction materials for specific purposes.	1.2.08 I can read fiction and nonfiction books.			I R	R M A						
1.1.09 Make predictions before reading and relate to personal experiences (e.g., illustrations, title).	1.1.09 I can make predictions before reading. I can make connections.		I	R M	A						
1.2.09 Use clues (e.g., titles, pictures, themes, prior knowledge, graphs) to make and justify predictions before, during and after reading.	1.2.09 I can make predictions using clues from what I read before, during and after reading.			I R	R M A						
1.1.10 Discuss prior knowledge of topics and relate to the text before reading.	1.1.10 I can tell about this topic before reading.			I R	M A						
1.2.10 Recognize informational text structure (e.g., sequence, list/example) before, during and after reading.	1.2.10 I can use information from nonfiction text before, during and after reading.			I	R	M	A				
1.1.11 Connect the elements of narratives (e.g., characters, setting, plot) to the text.	1.1.11 I can tell about the characters, setting, problem and solution.			I R M	A						
1.2.11 1.3.16 Develop familiarity with poetry (e.g., choral reading to develop fluency).	1.2.11 1.3.16 I can read poetry.			I R	M A						
1.B.Kb Connect text to prior experiences and knowledge.	1.B.Kb I can make connections to myself from a story or poem.		I R M	A							
1.1.12 Distinguish between poetry and prose.	1.1.12 I can tell the difference between poetry and story.			I R	M A						
McRel Standard 5:1	McR5:1 I can make pictures in my head to help me understand the story.			I R	M A						

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1.B.Kc Engage in shared/independent reading of familiar predictable text.	1.B.Kc I can read a familiar story, poem, or rhyme by myself and with a group.		I R M	A							
1.1.13 Begin to check for understanding (e.g., reread, read ahead, use illustrations and context clues) during reading.	1.1.13 I can reread, use pictures and think about the story while I read.			I R	M A						
1.2.12 Recognize when understanding requires re-reading to clarify meaning.	1.2.12 I know when I need to re-read for meaning.			I R	M	A					
1.2.13 State facts and details of text during and after reading.	1.2.13 I can state facts and details from what I read.			I R	M A						
1.1.14 Ask questions to clarify understanding before, during and after reading.	1.1.14 I ask questions when I do not understand.			I R	M A						
1.2.14 Locate answers to age-appropriate questions, before, during and after reading, to clarify understanding.	1.2.14 I can find answers in what I read before, during and after to clarify understanding.				I R	M	A				
1.2.15 Interpret text information gathered from diagrams, graphs, or maps before, during and after reading.	1.2.15 I can understand information from diagrams, graphs, or maps before, during and after reading.				I R	M	A				
1.2.16 Demonstrate creative responses to text such as dramatizations, oral presentations, or "make believe" play after reading.	1.2.16 I can respond creatively to text and share it.			I	R M	A					
1.2.17 Interpret age-appropriate figurative language.	1.2.17 I can understand similes and metaphors.				I	R	M A				
1.1.15 Read age-appropriate material orally with accuracy rhythm, volume, and flow that sounds like everyday speech.	1.1.15 I can read first grade books fluently.			I R M	A						
1.2.18 Read age-appropriate material with accuracy, rhythm, volume, and flow that sounds like everyday speech.	1.2.18 I can read second grade text fluently.				I R M	A					

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1.3.12 1.4.09 1.5.07 Activate prior knowledge to establish purpose for reading a given passage.	1.3.12 1.4.09 I can establish purposes for reading. 1.5.07 I can establish and adjust purposes for reading.					I R M	A				
1.6.07 1.7.07 Make and verify predictions based on prior knowledge and text.	1.6.07 1.7.07 I can make and verify predictions based on prior knowledge and text.						I	R	M	A	
1.3.13 1.4.10 1.5.08 1.6.08 Identify probable outcomes or actions.	1.3.13 1.4.10 1.5.08 1.6.08 I can identify probable outcomes or actions.					I R M	A				
1.3.14 1.4.12 Make connections from text to text, text to self, text to world.	1.3.14 1.4.12 Make connections from text to text, text to self, text to world.					IRM	A	A	A		
1.3.15 1.4.13 Differentiate between fact and opinion.	1.3.15 1.4.13 I can tell the difference between fact and opinion.					IRM	A	A	A		
1.5.10 Determine the purpose of features of informational text (e.g., bold print, organization of content, key words, graphics).	1.5.10 I can determine the purpose of informational text features.							I R	M	A	
1.5.11 Distinguish between minor and significant details in a passage.	1.5.11 I can distinguish between minor and important details in text.							I R	M	A	
1.6.09 1.7.08 1.8.06 Identify the structure and format of text, including graphics and headers (e.g., persuasive, informational).	1.6.09 1.7.08 1.8.06 I can skim or preview text, making connections to identify the type of reading.								I	R	M
1.8.07 Clarify an understanding of text by creating outlines, notes, or other visual representations.	1.8.07 I can use graphic organizers to help understand the text.								I	R	M

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1.4.11 1.5.09 1.6.10 1.7.09 1.8.08 Use information in charts, graphs, and diagrams to help understand a reading passage.	1.4.11 1.5.09 1.6.10 1.7.09 1.8.08 I can use visuals and data support text (e.g., charts, graphs, diagrams, maps, and tables).						M		R	M	A
1.7.11 1.8.09 Compare the content and organization (e.g., themes, topics, text structure, story elements) of various selections.	1.7.11 1.8.09 I can use themes, topics, text structure, and story elements to compare content and organization.								I	R	M A
1.6.11 1.7.10 Locate and interpret information found in headings, graphs, and charts.	1.6.11 1.7.10 I can use headings, graphs and charts to locate and interpret information.								I	R	M A
1.3.17 1.4.14 1.5.12 1.6.12 Identify explicit and implicit main ideas.	1.3.17 1.4.14 1.5.12 1.6.12 I can identify explicit and implicit main ideas.					I R M	A	I	R M	A	
1.7.12 1.8.10 Relate information in the passage to other readings on the same topic.	1.7.12 1.8.10 I can understand/compare a variety of texts and themes.							I	R	M	A
1.3.18 1.4.15 1.5.13 Locate information using simple graphic organizers such as Venn diagrams.	1.3.18 1.4.15 1.5.13 I can demonstrate understanding by using graphic organizers. (3rd, e.g. Venn diagrams; 4th, e.g. Venn, semantic webs; 5th, e.g. cause/effect, semantic).				I	R M	A				
1.5.15 1.6.13 1.7.13 1.8.11 Identify cause and effect organizational patterns in fiction and nonfiction.	1.5.15 (fiction only) 1.6.13 1.7.13 1.8.11 I can identify cause and effect in fiction and nonfiction.							I R	R	R	M

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1.3.19 1.4.16 1.5.14 Make comparisons across reading passages (e.g., topics, story elements).	1.3.19 1.4.16 1.5.14 I can make comparisons across reading passages (e.g., topics, story elements, themes).					I R M	A				
1.7.14 1.8.12 Identify, compare and contrast organizational patterns in fiction and nonfiction.	1.7.14 1.8.12 I can identify compare and contrast in fiction and nonfiction.								I	R	M
1.8.13 Identify proposition and support organizational patterns in fiction and nonfiction.	1.8.13 I can identify persuasive text with supporting details in fiction and nonfiction.								I	R	M
1C - Students who meet the standard can comprehend a broad range of reading materials.											
1.C.ECa / 1.C.Ka Retell information from a story.	1.C.EC a / 1.C.Ka I can retell a story.	I	R M	A							
1.1.16 Compare two books by the same author.	1.1.16 I can compare two books by the same author.			I R	M	A					
1.C.Ecb / 1.C.Kb Resppond to simple questions about reading material.	1.C.EC b / 1.C.Kb I can answer simple questions about a story.	I	R M	A							
1.C.Kc Compare/contrast a variety of literary works.	1.C.Kc I can compare fiction and non-fiction, stories, poems, and nursery rhymes.	I	R M	A							
1.C.Kd Demonstrate understanding that different text forms are used for different purposes.	1.C.Kd I can use magazines, lists, and storybooks for enjoyment or information.	I	R M	A							
1.C.ECc / 1.C.Ke Demonstrate understanding of literal meaning of stories by making comments.	1.C.EC c / 1.C.Ke I can respond to a story.	I	R M	A							
1.2.19 Respond to analytical and interpretive questions based on information in text.	1.2.19 I can answer different kinds of questions about the text.			I	R M A						
1.2.20 Select passages in non-fiction materials to answer specific questions.	1.2.20 I can find specific answers in nonfiction texts.			I	R M A						

