

I CAN

narrow my topic to show
the audience my purpose for writing.

I CAN

show my main idea to my audience.

I CAN

write to persuade, inform, and entertain.

I CAN

write to tell my audience about an important thing in my life.

I CAN

write to from other viewpoints
or different perspective.

I CAN

focus on my purpose.

I CAN

write using the correct form.

I CAN

use reading strategies.

I CAN

set writing goals.

I CAN

write about my growth as a writer
through the lens of literacy.

I CAN

Identify strengths and weaknesses
in my writing.

I CAN

write and use similes, metaphors,
and onomatopoeia.

I CAN

support my writing with details, evidence, examples, reasons and facts.

I CAN

write about my opinion and support my opinion with at least 3 reasons.

I CAN

introduce a topic, state an opinion,
and create an organizational
structure that lists reasons.

I CAN

use linking words and phrases (because,
therefore, since, for example) to connect
opinions and reasons.

I CAN

provide a concluding statement or section
in my opinion piece.

I CAN

write informative/explanatory texts to
examine a topic and convey ideas
and information clearly.

I CAN

include illustrations to help my readers make sense of my writing.

I CAN

use linking words and phrases (also, another, and more, but) to connect ideas within categories of information.

I CAN

use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or to show responses.

I CAN

use chronological linking words and phrases
to signal event order
(first, second, last, next, finally).

I CAN

write for _____ minutes with my head down
and pencil moving on the paper.

I CAN

demonstrate command of
the conventions of standard English:

C = Capitalization U = Usage

P = Punctuation S = Spelling

I CAN

capitalize words in titles.

I CAN

capitalize proper nouns.

I CAN

use commas in addresses.

I CAN

use commas and quotation marks
in dialogue.

I CAN

use form and possessives.

I CAN

use conventional spelling for high frequency
and grade level words.

I CAN

add suffixes and prefixes to base words.

I CAN

form and use the simple verb tenses.

I CAN

ensure subject-verb and pronoun-antecedent agreement.

I CAN

use spelling patterns, word families, syllable patterns, ending rules, and meaningful word parts when I spell words.

I CAN

use coordinate (and, but, for, nor, or, so, yet) and subordinate (although, as if, because, since, so that, unless, when, where, while) conjunctions.

I CAN

produce simple, compound, and complex sentences.

I CAN

Identify real-life connections between words and their use.

I CAN

use descriptive words and details.

I CAN

use nouns and pronouns in agreement.

I CAN

use possessive nouns and pronouns.

I CAN

use subjects and verbs in agreement.

I CAN

use, identify, write, and explain different forms of writing genre.

I CAN

organize my writing with an introduction,
body and closing.

I CAN

focus on one event.

I CAN

write legibly.

I CAN

ask questions to understand and explain and
respond to others' ideas.

I CAN

select appropriate language for
a given audience.

I CAN

use clear diction, tone, and volume.

I CAN

write words with vowel digraphs (oi, oy, ow,
ou, ew, oo)

I CAN

write words with silent letters: gn, kn, wr.

I CAN

use tier 2 and 3 words in writing.

I CAN

write to a written or verbal prompt.

I CAN

use t-chart for knowledge verbs.

I CAN

use ABE for the verb describe.

<u>A</u> nswer	<u>B</u> ecause	<u>E</u> xample

I CAN

use ABEK for the verb explain.

<u>A</u> nswer	<u>B</u> ecause	<u>E</u> xample	I <u>K</u> now
		In paragraph __, the author wrote	I know this means

I CAN

Look at the speaker to gain information.

I CAN

Listen to others by not interrupting, facing the speaker, and waiting quietly for connections and questions at the END.

I CAN

use research information
(facts, quotes, numbers) and text features
to develop the purpose.

I CAN

use an engaging lead to provide purpose and
motivation for my reader.

I CAN

arrange ideas and supporting details
meaningfully in paragraphs.

I CAN

use transitional words effectively.

I CAN

write an effective conclusion that reaffirms my purpose with a call to action so that my reader is able to know what to do or how to believe.

I CAN

stay on topic.

I CAN

include relevant details that
support the purpose.