

Literacy Goal Bank



WORD RECOGNITION & SPELLING:

PRINT CONCEPTS:

- I can demonstrate knowledge of print concepts. *(See specifics below if/as needed.)*
 - I understand that print relays a message.
 - I can hold a book correctly.
 - I can identify the front cover, back cover, title, author, and illustrator.
 - I can turn the pages of a book correctly (left to right).
 - I can demonstrate awareness of directionality of print (top to bottom, left to right & return sweep).
 - I can understand the difference between words, letters, numbers, and sentences.
 - I can recognize that words are separated by spaces.
 - I can demonstrate awareness of uppercase letters and ending punctuation (e.g., period means stop).

ALPHABET KNOWLEDGE & LETTER FORMATION

- I can demonstrate alphabet knowledge and letter formation skills. *(See specifics below if/as needed.)*
 - I can sing the alphabet.
 - I can say the alphabet.
 - I can say the alphabet (at different starting points).
 - I can recognize lowercase and uppercase letters.
 - I can name lowercase letters.
 - I can sequence lowercase letters in alphabetical order.
 - I can use proper pencil grip, paper orientation, and body position for writing.
 - I can write lowercase letters using proper letter formation (print first, then cursive).
 - I can write the lowercase letters in alphabetical order.
 - I can name uppercase letters.
 - I can sequence uppercase letters in alphabetical order.

- I can write uppercase letters using proper letter formation (print first, then cursive).
- I can match lowercase to uppercase letters.
- I can write the alphabet using uppercase letters.

PHONOLOGICAL AWARENESS:

- I can demonstrate phonological and phonemic awareness. *(See specifics below if/as needed.)*

Phonological Awareness Tasks (without the presence of letters):

- I can identify words in sentences.
- I can identify syllables, alliteration, rhyme, & onsets/rimes in isolation.
- I can blend syllables or onset/rime pairs to create words.
- I can segment syllables within a word.
- I can segment onsets from rimes within words.

Phoneme Awareness Tasks (without the presence of letters):

- I can isolate phonemes by identifying the initial, final, and medial phonemes/sounds within a word.
- I can identify phonemes (e.g., identify the same initial sound in fall, fix, and fun).
- I can categorize phonemes (e.g., identify and explain what word doesn't belong when given a word strand such as bus, bun, rug).
- I can blend phonemes to make a word.
- I can segment phonemes.

Phoneme Manipulation Tasks (without the presence of letters):

- I can delete and add phonemes within a one syllable word.
- I can substitute phonemes within a one syllable word.
- I can reverse phonemes within one and two syllable words.

HIGH FREQUENCY WORDS:

- I can read, spell, and correctly use the following high frequency words: the, a, I, to, and, was, for, you, is, of, are.
- I can read, spell, and correctly use the remaining high frequency words of the top 25.
- I can read, spell, and correctly use the irregular high frequency words aligned to the letter-sound correspondences and concepts taught for group *(insert # 1, 2, 3, or 4)* of the scope and sequence.

PHONEME-GRAPHEME CORRESPONDENCE & SPELLING RULES AND GENERALIZATIONS:

- I can identify and produce the correct phoneme-grapheme correspondence for phonograms within group (*insert # 1, 2, 3, or 4*) of the scope and sequence.
- I can read and spell words from group (*insert # 1, 2, 3, or 4*) of the scope and sequence.
- I can apply my knowledge of letter-sound relationships to read and spell words.
- I can use syllable types to read and spell one syllable words.
- I can use syllable division to read and spell multisyllabic words.
- I can use morphemes to read and spell words.
- I can use a combination of syllables and morphemes to read and spell words.
- I can use spelling generalizations and rules to read and spell words.

FLUENCY:

- I can read text with appropriate automaticity.
- I can read text accurately.
- I can read with appropriate prosody (expression, volume, phrasing, smoothness, and pace).

Specifics if/as needed:

Smoothness

- My first time reading the text, I stop and apply strategies to read unknown words.
- My first time reading the text, I can accurately pronounce the words I'm reading.
- Repeated readings of the text: When I mispronounce a word, I correct myself.
- Repeated readings of the text: I don't have to stop a lot to sound out words.

Phrasing

- I use punctuation to pause appropriately at phrase boundaries.
- I use prepositional phrases to pause appropriately at phrase boundaries.
- I use subject-verb agreement to pause appropriately at phrase boundaries.
- I use conjunctions to pause appropriately at phrase boundaries.

Expression

- I change my tone to reflect question marks and exclamation points.
- **Narrative text:** I can use different voices for the characters and narrator.
- **Narrative text:** I can change my tone of voice to match the characters' emotions.

Volume

- I raise and lower my voice appropriately to reflect what is happening in the text.

Pace

- I read like I'm talking to a friend - not too fast and not too slow.
- I speed up and slow down to reflect what is happening in the text.