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1.2.21 Ask questions to seek clarification of meaning.	1.2.21 I can ask questions to understand meaning.				I R M	A					
1.2.22 Use information in text or illustrations to generate questions about the cause of a specific effect.	1.2.22 I can use pictures and text to ask questions about cause and effect.				I R	M	A				
1.2.23 Use self-monitoring (e.g., re-read question, confirm) to solve problems in meaning to achieve understanding of a broad range of reading materials.	1.2.23 I can self-monitor to understand the meaning of the text.				I R	M A					
1.2.24 Identify the author's purpose and the main idea.	1.2.24 I can identify the author's purpose and the main idea.				I R	M A					
1.2.25 Compare an author's information with the student's knowledge of self, world, and other texts in non-fiction text.	1.2.25 I can make connections to self, world, and other texts in nonfiction text.			I R	R M	A					
1.1.17 1.2.26 Compare a broad range of books that have the same theme and topic.	1.1.17 1.2.26 I can compare books that tell about the same thing.			I R	M	A					
1.1.18 Summarize information about fiction and nonfiction.	1.1.18 I can tell what I learned from a fiction or nonfiction book.			I R M	A						
1.1.19 Create illustrations to answer questions about a story.	1.1.19 I can draw a picture to retell the story.		I	R M A							
1.1.20 Use information in illustrations to text to make predictions and relate to prior knowledge.	1.1.20 I can look at pictures to learn about the story.		I	R M A							
1.2.27 Summarize and retell the text read or heard.	1.2.27 I can summarize and retell text.				I R	M A					
1.2.28 Recognize and discuss the structure of a story in sequential order.	1.2.28 I can recognize and discuss the sequence of the story.		I	R	M A						
1.2.29 Use information in text to recognize differences of opinion.	1.2.29 I can use information in text to recognize differences of opinion.				I	R M	A				

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1.2.30 Recognize how specific authors and illustrators express their ideas in text and graphics (e.g., dialogue, characters, color).	1.2.30 I can recognize how specific authors and illustrators express their ideas.				I	R M	A				
1.2.31 Identify and begin to interpret information presented in age-appropriate maps, diagrams, and charts for both fiction and nonfiction materials.	1.2.31 I can identify and interpret information presented in maps, diagrams, and charts.			I	R M	A					
1.1.21 Select books appropriate to reading levels or interests.	1.1.21 I can choose books I like to read.		I	R M A	A						
1.2.32 Select books appropriate to reading levels.	1.2.32 I can select books at my reading level.			I	R M	A					
1.2.33 Develop familiarity with available technology (e.g., computers, copiers, cameras, interactive web sites).	1.2.33 I can use available technology.				I	R	M A				
1.3.26 1.4.17 1.5.16 1.6.14 1.7.15	1.3.26 1.4.17 1.5.16 1.6.14 1.7.15				I	R	R	M	I	R	M
1.8.14 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	1.8.14 I can determine the answer to an inference question regarding the meaning of a passage.										
1.3.21 1.4.18 1.5.17 1.6.15 1.7.16 Distinguish the main ideas and supporting details in informational text.	1.3.21 (informational text only) 1.4.18 (informational text only) 1.5.17 1.6.15 1.7.16 I can distinguish the main ideas and supporting details in any text.				I	R	M	A	I R	M	A
1.3.22 1.4.19 1.5.18 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).	1.3.22 1.4.19 1.5.18 I can identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).				I	R	R	M	A		

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1.8.15 Compare an original text to a summary to determine whether the summary accurately captures the key ideas.	1.8.15 I can compare original text to a summary to determine accuracy.								I	R	M
1.4.20 1.5.19 1.6.16 1.7.17 1.8.16 Summarize a story passage or text, or identify the best summary.	1.4.20 1.5.19 1.6.16 1.7.17 1.8.16 I can summarize/make generalizations about fiction and nonfiction text or identify the best summary.				I	R	R	R	M	A	A
1.8.17 Identify the outcome or conclusion of a story or nonfiction account, based on previous occurrences or events.	1.8.17 I can use events/previous occurrences from text to identify outcomes/conclusions.								IR	M	A
1.3.23 1.4.21 1.5.20 1.6.17 1.7.18 Identify or summarize the order of events in a story.	1.3.23 (fiction only) 1.4.21 (fiction only) 1.5.20 1.6.17 1.7.18 I can identify or summarize the order of events in fiction and nonfiction.				I	R	R	M	A	A	
1.5.21 1.6.18 1.7.19 1.8.18 Identify the causes of events in a story or nonfiction account.	1.5.21 1.6.18 1.7.19 1.8.18 I can identify the causes of events in a fiction or nonfiction account (cause/effect).				I	R	R	M	A	M A	A
1.3.24 1.4.22 1.5.22 1.6.19 1.7.20 1.8.19 Draw inferences, conclusions or generalizations about text, and support them with textual evidence and prior knowledge.	1.3.24 1.4.22 1.5.22 1.6.19 1.7.20 1.8.19 I can draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.				I	R	R	R	M	A	A

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
1.8.20 Differentiate between conclusions that are based on fact and those that are based on opinion.	1.8.20 I can differentiate between conclusions that are based on fact and those that are based on opinion.										IRMA
1.3.25 1.4.23 1.5.23 1.6.20 Differentiate between fact and opinion.	1.3.25 1.4.23 1.5.23 1.6.20 I can distinguish between fact and opinion.				I	R	M	A	A		
1.3.26 1.4.24 1.5.24 Draw conclusions from information in maps, charts, and graphs.	1.3.26 1.4.24 1.5.24 I can draw conclusions from maps, charts, and graphs.			I	R	R	R	R	M	A	
1.5.25 1.6.21 Interpret an image based on information provided in a passage.	1.5.25 1.6.21 I can use information from the text to understand a graphic/image.							I	R	R	M
1.7.21 Differentiate between fact and opinion in a persuasive essay or excerpt.	1.7.21 I can differentiate between fact and opinion in persuasive text.								IR	R	MA
1.8.21 Explain information presented in a nonfiction passage using evidence from the passage.	1.8.21 I can explain information presented in a nonfiction passage using evidence from the passage.								IR	M	A
1.3.27 1.4.25 1.5.26 1.6.22 Determine whether a set of simple instructions or procedures is complete and therefore, clear (e.g., if incomplete, identify what is missing).	1.3.27 1.4.25 1.5.26 1.6.22 I can determine whether a set of complex, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).					I	R	M	A		
1.8.22 Use information from a variety of sources to explain a situation or decision or to solve a problem.	1.8.22 I can use information from a variety of sources to explain a situation or decision or to solve a problem.									IR	M
1.7.22 1.8.23 Determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).	1.7.22 1.8.23 I can determine whether a set of technical, multiple-step instructions or procedures are clear (e.g., if not clear, edit to clarify).								IR	M	A

I = Introduced R = Rehearsed M = Mastered A = Applied

ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
1.6.23 1.7.23 Explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.	1.6.23 1.7.23 I can explain how the author's choice of words appeals to the senses, creates imagery, suggests mood, and sets tone.								I R	M	A
1.6.24 1.7.24 Determine how illustrators use art to express their ideas.	1.6.24 1.7.24 I can determine how illustrators use art to reflect, interpret and enhance the text.								I	R M	A
1.8.24 Determine the author's purpose as represented by the choice of genre, and literary devices employed.	1.8.24 I can determine the author's purpose as represented by the choice of genre, and literary devices employed.									I R	M
1.8.25 Determine why some points are illustrated.	1.8.25 I can determine why some points are illustrated using text (e.g., imagery, multiple points of view) or art.									I R	M
1.3.28 1.4.26 1.5.27 Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).	1.3.28 1.4.26 1.5.27 I can determine the author's purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).				I	R	R	M	A		
1.5.28 Determine how authors and illustrators express their ideas.	1.5.28 I can determine how authors and illustrators express their ideas.			I	R	R	M	A			

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
2A - Students who meet the standard can understand how literary elements and techniques are used to convey meaning.											
2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.	2.A.EC I can use magazines, lists, and storybooks for enjoyment and information.	I	R	M	A						
2.A.K Understand the structure of a story.	2.A.K I can talk about the parts of a story.		I R M	A							
2.1.01 Identify and compare characters, settings, and/or events in stories and/or pictures.	2.1.01 I can tell about the characters, setting and what happens in stories or pictures.			I R M	A						
2.2.01 Describe and compare characters, settings, and/or events in stories or pictures.	2.2.01 I can describe and compare characters, settings, and/or events in stories or pictures.			I R	M	A					
2.1.02 Tell a story with a beginning, a middle, and an end.	2.1.02 I can tell a story with a beginning, middle, and end.			I R M	A						
2.2.02 Retell stories and events using a beginning, a middle and an end.	2.2.02 I can retell stories and events using a beginning, a middle, and an end.			I R	M	A					
2.2.03 Define unfamiliar vocabulary.	2.2.03 I can use strategies to understand new vocabulary.			I R	M	A					
2.2.04 Identify the topic or main idea (theme).	2.2.04 I can identify the topic or main idea.			I R	M	A					
2.1.03 Distinguish between "real" and "make believe".	2.1.03 I can tell the difference between "real" (nonfiction) and "make believe" (fiction.)			I R M	A						
2.2.05 Distinguish between "make believe" and realistic narrative.	2.2.05 I can tell the difference between "make believe" and realistic narrative.			I	R M	A					
2.2.06 Recognize a regular beat and similarities of sound (rhythm and rhyme) in poetry.	2.2.06 I can recognize rhythm and rhyme in poetry.			I	R M	A					
2.2.07 Recognize that prose is written in sentences and organized in paragraphs.	2.2.07 I can recognize that prose is written in sentences and organized in paragraphs.			I	R M	A					

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
2.3.01 2.4.01 2.5.01 2.6.01 2.7.01 2.8.01 Differentiate among the literary elements of plot, character, and setting.	2.3.01 I can differentiate among the literary elements of plot, character, and setting. 2.4.01 3rd plus theme 2.5.01 3rd plus theme 2.6.01 plus character foils. 2.7.01 6th grade plus conflict, point of view, and flashback. 2.8.01 6th and 7th plus rising action, falling action, and resolution.			I	R	M	A		R	R	M
2.3.02 2.4.02 Identify main and supporting characters.	2.3.02 2.4.02 I can identify (3rd) and distinguish(4) between main and supporting characters.				I R	M	A				
2.5.02 Identify events important to the development of the plot and subplot.	2.5.02 I can identify events important to the development of the plot and subplot.						I R	M A			
2.6.02 2.7.02 2.8.02 Explain how plot, setting, character, and theme contribute to the meaning of a literary selection.	I can explain how story elements contribute to the meaning of a literary selection: 2.6.02 plot, setting, character and theme. 2.7.02 6th plus conflict, point of view. 2.8.02 6th and 7th plus rising acion, faling action, and resolution						I	R	I	R	M
2.3.03 2.4.03 Identify events important to the development of the plot.	2.3.03 2.4.03 I can identify events important to the development of the plot (3) and subplot (4).				I	R M	A				
2.3.04 2.4.04 2.5.03 Identify setting (I.e., place and time period).	2.3.04 I can identify the setting. 2.4.04 I can identify setting, including how setting affects the plot 2.5.03 I can identify setting, including how setting affects the plot.				I R	M	A				
2.6.03 Interpret literary passages using the following elements of literary structure: exposition.	2.6.03 I can interpret literary passages using exposition (background of the characters and the present situation.							I R	M	A	A

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
2.3.05 2.4.05 2.5.04 2.6.04 2.7.03 2.8.03 Identify author's message.	2.3.05 2.4.05 2.5.04 2.6.04 2.7.03 2.8.03 I can identify the author's intended audience and purpose				I	R M	A		R	M	A
2.4.06 2.5.05 2.6.05 2.7.04 2.8.04 Compare stories to personal experience, prior knowledge, or other stories.	2.4.06 2.5.05 2.6.05 2.7.04 2.8.04 I can compare stories to personal experience, prior knowledge, or other stories.				I R	R	M	A	R	M	A
2.5.07 2.6.06 2.7.05 2.8.05 Recognize points of view in narratives (e.g., first person).	2.5.07 2.6.06 2.7.05 2.8.05 I can recognize points of view in narratives. (e.g. first person).				I	R	R	M	R	M	A
2.5.06 Interpret literary passages using the following elements of literary structure: rising action, and falling action/resolution.	2.5.06 I can interpret literary passages using the following elements of literary structure: rising action, falling action/resolution.						I R	R M	A		
2.3.06 2.4.07 Explain outcomes using the following literary elements: problem/conflict, resolution.	I can explain outcomes using the following literary elements: 2.3.06 problem/conflict resolution 2.4.07 plus rising action and climax.				I R	R M	A				

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
2.3.07 2.4.08 2.5.08 2.6.07 2.7.06 2.8.06 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	2.3.07 2.4.08 2.5.08 2.6.07 2.7.06 2.8.06 I can determine what characters are like by their words, thoughts, and actions, (8th grade - how other characters react to them).				I	R M	A		R	M	A
2.3.08 2.4.09 2.5.09 2.6.08 2.7.07 2.8.07 Determine character motivation.	2.3.08 2.4.09 2.5.09 2.6.08 2.7.07 2.8.07 I can determine character motivation.				I	R M	A		R	M	A
2.6.09 2.7.08 Compare or contrast the behavior of two characters.	2.6.09 2.7.08 I can compare or contrast the behavior of two characters.					I	R M	A	R	M	A
2.8.08 Identify conflict or contradiction within a character or a character's behavior.	2.8.08 I can identify conflict or contradiction within a character or a character's behavior.										A
2.4.10 2.5.10 Determine the causes of characters' actions (other than motivation).	2.4.10 2.5.10 I can determine the causes of character's actions (other than motivation).					I	R M	A			
2.5.11 2.6.10 2.7.09 2.8.09 Explain the relationship between main and supporting characters.	2.5.11 2.6.10 2.7.09 2.8.09 I can explain the relationship between main and supporting characters.					I	R	M	A	M	A
2.3.09 Identify and compare characters' attributes in a story.	2.3.09 I can identify and compare characters' attributes in a story.				I	R M	A				

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
2.4.11 Identify and interpret figurative language (e.g., metaphor, simile, idiom).	I can identify metaphors, similes, and idioms.					I	R M	A			
25.12 Identify and interpret figurative language (e.g., metaphor, alliteration, personification).	I can identify metaphors, alliteration, personification.						I R	M	A		
2.6.11 Identify and interpret figurative language or literary devices: (e.g., sensory detail, simile, rhyme, repetition, metaphors, alliteration, personification).	I can identify sensory details, similes, rhyme, repetition, metaphors, alliteration and personification.					I	R	R	M	A	
2.7.10 Identify literary devices: (e.g., alliteration, imagery, sensory detail, simile, rhyme, repetition, subtle metaphors, alliteration, personification).	I can identify alliteration, imagery, sensory details, similes, rhyme, repetition, subtle metaphors, alliteration, and personification.								I R	M	A
2.8.10 Identify literary devices: (e.g., figurative language, hyperbole, understatement, symbols, dialogue,	I can identify figurative language, hyperboles, understatement, symbols, and dialogue.	**								I R	M A
2.6.12 2.7.11 2.8.11 Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.	I can explain how the literary devices contribute to the meaning of a literary selection. 2.6.12 (e.g., sensory detail, simile, rhyme and repetition, onomatopoeia, and personification). 2.7.11 (6th plus alliteration, imagery, and metaphor). 2.8.11 (6th and 7th plus figurative language dialogue)								M R I	A M R	A A M
2.4.12 2.5.13 Identify examples of poetic devices using sound, (e.g., alliteration, onomatopoeia, rhyme scheme, consonance).	I can identify examples of poetic devices using sound. 2.4.12 plus consonance 2.5.13 plus unrhymed verse	**					I R	M	A		
2.6.13 2.7.12 2.8.12 Identify verbal irony.	I can identify varieties of irony. 2.6.13 verbal irony 2.7.12 verbal and situational irony 2.8.12 verbal, situational and dramatic irony.								IRM	IRM	IRM

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
2B - Students who meet the standard can read and interpret a variety of literary works.											
2.B.Ka Recognize narrative, informational texts and rhymes.	2.B.Ka I can identify information books, storybooks, poems, and rhymes.	I	I R M	A							
2.B.EC / 2.B.Kb Show independent interest in reading-related activities.	2.B.EC / 2.B.Kb I can choose books that I like to read.	I	I R M	A							
2.B.Kc Comprehend and respond to fiction and non-fiction.	2.B.Kc I can tell the difference between fiction and non-fiction, and answer questions about them.		I R M	A							
2.1.04 2.2.08 Investigate self-selected/teacher-selected literature (e.g., picture books, nursery rhymes, fairy tales, poems, legends) from a variety of cultures.	2.1.04 2.2.08 I can read and/or listen to books from different countries.	I	I R	R	M	A					
2.1.05 2.2.09 Re-enact and retell stories, songs, poems, plays, and other literary works.	2.1.05 2.2.09 I can act out and retell selections (e.g., stories, songs, poems).	I	I	R	M	A					
2.2.10 Make a reasonable judgment with support from the text.	2.2.10 I can make a reasonable judgment with support from the text.		I	R	M	A					
2.1.06 Produce simple evaluative expressions about the text ("I like the story because...").	2.1.06 I can tell about my favorite part of the story.	I	I R	M	A						
2.1.07 Make simple connections from the story to events or people in their own lives.	2.1.07 I can make connections from a story.		I	R M	A						
2.2.11 Make connections from text to text, text to self, text to world.	2.2.11 I can make connections from text to text, text to self, text to world.			I R	M	A					
2.2.12 Compare two works by the same author.	2.2.12 I can compare two works by the same author.			I R	M	A					
2.2.13 Discuss several works that have a common idea.	2.2.13 I can discuss several works that have a common idea.			I	R M	A					