VOCABULARY & MORPHOLOGY:

- I can grow my receptive general oral vocabulary.
- I can grow my expressive general oral vocabulary.
- I can use academic and domain-specific terms in my speech and writing.
- I can apply my knowledge of common suffixes to determine the meaning of words.
- I can apply my knowledge of the meaning of common prefixes to determine the meaning of words.
- I can apply my knowledge of the meaning of common bound base morphemes to determine the meaning of words.
- I can use morphemes (affixes and bases) to determine the meaning of unknown words.
- I can use context clues to determine the meaning of words and phrases.
- I can use a dictionary and thesaurus to determine the meaning of words.

LANGUAGE COMPREHENSION & WRITING:

LITERACY KNOWLEDGE:

- I can identify and locate print concepts to comprehend a text.
- I can create print concepts and text features in my writing that align to the purpose and audience.
- I can utilize my knowledge of genres to read and write text.
- I can utilize my knowledge of narrative text structure to read and write narrative text.
- I can utilize my knowledge of expository text structures to read and write expository text.
 - Description
 - Sequence
 - Compare/contrast
 - Cause/effect
 - Problem/solution

VERBAL REASONING:

- I can interpret (when reading) and create (when writing) inferences and metaphors.

LANGUAGE STRUCTURES: PUNCTUATION

- I can use a period:
 - to mark the end of a sentence (declarative & imperative).
 - after most abbreviations, such as titles and standard measurements (not metric).
 - after the initials in a name.

- **Question mark:**

- I can use a question mark at the end of an interrogative sentence.

- **I can use an exclamation point:**

- after an interjection.
- to end an exclamatory sentence.

- **I can use a comma:**

- to separate words in a series of three or more.
- to separate the day from year.
- to separate adjectives (if you can substitute the word “and”).
- to set off words in a direct address.
- between the speaker and words spoken in a direct quote (She said, “Let them...”).
- between city and state, after city and state/country.
- after day of the week and day in a date.
- after the salutation in a friendly letter.
- after the complimentary close in any letter.
- to set off nonrestrictive phrases and clauses.
- after a dependent clause that begins a sentence.
- after an adverb or initial adverbial phrase.
- before coordinating conjunctions when they connect two independent clauses to form a compound sentence.
- after conjunctive adverbs in compound sentences.

- **I can use semicolons:**

- to separate independent clauses in a compound sentence when the clauses are not joined by a word.
- to separate independent clauses in a compound sentence when the clauses are joined by a conjunctive adverb (e.g., however).
- to separate phrases or clauses of the same type that include other internal punctuation (as in a list).
- before expressions such as for example or namely when they are used to introduce examples.

- **I can use colons:**

- before a list of terms at the end of a complete sentence (a colon never follows a verb).
- after a salutation in a business letter.

- **I can use quotation marks:**

- to enclose dialogue.
- to enclose a direct quote.
- to set off the titles of stories, poems, songs, magazine articles, episodes of TV, and radio programs.

- **I can use italics:**

- for titles of books, movies, plays, newspapers, magazines, and words of art. In handwriting, underlining is used.

- **I can use apostrophes:**

- in a contraction to show where letters have been omitted.
- to show possession: singular or plural.
- to show the omission of letters or numbers.
- to show the plural of lowercase letters but not capital letters unless the plural could be mistaken for a word.

- **I can use hyphens:**

- to connect the parts of a compound number.
- to separate the parts of some compound words.
- to divide words between syllables at the end of a line.

- **I can use a dash:**

- to indicate a sudden change of thought.

LANGUAGE STRUCTURES: COMMONLY CONFUSED WORDS

- **I can correctly use the following commonly confused words:**

- **a** before a word beginning with a consonant sound; **an** before a word beginning with a vowel sound
- **are** verb; **our** possessive
- **by** near or beside (preposition); **buy** to purchase (verb); **bye** goodbye
- **can** shows ability; **may** shows permission
- **its** possessive pronoun; **it's** contraction: it is
- **of** belong to, from; **off** away
- **than** conjunction that denotes comparison (near -er); **then** at that time
- **there** points out something, place (here, where, there); **their** possessive pronoun; **they're** contraction: they are

- **to** a preposition or an infinitive; **too** 1. excessively or extra or 2. also; **two** number (twin, twin, twist)
- **were** past form of verb “to be”; **where** refers to a place (where, here, there)
- **your** possessive pronoun; **you’re** contraction: you are

LANGUAGE STRUCTURES: WRITING & SYNTAX: SENTENCES

- I can restate questions and answer them completely.
- I can use the COPS/CUPS metacognitive editing strategy.
- I can write phrases (noun phrases and verb phrases).
- I understand the difference between phrases and complete clauses.
- I can identify (when reading) and create (when writing) an independent clause.
- I can identify (when reading) and create (when writing) a barebones sentence.
- I can identify (when reading) and create (when writing) a simple sentence.
- I can expand a barebones sentence with predicate expanders (When? Where? How? Why?).
- I can identify (when reading) and create (when writing) a simple sentence with a compound subject, and/or compound verb.
- I can identify (when reading) and create (when writing) simple sentences with compound predicates.
- I can identify (when reading) and create (when writing) simple sentences with both compound subjects and predicates.
- I can identify (when reading) and create (when writing) a dependent clause using subordinate conjunctions.
- I can accurately write and punctuate compound sentences using all coordinate conjunctions (e.g., and, nor, but, for, or, yet, so).
- I can identify (when reading) and create (when writing) a complex sentence.
- I can identify (when reading) and create (when writing) a compound-complex sentence.
- I can identify (when reading) and create (when writing) combining sentences.