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ILLINOIS STATE ASSESSMENTS	I Can Statements	Pre-K	K	1	2	3	4	5	6	7	8
2.3.10	2.3.10				I R	M	A				
2.4.13 Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.	2.4.13 I can identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay (4th gr. add myth or legend and folk tale).						I R M	A			
2.5.14 Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairytale, fable, nonfiction, and essay.	I can identify various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.						I	R M	A		
2.6.14 2.7.13 2.8.13 Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairytale, fable, nonfiction, and essay.	2.6.14 2.7.13 2.8.13 I can identify various subcategories of genres: poetry, drama (comedy and tragedy), science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.							I	R	M	A
2.4.14 2.5.15 2.6.15 2.7.14 Identify whether a given nonfiction passage is narrative, persuasive, or expository.	2.4.14 2.5.15 2.6.15 2.7.14 I can identify whether a given passage (4th; nonfiction) is narrative, persuasive or expository.			I	R	R	I R M	A			

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
3A - Students who meet the standard can compose well-organized and coherent writing for specific purposes and audiences.											
Grammar and Sentence Structure											
3.A.EC Use scribbles, approximations of letters, or known letters to represent written language.	3.A.EC I can hold a crayon or pencil to make marks on paper.	I	R M	A							
3.A.Ka Write upper and lowercase letters.	3.A.Ka I can write upper and lowercase letters.		I R M	A							
3.A.Kb Write words based on how they sound, using initial consonants and some ending sounds.	3.A.Kb I can write words based on how they sound.		I R M	A							
3.A.Kc	3.A.Kc I can begin to write a simple sentence.		I R M	A							
3.1.02 Begin to write simple sentences.	3.1.02 I can write a sentence.		I	R M	A						
3.1.02 Use beginning capitalization.	3.1.02 I can use a capital at the beginning of a sentence.		I R	M	A						
3.1.03 Use end marks (e.g., period, question mark).	3.1.03 I can use an end mark at the end of a sentence.		I R	M	A						
3.1.04 Use phonemic clues, phonetic and/or developmental spellings to construct words.	3.1.04 I can spell words using the sounds I hear.		I R	M	A						
3.1.06 Use correct spelling of high frequency words.	3.1.06 I can use correct spelling of word wall words.		I	R M	A						
3.2.01	3.2.01										
3.3.01	3.3.01										
3.4.01	3.4.01										
3.5.01	3.5.01										
3.6.01	3.6.01			I	R M	A					
3.7.01	3.7.01										
3.8.01 Write complete sentences (e.g., avoid fragments and run-on sentences).	3.8.01 I can write complete sentences (e.g., avoid fragments and run-on sentences).										

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
3.2.02 3.3.02 Use the correct form of regular verbs.	3.2.02 3.3.02 I can use the correct form of regular verbs.			I	R M	A					
3.4.02 3.5.02 3.6.02 3.7.02 3.8.02 Use the correct form of regular and irregular verbs.	3.4.02 3.5.02 3.6.02 3.7.02 3.8.02 I can use the correct form of regular and irregular verbs.				I	R	M	A			
3.2.03 (simple and compound) 3.3.03 (simple and compound) 3.4.03 3.5.03 3.6.03	3.2.03 3.3.03 I can write a variety of sentences 3.4.03 3.5.03 3.6.03			I	R M	A					
3.7.03 3.8.03 Write a variety of sentences (e.g., simple, compound, complex.	3.7.03 3.8.03 I can write a variety of sentences (e.g., simple, compound, complex.								RMA	IRMA	R M A
3.2.04 3.3.04 3.4.04 3.5.04 3.6.04 3.7.04 3.8.04 Use correct subject-verb agreement.	3.2.04 3.3.04 3.4.04 3.5.04 3.6.04 3.7.04 3.8.04 I ca use subject-verb agreement.			I R	M	A					
3.2.05 3.3.05 Use pronouns correctly.	3.2.05 3.3.05 I can use pronouns correctly.			I R	R M	A					

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
3.4.05	3.4.05										
3.5.05	3.5.05										
3.6.05	3.6.05										
3.7.05	3.7.05										
3.8.05 Write sentences with correct pronoun-antecedent agreement.	3.8.05 I can write sentences with correct pronoun-antecedent agreement.						IR	R	R	R	M
3.2.06	3.2.06										
3.3.06	3.3.06										
3.4.06	3.4.06										
3.5.06	3.5.06										
3.6.06	3.6.06										
3.7.06	3.7.06										
3.8.06 Demonstrate grade-appropriate use of the various parts of speech.	3.8.06 I can demonstrate grade-appropriate use of the various parts of speech.										
3.3.07	3.3.07										
3.4.07	3.4.07										
3.5.07	3.5.07										
3.6.07	3.6.07										
3.7.07	3.7.07										
3.8.07 Use consistent verb tense in sentences (e.g., avoid "I took a bath and then I brush my teeth.").	3.8.07 I can use consistent verb tense in sentences (e.g., avoid "I took a bath and then I brush my teeth.").										
Spelling											
3.2.07	3.2.07										
3.3.08	3.3.08										
3.4.08	3.4.08										
3.5.08	3.5.08										
3.6.08	3.6.08										
3.7.08	3.7.08										
3.8.08 Spell grade-appropriate words correctly.	3.8.08 I can spell grade-appropriate words correctly.										

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
Punctuation and Capitalization											
3.2.08	3.2.08										
3.3.09	3.3.09										
3.4.09	3.4.09										
3.5.09	3.5.09			I	RM	M	M	M	M	M	M
3.6.09	3.6.09			R							
3.7.09	3.7.09										
3.8.09 Capitalize words correctly (based on grade-appropriate rules).	3.8.09 I can capitalize words correctly (based on grade-appropriate rules).										
3.2.09	3.2.09										
3.3.10	3.3.10										
3.4.10	3.4.10										
3.5.10	3.5.10			I	IR	R	M	A	A	A	A
3.6.10	3.6.10										
3.7.10	3.7.10										
3.8.10 Use correct end punctuation.	3.8.10 I can use correct end punctuation.										
3.3.11	3.3.11										
3.4.11	3.4.11										
3.5.11	3.5.11										
3.6.11	3.6.11					I	R	R	R	R	R
3.7.11	3.7.11										
3.8.11 Use grade-appropriate commas correctly.	3.8.11 I can use grade-appropriate commas correctly.										
3.3.12	3.3.12										
3.4.12	3.4.12										
3.5.12	3.5.12										
3.6.12	3.6.12					I	R	R	M	M	M
3.7.12	3.7.12										
3.8.12 Use grade-appropriate apostrophes correctly.	3.8.12 I can use grade-appropriate apostrophes correctly.										

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
3.3.13	3.3.13										
3.4.13	3.4.13										
3.5.13	3.5.13					I	R	R	R	R	M
3.6.13	3.6.13										
3.7.13	3.7.13										
3.8.13 Use quotation marks in direct quotations.	3.8.13 I can use quotation marks in direct quotations.										
Standard 3B, 3C - Composition											
3.B.EC Dictate stories and experiences.	3.B.EC I can talk about a picture or photograph. I can tell a story.	I									
3.B.K Represent stories through pictures, dictation, written words and play.	3.B.K I can write different kinds of stories. I can dictate stories.		IR	MA							
3.C.EC Use drawing and writing skills to convey meaning and information.	3.C.EC I can make a picture and talk about it.	I									
3.C.K Use drawing and writing to convey meaning and provide information.	3.C.K I can draw and write to explain and tell about something.		IR	MA							
Expository Composition - Write an expository composition explaining or interpreting a specific topic based upon background experiences or information provided in the prompt.											
Expository (Focus) The clarity with which a composition presents and maintains a clear main point view.											
3.2.10	3.2.10										
3.3.15	3.3.15										
3.4.14	3.4.14										
3.5.14 Set the purpose of the composition through a thematic introduction or specific preview. (3rd/4th-if previewed, address each point) (5th- may be achieved inductively in the composition.)	3.5.14 I can set the purpose of the composition through a thematic introduction or specific preview. (3rd/4th-if previewed, address each point) (5th- may be achieved inductively in the composition.)					I R	R	R	RM		
3.2.11	3.2.11										
3.3.16	3.3.16										
3.4.15	3.4.15										
3.5.15 Maintain focus (logic) throughout.	3.5.15 I can maintain focus (logic) throughout.					I R	R	R	RM		

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	<i>Pre-K</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
3.2.12 3.3.17 3.4.16 3.5.16 Write a closing that relates to the topic. (May be a restatement of points in the introduction.)	3.2.12 3.3.17 3.4.16 3.5.16 I can write a closing that relates to the topic. (May be a restatement of points in the introduction.)				I R	R	R	RM			
3.3.18 3.4.17 3.5.17 Use well chosen words that suit the message and occasion.	3.3.18 3.4.17 3.5.17 I can use well chosen words that suit the message and occasion.					I	R	RM			
3.2.13 3.3.19 3.4.18 3.5.18 Include specific details to support major points.	3.2.13 3.3.19 3.4.18 3.5.18 I can include specific details to support major points.				I R	R	R	RM			
3.3.20 3.4.19 3.5.19 Build and connect ideas to create depth.	3.3.20 3.4.19 3.5.19 I can build and connect ideas to create depth.					I	R	RM			
3.3.21 3.4.20 3.5.20 Maintain consistent voice throughout.	3.3.21 3.4.20 3.5.20 I can maintain consistent voice throughout.					I	R	RM			
Expository (Organization) - The clarity of the logical flow of ideas and the explicitness of the text structure or plan (coherence and cohesion).											
3.2.14 3.3.22 3.4.21 3.5.21 Include evident structure (beginning, middle, and end).	3.2.14 3.3.22 3.4.21 3.5.21 I can include evident structure (beginning, middle, and end).				I R	M	A				
3.3.23 3.4.22 3.5.22 Use appropriate paragraphing for major points.	3.3.23 3.4.22 3.5.22 I can use appropriate paragraphing for major points.					IR	R	M			

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
3.2.15 3.3.24 3.4.23 3.5.23 Use transitions to connect sentences and paragraphs.	3.2.15 3.3.24 3.4.23 3.5.23 I can use transitions to connect sentences and paragraphs.				I R	R	R	RM			
3.3.25 3.4.24 3.5.24 Vary sentence structure.	3.3.25 3.4.24 3.5.24 I can vary sentence structure.					I	R	RM			

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ILLINOIS STATE ASSESSMENTS		I Can Statements.									
		Pre-K	K	1	2	3	4	5	6	7	8
Expository (Integration) - Evaluation of the composition based on a focused, global judgment of how effectively the composition as a whole fulfills the assignment.											
3.2.16	3.2.16										
3.3.26	3.3.26										
3.4.25	3.4.25										
3.5.25	3.5.25 I can fully develop the composition for grade level.										
3.3.27	3.3.27										
3.4.26	3.4.26										
3.5.26	3.5.26 I can include a clear, purposeful focus and voice.										
3.3.28	3.3.28										
3.4.27	3.4.27										
3.5.27	3.5.27 I can write in-depth support.										
3.3.29	3.3.29										
3.4.28	3.4.28										
3.5.28	3.5.28 I can achieve coherence (logical) and cohesion (connected) throughout the composition.										
Persuasive Composition - Write a persuasive composition by taking a position on a topic and developing one side of the argument.											
Persuasive (Focus) - The clarity with which a composition presents and maintains a clear main idea or point view.											
3.6.14	3.6.14										
3.7.14	3.7.14 I can set the purpose of the composition through a thematic introduction, specific preview, or more sophisticated strategy. (May be achieved inductively in the composition.)										
3.8.14	3.8.14 I can write a sophisticated opening through the use of anecdotes, quotations, definitions, personal appeals or other effective strategies.										
3.6.15	3.6.15										
3.7.15	3.7.15 I can maintain logic throughout.										

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3.8.15 Clearly maintain logic and position throughout.	3.8.15 I can clearly maintain logic and position (analysis/clincher) throughout.								I	R	M
3.6.16 3.7.16 Write an effective closing that relates to the topic. (May be a restatement of points in the introduction.)	3.6.16 3.7.16 I can write an effective closing that relates to the topic. (May be a restatement of points in the introduction.)								IR	M	A
3.8.16 Write an effective closing which unifies the essay.	3.8.16 I can write an effective closing which unifies the essay.								IR	M	A
<i>Persuasive (Support) - The degree to which the main point or position is supported and explained by specific details and reasons.</i>											
3.6.17 3.7.17 3.8.17 Use well chosen words that suit the message and occasion.	3.6.17 3.7.17 3.8.17 I can use appropriate word choice that suit the message and occasion.								I	R	M
3.6.18 3.7.18 Include specific details to support major points.	3.6.18 3.7.18 I can include specific details to support major points.								IR	M	
3.8.18 Use multiple strategies to develop support. (e.g., explanation, evidence, examples).	3.8.18 I can use multiple strategies to develop support. (e.g., explanation, evidence, examples).								IR	R	M
3.6.19 3.7.19 3.8.19 Build and connect ideas to create depth.	3.6.19 3.7.19 3.8.19 I can build and connect ideas to create depth.								I	R	M
3.6.20 3.7.20 3.8.20 Develop key points evenly (to the same degree of specificity).	3.6.20 3.7.20 3.8.20 I can develop key points evenly (to the same degree of specificity).								I	R	M
3.6.21 3.7.21 3.8.21 Maintain consistent voice throughout.	3.6.21 3.7.21 3.8.21 I can maintain consistent voice throughout.								I	R	M

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ILLINOIS STATE ASSESSMENTS		I Can Statements.		Pre-K	K	1	2	3	4	5	6	7	8
Persuasive (Organization) - The clarity of the logical flow of ideas and the explicitness of the text structure or plan (coherence and cohesion)													
3.6.22 3.7.22 3.8.22 Include a clear structure (beginning, middle, and end).	3.6.22 3.7.22 3.8.22 I can include a clear structure (beginning, middle, and end).										IR	M	A
3.6.23 3.7.23 3.8.23 Use appropriate, purposeful paragraphing for major points.	3.6.23 3.7.23 3.8.23 I can use appropriate, purposeful paragraphing for major points.										I	R	M
3.6.24 3.7.24 Use appropriate transitional words and phrases to connect and unify sentences and paragraphs.	3.6.24 3.7.24 I can use appropriate transitional words and phrases to connect and unify sentences and paragraphs.										IR	M	A
3.8.24 Connect sentences and paragraphs through effective and varied transitions and other devices (e.g., repetition, pronouns, synonyms, parallel structure).	3.8.24 I can connect sentences and paragraphs through effective and varied transitions and other devices (e.g., repetition, pronouns, synonyms, parallel structure).										IR	M	A
3.6.25 3.7.25 3.8.25 Vary sentence structure.	3.6.25 3.7.25 3.8.25 I can vary sentence structure.										IR	R	M
Persuasive (Integration) - Evaluation of the composition based on a focused, global judgment of how effectively the composition as a whole fulfills the assignment.													
3.6.26 3.7.26 3.8.26 Fully develop the composition for grade level.	3.6.26 3.7.26 3.8.26 I can fully develop the composition for grade level.										IRM	A	A
3.6.27 3.7.27 3.8.27 Include clear, purposeful focus and voice.	3.6.27 3.7.27 3.8.27 I can include clear, purposeful focus and voice.										IR	R	M

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	<i>Pre-K</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	
3.6.28 3.7.28 3.8.28 Write in-depth, balanced support.	3.6.28 3.7.28 3.8.28 I can write in-depth, balanced support.									IR	R	M
3.6.29 3.7.29 3.8.29 Develop lines of reasoning coherently and cohesively throughout the composition.	3.6.29 3.7.29 3.8.29 I can develop lines of reasoning coherently and cohesively throughout the composition.									IR	R	M
Narrative Composition - Write a personal narrative composition recounting and reflecting upon a significant experience, describing the action that occurs and the reactions of the participants involved.												
Narrative (Focus) - The clarity with which a narrative composition presents and maintains a unifying event or theme.												
3.6.30 3.7.30 Maintain the subject and unifying event with the event commented upon by the end of the composition.	3.6.30 3.7.30 I can maintain the subject and unifying event with the event commented upon by the end of the composition.									IR	M	
3.8.30 Clearly set the purpose of the composition through a successful introduction strategy.	3.8.30 I can clearly set the purpose of the composition through a successful introduction strategy.									IRM	A	A
3.6.31 3.7.31 Include relevant reactions to the unifying event.	3.6.31 3.7.31 I can include relevant reactions to the unifying event.									IR	M	
3.8.31 Include reactions that are effectively connected to the unifying event.	3.8.31 I can include reactions that are effectively connected to the unifying event.									IR	R	M
3.6.32 3.7.32 Write an effective closing.	3.6.32 3.7.32 I can write an effective closing.									IR	M	A
3.8.32 Write an effective closing which unifies the writing.	3.8.32 I can write an effective closing which unifies the writing.									IR	R	M
Narrative (Elaboration) - The degree to which the event is elaborated by specific details, descriptions, and reactions.												
3.6.33 3.7.33 Develop major episodes/reactions with specific details and examples.	3.6.33 3.7.33 I can develop major episodes/reactions with specific details and examples.									IR	M	A