LANGUAGE STRUCTURES: WRITING & SYNTAX: SENTENCE TYPES & ENDING

PUNCTUATION

- I can identify (when reading) and create (when writing) declarative sentences using proper ending punctuation (period).
- I can identify (when reading) and create (when writing) interrogative sentences using proper ending punctuation (question mark).
- I can identify (when reading) and create (when writing) exclamatory sentences using proper ending punctuation (exclamation point).

- I can identify (when reading) and create (when writing) imperative sentences using proper ending punctuation (period or exclamation point).

LANGUAGE STRUCTURES: WRITING & SYNTAX: COHESIVE DEVICES

- I can identify (when reading) and use (when writing) pronoun referents.
- I can identify (when reading) and use (when writing) synonym substitution.
- I can identify (when reading) and use (when writing) connectives.
- I can identify (when reading) and use (when writing) transition words.

LANGUAGE STRUCTURES: WRITING & SYNTAX: PARTS OF SPEECH (focus on function)

- I can explain the function of, identify, and properly use nouns in my writing.
- I can explain the function of, identify, and properly use verbs in my writing.
- I can explain the function of, identify, and properly use adjectives in my writing.
- I can explain the function of, identify, and properly use adverbs in my writing.
- I can explain the function of, identify, and properly use pronouns in my writing.
- I can explain the function of, identify, and properly use articles in my writing.
- I can explain the function of, identify, and properly use prepositions in my writing.
- I can explain the function of, identify, and properly use conjunctions in my writing.
- I can explain the function of, identify, and properly use interjections in my writing.

LANGUAGE STRUCTURES: CAPITALIZATION

- I can capitalize the pronoun I.
- I can capitalize the first word in a sentence.
- I can capitalize proper nouns.
- I can capitalize a title when it precedes a person's name.
- I can capitalize the first word of a direct quote.
- I can capitalize the titles of books, plays, poems, and words of art.
- I can capitalize abbreviations when capital letters would be used in the words were written out.
- I can capitalize the first word of most lines of poetry.
- I can capitalize North, East, South, and West when referring to sections of the country.
- I can capitalize the names of deities and sacred books.

BACKGROUND KNOWLEDGE:

- I can access and connect to my background knowledge to comprehend text.
- I can take my audience's background knowledge into account when writing.
- I can interpret facts and concepts to understand what I'm reading.

- I can utilize facts and concepts as appropriate when writing.

COGNITIVE STRATEGIES:

- I can utilize narrative cognitive strategies when reading and writing. (*Use specifics below as needed.*)
 - Plot:
 - Identifying story structure
 - Identifying sequence of events
 - Identifying how events lead to character's actions
 - Identifying problems characters have throughout the books and corresponding solutions
 - Characterization:
 - Identifying personality traits
 - Identifying physical description
 - Identifying how personality leads to the outcome of the story
 - Identifying feelings and emotions of characters
 - Identifying problems characters have throughout the book
 - Setting:
 - Identifying setting
 - Comparing settings of chapters
 - Comparing settings to own life
 - Theme:
 - Identifying the theme of story
 - Identifying how action leads to the theme of the story
 - Identifying how characters represent the theme of the story
- I can utilize expository text cognitive strategies when reading and writing.
 - Paragraph structure (begin with basic paragraph structure)
 - Signal words and text features
 - Identifying text structures:
 - Classifying main ideas and details
 - Sequencing main ideas and details
 - Comparing and contrasting main ideas and details
 - Identifying causes and effects
 - Identifying problems and solutions
 - How author's purpose determines text structure
- I can utilize general cognitive strategies to read and write.
 - Activating prior knowledge (pre-reading)

- Building background knowledge (pre- and during-reading)
 - KWL Chart
- Formulating questions for purpose-setting (pre- and during-reading)
- Form predictions (pre-and during-reading)
- Check predictions (after-reading)
- Deciphering unknown vocabulary (pre-and during-reading)
- Taking notes for organizing and storing information (during-reading)
- Asking questions for clarification (pre- and during-reading)
- Drawing inferences (during-reading)
- Utilize graphic organizers to enhance reading comprehension (during-reading)
 - Narrative and expository graphics
- Make connections (text-to-text, text-to-self, text-to-world) (pre-, during-, and after-reading)
- Monitoring for comprehension (during-reading)
 - Paraphrasing, summarizing, visualizing
- Summarizing/retelling for organizing, storing and retrieval of information (during- and after-reading)
- I can utilize fix-up cognitive strategies to read and write.
 - Rereading
 - Adjust reading rate
 - Visualizing
 - Word attack strategies
 - Decoding: Syllable types, syllable division patterns, morphemes
 - Meaning: Morphemes, context clues, dictionary use

WRITING PROCESS:

- I can plan written work for various purposes and audiences.
- I can produce a complete draft of written work for various purposes and audiences.
- I can revise my written work.
- I can edit my written work.