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	<i>Pre-K</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
3.8.33 Develop all major episodes/reactions with specific details and examples (developed to the same degree of specificity.)	3.8.33 I can develop all major episodes/reactions with specific details and examples (developed to the same degree of specificity.)								IR	R	M
3.6.34 3.7.34 Describe relevant reactions to the unifying event.	3.6.34 3.7.34 I can describe relevant reactions to the unifying event.								IR	M	A
3.8.34 Describe events/reactions through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.).	3.8.34 I can describe events/reactions through multiple strategies (e.g., points of view/perspective, others' reactions, dialogue, etc.).								IR	R	M
3.6.35 3.7.35 3.8.36 Use specific words to describe the event/reactions.	3.6.35 3.7.35 3.8.36 I use specific words to describe the event/reactions.								IRM	A	A
3.8.35 Write an effective closing which unifies the writing.	3.8.35 I can write an effective closing which unifies the writing.								IR	R	M
3.6.36 3.8.37 Maintain consistent voice throughout.	3.6.36 3.8.37 I can maintain consistent voice throughout.								IRM	A	A
Narrative (Organization) - The clarity of the logical flow of an experience and/or movement of an event through time (coherence and cohesion).											
3.6.37 3.7.37 3.8.38 Write a sequence of episodes that move through time with a beginning, a middle, and an end without noticeable gaps.	3.6.37 3.7.37 3.8.38 I can write a sequence of episodes that move through time with a beginning, a middle, and an end without noticeable gaps.								IRM	A	A
3.6.38 3.7.38 Use appropriate paragraphing. 3.8.38 Use appropriate paragraphing (follow narrative structure).	3.6.38 3.7.38 3.8.38 I can use appropriate paragraphing.								IRM	A	A

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
3.6.39 3.7.39 3.8.40 Use effective and varied devices to demonstrate coherence and cohesion (e.g., transitions, parallel structure, pronouns, etc.).	3.6.39 3.7.39 3.8.40 I can use effective and varied devices to demonstrate coherence and cohesion (e.g., transitions, parallel structure, pronouns, etc.).								M	M	A
3.6.40 3.7.40 3.8.42 Vary sentence structure.	3.6.40 3.7.40 3.8.42 I can vary sentence structure.								IRM	A	A
3.8.41 Present and interrelate episodes and reactions logically.	3.8.41 I can present and interrelate episodes and reactions logically.								IR	R	M
Narrative (Integration) - The evaluation of the composition based on a focused, global judgment of how effectively the composition as a whole fulfills the assignment.											
3.6.41 3.7.41 3.8.43 Fully develop the composition for grade level.	3.6.41 3.7.41 3.8.43 I can fully develop the composition for grade level.								IRM	A	A
3.6.42 3.7.42 3.8.44 Maintain a clear and purposeful focus, an in-depth, balanced elaboration, and a consistent voice.	3.6.42 3.7.42 3.8.44 I can maintain a clear and purposeful focus, an in-depth, balanced elaboration, and a consistent voice.								IRM	A	A
3.6.43 3.7.43 3.8.45 Develop a sequence of episodes coherently and cohesively throughout.	3.6.43 3.7.43 3.8.45 I can develop a sequence of episodes coherently and cohesively throughout.								IRM	A	A

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ILLINOIS STATE STANDARDS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
Listening and Speaking											
4A - Students who meet the standard can listen effectively in formal and informal situations.											
4.A.Ka Listen attentively to stories read aloud.	I can pay attention while a story is being read.	I	IRM	A							
4.A.EC / 4.A.Kb Follow 2-3 step directions accurately.	I can follow two to three step directions.	I	IRM	A							
4.A.EC Listen with understanding and respond to directions and conversations.	I can have a conversation.	I	IRM	A							
4.A.Kc Respond appropriately to information and ideas conveyed orally.	I can share my ideas about a story.	I	IRM	A							
4A.A.1 Assume requested position and attend to speaker.	I can sit, watch and listen.		I	RM	A						
4A.C.1 Attend to the speaker and focus attention on what is being said.	I can listen to the speaker and pay attention to what they are saying		I	R	R	M	A				
4A.A.2 Respond appropriately through movements both individually and in unison (e.g., chooral answers, gestures, questions, repeating and retelling).	I can show I am listening by my actions.			IRM	A						
4A.A.10 Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.	I can show I understand messages I see and hear.			IRM	A						
4A.B.2 Respond appropriately through movements, gestures, questions, and retelling.	I can respond appropriately when listening to a speaker.			IR	RM	A					
4A.B.11 Demonstrate through body language, gestures, and written and oral responses that visual and auditory messages are being understood.	I can respond to messages I see and hear			IR	M	A					
4A.B.12 Respond appropriately to comments made by others by providing new, additional information.	I can respond appropriately to others and add my ideas to others' ideas..			IR	M	A					
4A.A.7 Differentiate between a statement and a question.	I can tell the difference between a statement and a question.			IRM	A						

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ILLINOIS STATE STANDARDS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
4A.A.8 Formulate both a response statement and a question at appropriate times.	I can use a statement or a question at the right time.			IRM	MA						
4A.A.11 Ask appropriate questions to clarify basic events in media presentations.	I can ask meaningful questions to help me clearly understand media presentations.			IR	RM	A					
4A.B.13 Formulate relevant questions and respond appropriately to questions about the medium's messages.	I can ask questions about what I am listening to.			IR	RM	A					
4A.B.3 Identify common sounds (e.g., trumpet, train).	I can identify common sound.				IRM	A					
4A.B.4 State words that rhyme with a word given orally.	I can rhyme words that I hear.			I	RM	A					
4A.B.5 Analyze qualities of sound (e.g., loudness, softness, pleasantness).	I can tell sounds have different qualities.			R	RM	A					
4A.B.6 Differentiate between events that are "real" and "make believe".	I can tell the difference between real and make believe.			I	RM	A					
4A.C.2 Distinguish among different kinds of information (e.g., fact, opinion, detail, main idea, fantasy, reality).	I can tell the difference between different kinds of information.				IR	M	A				
4A.D.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.	I can focus on the speaker in different situations.			I	R	R	RM	A			
4A.B.7 Demonstrate the ability to listen for different purposes (e.g., entertainment, information, social interaction).	I can listen for different reasons (purposes.)			IR	RM	A					
4A.C.3 4A.D.2 Demonstrate the ability to listen for different purposes (e.g., information gathering, entertainment, social interaction).	I can listen for different reasons.				I	R	RM	A			
4A.E.1 Evaluate the situation and assume appropriate listening mode.	I can think about the situation and use the right listening skills.						IR	RM	A		
4A.D.3 Record appropriate notes from content of a formal presentation.	I can take notes from a presentation.						IR	MA			

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4A.E.2 Record appropriate notes from presentation.	I can take notes during a presentation.						I	R	I		
4A.E.3 Distinguish between nonverbal and verbal messages.	I can listen to what people say and understand the meaning of a person's actions and facial expressions.				I	R	R	R	R	MA	A
4A.F.1 Focus attention on speaker as sender of the message.	I can focus my attention on the speaker's message.			IR	R	R	R	R	R	M	A
4A.F.3 Decide factors that will impact the message (e.g., dialect, language styles, setting, word choice).	I can understand that techniques, like dialect, language styles, setting, and word choice affect the speaker's message.								I	R	R
4A.F.4 Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.	I can describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.									I	R
4A.F.5 Determine meaning from speaker's words, voice, and body.	I can determine meaning from speaker's words, voice, and body.								I	R	M
4A.F.6 Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.	I can tell the difference between facts and emotion, depending on what the speaker is saying and or doing.								IR	M	A
4A.C.4 Separate and retell main ideas from information that is given orally.	I can retell the main idea from stories I hear.				IR	RM	A				
4A.E.4 4A.F.7 4A.H.2 Separate main ideas, facts, and supporting details in oral messages.	I can separate main ideas, facts, and supporting details in oral messages.							I	R	M	A
4A.F.8 Infer and draw conclusions (i.e., "if this is what you are saying, may I correctly conclude that ...").	I can infer and draw conclusions.								IR	M	A
4A.F.9 Synthesize, analyze, and evaluate information.	I can put information together and make judgements about it.								IR	M	A
4A.F.2 Record appropriate notes and rough outlines while listening.	I can record appropriate notes and rough outlines while listening.								IR	M	A
4A.H.3 Record appropriate notes and rough outlines with editorial comments.	I can record appropriate notes and rough outlines and my own comments.									IRM	A

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4A.I.1 Demonstrate understanding of material, concepts, and ideas in formal/informal presentations.	I can demonstrate understanding of material, concepts, and ideas in formal/informal presentations.										IRMA
4A.I.2 Analyze, synthesize, and evaluate information from recorded materials and live presentations.	I can analyze, synthesize, and evaluate information from recorded materials and live presentations.										IRMA
4A.C.8 Begin to paraphrase and summarize the content of both formal and informal presentations or messages (e.g., directions, media, announcements, speakers).	I can use my own words to retell what I have heard.				IR	RM	A				
4A.D.4 4A.E.5 Paraphrase and summarize the content of a formal/informal spoken presentation or message (e.g., classroom or assembly speakers, media presentations, student reports or speeches, classroom debates).	I can summarize the main idea of a presentation.						IR	RM	A		
4A.F.10 Paraphrase and summarize, in both oral and written form, information in formal/informal presentations.	I can summarize information from a presentation either aoud or in writing.								IR	M	A
4A.I.3 Paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations.	I can paraphrase and summarize, with appropriate editorial comments, information from formal, informal, and media presentations.										IRMA
4A.C.6 Respond in an appropriate manner to questions and discussion with relevant and focused comments.	I can participate appropriately in a discussion.			I	R	RM	A				
4A.B.8 Use question-building words appropriately (e.g., what, when, how, why, could, should, did).	I can use question-building words.			IR	RM	A					
4A.B.9 Provide information that answers the question-building words when they are presented orally.	I can give information that answers the question.			IR	RM	A					
4A.D.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.	I can tell the difference between fact and opinion.					I	R	MA			
4A.C.5 Formulate relevant and focused questions.	I can ask appropriate questions.			I	R	RM	A				

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4A.D.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).	I can form relevant and focused questions and answers in a variety of settings.						IR	MA			
4A.E.6 Formulate relevant and focused questions and comments based upon the content of a presentation and a variety of audiences or groups for authentic purposes (e.g., classroom and school government meetings, cooperative group learning and problem-based learning interactions).	I can ask meaningful questions about a presentation.			I	R	R	R	R	M		
4A.F.11 Ask and respond to relevant questions.	I can ask and respond to meaningful questions.			I	R	R	R	R	M	A	A
4A.EC/ 4.A.Kb Follow 2-3 step directions accurately.	I can follow 2-3 step directions	I	I	R	M	A					
4A.B.10 Complete a 2-step task based on oral instructions.	I can finish a two step direction.			IR	R	M	A				
4A.C.7 Complete a task for which two or more steps are given orally.	I can follow oral directions with two or more steps.			IR	R	RM	A				
4A.C.9 Demonstrate understanding of materials, concepts, or instructions presented in auditorily based media.	I can show that I understand what I have heard.			I	R	RM	A				
4A.C.10 Paraphrase/summarize information presented in auditorily based media.	I can tell the main ideas from information I have heard.				I	RM	A				
4A.D.7 Demonstrate comprehension by repeating or paraphrasing and executing a simple set of directions.	I can demonstrate comprehension by repeating or paraphrasing and following a simple set of directions.				I	R	RM	A			
4A.E.8 Paraphrase or repeat and execute multi-stepped directions.	I can summarize and follow directions with more than one step.				I	R	R	R	MA		
4A.F.12 4A.H.9 Follow a multi-step set of instructions to complete a task.	I can follow a multi-step set of instructions to complete a task				IR	R	R	R	M	A	A
4A.H.5 Determine meaning from speaker's denotations and connotations.	I can listen to a speaker's words and understand what he is implying with them.								IR	A	A

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4A.I.5 Analyze and evaluate verbal and nonverbal cues.	I can analyze and evaluate verbal and nonverbal cues.										IRMA
4A.H.6 Differentiate between the speaker's factual and emotional content.	I can differentiate between the speaker's factual and emotional content.								IRM	A	A
4A.H.4 4A.I.6 Critique the relationship between a speaker's verbal communication skills (e.g., work choice, pitch, feelings, tone, voice) and nonverbal messages (e.g., eye contact, gestures, facial expressions, posture, spatial proximity).	I understand that what a speaker says is related to nonverbal messages. I can critique the relationship between a speaker's verbal communication skills.								IRM	A	A
4A.H.7 Infer speaker's bias and purpose." Analyze, paraphrase, and summarize information, in both oral and written form, information in formal/ informal presentations.	I can infer a speaker's purpose. (bias covered in 9th)								IRM	A	A
4A.E.7 4A.F.13 4A.H.10 4A.I.7 Modify, control, block out both internal and external distractions.	I can concentrate during a presentation.							IRM	A	A	A
4A.H.8 Formulate probing, idea-generating questions to clarify meaning.	(9th)										
4A.I.4 Ask probing, idea-generating questions and make appropriate statements to clarify and add to meaning.	(9TH)										
4B - Students who meet the standard can speak effectively using language appropriate to the situation and audience.											
4.B.EC / 4.B.Ka Communicate needs, ideas and thoughts.	I can tell what I need and want.	I	IRM	A							
4.B.Kb Use expanded language and vocabulary for a variety of purposes.	I can speak in complete sentences.		IRM	A							
4.B.Kc Explain past events with accurate detail.	I can talk about something that has happened in order.		IRM	A							

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ILLINOIS STATE STANDARDS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
4B.A.1 Demonstrate awareness of personal space and spatial relationships (e.g., Where am I? Where are you? How far apart are we?).	I can be aware of my personal space			IRM	A						
4B.A.2 Demonstrate awareness of speaker-audience relationship.	I can take turns listening and speaking with others.			IRM	A						
4B.A.3 Demonstrate ability to stand and speak to a group independently.	I can stand and speak to a group.			IRM	R						
4B.B.1 Demonstrate awareness of situation and setting for the oral message.	I can respond appropriately to the place and the people I am talking to.			IR	M	A					
4B.A.4 4B.B.2 Use presentation techniques appropriate for the situation (e.g., eye contact with audience, volume, rate, tone, avoid distracting behaviors).	I can speak to others using appropriate eye contact, volume and rate.			I	RM	A					
4B.C.1 4B.D.1 Demonstrate awareness of characteristics of an audience and how they affect content and style of presentation.	I can adjust the content and style of my presentation to match the audience.					I	IRM	A			
4B.C.2 Determine the purpose of the oral report.	I can recognize the purpose of the oral report.					IRM	A				
4B.A.5 Focus and present appropriate information on a single topic.	I can focus on one topic when sharing information.			IR	RM	A					
4B.B.3 Focus and present information on a single topic.	I can focus on a single topic.			IR	RM	A					
4B.C.3 Select appropriate topic.	I can choose an appropriate topic.					IRM	A				
4B.C.6 Establish and maintain a focus.	I can stay on my topic when I am speaking.				IR	RM	A				
4B.A.6 Present ideas in an appropriate order.	I can present ideas in order.			IRM	A						
4B.B.4 Present ideas in a logical order.	I can present information in a logical order.			IR	RM	A					
4B.B.5 Use appropriate details (e.g., descriptive words, reasons).	I can present information with details and descriptive words.			IR	RM	A					

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ILLINOIS STATE STANDARDS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
4B.C.8 Elaborate upon main points with supporting details.	I can add details to my main ideas.				IR	RM	A				
4B.D.2 Distinguish among oral presentations intended to inform, to entertain, and to persuade.	I can distinguish between oral presentations intended to inform, to entertain or to persuade.				IR	R	R	MA			
4B.E.1 Analyze characteristics of one's audience and prepare appropriate presentations.	I can think about my audience and create the right kind of presentation.						IR	R	MA		
4B.E.2 Identify and demonstrate different traits of oral presentations intended to inform, to entertain, and to persuade.	I can tell the difference between and create different kinds of presentations.						IR	R	MA		
4B.D.3 Organize information for the purposes of informing, entertaining, and persuading.	I can organize information for the purposes of informing, entertaining, and persuading.						IR	RM	A		
4B.D.6 4B.E.3 Use details to elaborate and develop main ideas for purposes of informing, entertaining, and persuading.	I can use details to organize different types of presentations.						I	R	MA		
4B.C.10 Engage and maintain the interest of the listener.	I can keep the listener's interest.					IR	RM	A			
4B.A.7 4B.B.6 Use appropriate rules governing spoken English.	I can use proper grammar when speaking.			R	RM	A					
4B.C.11 Use rules governing spoken English.	I can use correct English when I speak.				IR	RM	A				
4B.B.7 Adapt language to the situation (e.g., playground, classroom, media center).	I can use appropriate language depending on where I am.			IR	RM	A					
4B.C.12 Use appropriate presentation techniques (e.g., volume, rate, tone, pitch).	I can speak so others can understand me.				I	RM	A				
4B.A.8 Demonstrate awareness of others' desires and rights to talk.	I can take turns talking with others.			IRM	A						
4B.B.8 Demonstrate courtesy and respect for others' rights and points of view.	I can show respect for others' rights and points of view.			IR	RM	A					

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4B.A.9 Demonstrate appropriate behaviors (e.g., avoid interrupting others, causing distractions, calling attention to self).	I can wait politely until it is my turn.			IRM	A						
4B.C.14 Demonstrate respect for other participants and their ideas.	I can respect others' ideas.			I	R	RM	A				
4B.D.7 Adapt language to audience and purpose.	I can adapt language to a specific audience or purpose.						IR	MA			
4B.F.1 4B.H.1 Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.	I can choose the right material for my presentation based on my audience.								IRM	A	
4B.F.2 4B.H.2 Employ an engaging introduction, appropriate organization, and an effective conclusion.	I can use an effective beginning, middle, and ending in my presentation.								IRM	A	A
4B.F.3 Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).	I can use nonverbal expressions in my presentation.								IR	R	R
4B.I.1 Communicate effectively the intended message.	I can communicate effectively the intended message.									I	R
4B.D.8 Distinguish between positive and negative verbal and nonverbal communication elements (e.g., space, body language, tone, volume).	I can distinguish between positive and negative verbal and nonverbal communication elements.						IR	MA			
4B.I.2 Use effective verbal and nonverbal feedback (response) strategies to adjust message.	I can use effective verbal and nonverbal feedback strategies to adjust message.										IR
4B.E.6 Use appropriate verbal and nonverbal communication elements (e.g., appropriate space, body language, pleasant tone, rate, volume).	I can communicate in verbal and non-verbal ways with my audience.						I	R	RMA		
4B.H.3 4B.I.3 Use a variety of verbal and nonverbal cues (e.g., pauses, posture change, location, tone of voice.)	I can use a variety of verbal and nonverbal cues.									IR	R

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4B.C.4 4B.D.4 4B.E.4 4B.F.4 4B.H.4 4B.I.4 Use language that is clear, audible, and appropriate.	I can use language that is clear, audible, and appropriate.				IR	R	R	R	R	R	R
4B.C.5 4B.D.5 4B.E.5 4B.F.5 4B.H.5 4B.I.5 Use appropriate grammar, word choice, and pacing.	I can use appropriate grammar, word choice, and pacing.				IR	R	R	R	R	R	R
4B.H.6 Utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams).	I can utilize available technological resources.									IR	M
4B.I.6 Demonstrate effective use of visual aids and available technology.	I can demonstrate effective use of visual aids and available technology.									IR	M
4B.I.7 Rehearse presentations to overcome communication anxiety and apprehension.	I can rehearse presentations to overcome communication anxiety and apprehension.									IR	M
4B.D.9 4B.E.7 Use notes and outlines.	I can use notes and outlines.						IR	RM	A		
4B.F.6 4B.H.8 Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.	I can manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.								I	R	R
4B.H.9 Discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at a group consensus.	I can discuss a problem, list possible solutions, and analyze and evaluate solutions to arrive at group consensus.								I	R	M
4B.C.9 4B.D.10 Prepare and practice the presentation in advance.	I can prepare and practice my presentation.					IR	RM	A			

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4B.E.8 4B.F.7 Prepare and practice a presentation to fit within a given time limit.	I can prepare and practice a presentation to fit within a given time limit.							IIR	R	M	A
4B.F.8 Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.	I can use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.								IR	M	A
4B.H.11 Rehearse presentations to overcome communication anxiety and apprehension.									IR	M	A
4B.A.10 Recognize the differences between questions and statements and appropriately contribute either or both.				IRM	A						
4B.B.9 Formulate questions and statements at appropriate times.	I can participate in discussions by asking questions.			IR	RM	A					
4B.B.10 Contribute relevant, appropriate information to discussions.	I can contribute information during discussions.			IR	RM	A					
4B.C.13 4B.D.11 4B.E.10 4B.F.9 Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).	I can contribute meaningfully to group discussions using good manners.				IR	R	R	R	R	M	A
4B.E.11 4B.F.10 Identify and use discussion techniques to arrive at a consensus of opinion.	I can help my group come to an agreement during a discussion.						IR	R	R	M	A
4B.H.7 Incorporate feedback to make impromptu modifications.	(9TH)										
4B.H.10 Evaluate and provide evidence to support synthesis of other people's content or feelings.	(9TH)										

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ILLINOIS STATE STANDARDS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
4B.H.12 Demonstrate composure while confronting and rebutting opposing viewpoints.	(9TH)										
4B.I.8 Demonstrate composure while confronting or rebutting opposing views.	(9TH)										
4B.I.9 Recognize and assume differing roles within a group.	(9TH)										
4B.I.10 Discuss a problem within a group setting, list and evaluate possible solutions to attempt consensus.	(9TH)										

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ILLINOIS STATE ASSESSMENTS	I Can Statements.	Pre-K	K	1	2	3	4	5	6	7	8
STATE GOAL 5: Use the language arts to acquire, assess and communicate information.											
5A. Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.											
5.A.EC / 5.A.K Seek answers to questions through active exploration.	I can gather information in different ways.	I	IR	M	A						
5.A.1a Identify questions and gather information.	I can ask questions and find information.			I	R	R	R	M	R	R	M
5.A.1b Locate information using a variety of resources.	I can find information using different kinds of text			I	R	R	R	M	R	R	M
5.A.2a Formulate questions and construct a basic research plan.	I can think of questions about my topic and make a plan for my research.					I	R	R	R	R	M
5.A.2b Organize and integrate information from a variety of sources (e.g., books, interviews, library reference materials, web-sites, CD-ROMs).	I can use a variety of sources to find information about my topic and use this information to complete an organizer.					IR	R	R	R	R	M
5.A.3a Identify appropriate resources to solve problems or answer questions through research.	I can identify appropriate resources to solve problems or answer questions through research.							I	R	R	M
5.A.3b Design a project related to contemporary issues (e.g., Design a project related to contemporary issues (e.g., real-world math, career development community service) using multiple sources.	I can design a project related to contemporary issues.							I	R	R	M
5B. Analyze and evaluate information acquired from various sources.											
5.B.EC / 5.B.K Relate prior knowledge to new information.	I can use what I know to learn something new.	I	IRM	A							
5.B.1a Select and organize information from various sources for a specific purpose.	I can find and use information from different texts for a specific purpose.				I	R	R	R	R	R	M
5.B.1b 5.B.2b Cite sources used.	I can tell where I found information.				I	R	R	I	R	M	A
5.B.2a Determine the accuracy, currency and reliability of materials from various sources.	I can tell the difference between fact and opinion. I can find out when my information was written. I can recognize when facts about my topic don't match.					I	R	R	R	M	A

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5.B.3a Choose and analyze information sources for individual, academic and functional purposes.	I can choose and analyze information from specific sources for specific purposes.							I	R	M	A
5.B.3b Identify, evaluate and cite primary sources.	I can identify, evaluate and define primary sources.							I	I	R	R
5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.											
5.C.EC Communicate information with others. 5.C.K Use discussion, drawing, writing or other means to communicate new information learned.	I can talk, draw or write to tell others about what I am learning.	I	IR	MA							
5.C.1a Write letters, reports, and stories based on acquired information.	I can find and use information from many different sources to write letters, reports, and stories.				I	R	R	M	A	A	A
5.C.1b Use print, nonprint, human and technological resources to acquire and use information.	I can use various sources to acquire and use information.							I	R	M	A
5.C.2a Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.	I can share what I have learned in many different ways: e.g., written/typed paper; power point; poster, mini book.					I	R	R	R	M	A
5.C.2b Prepare and deliver oral presentations based on inquiry or research.	I can plan and give a speech about something I learned.					I	R	R	R	R	R
5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.	I can plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.								I	R	M
5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.	I can prepare and orally present original work.							I	R	M	A
5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	I can take notes, conduct interviews, organize and report information in oral, visual and electronic formats.							I	R	M	A