**Scott Foresman – Reading Street 3**

**I can statements for reading, spelling, and grammar.**

\***Each Monday students will get new vocabulary words and they will use context clues to help determine the meaning of the word. Below is the “I can” statement for using context clues.**

- I can use context clues to determine the meaning of the vocabulary words in the passage.

**Unit 1 Week 1: Boom Town**

Reading: I can identify details that are realistic or fantasy within the passage.

Spelling: I can write complete sentences.

Grammar: I can spell all of my words correctly.

**Week 2: What about Me?**

Reading: I can summarize using details from the story.

Spelling: I can spell words correctly using the plural spellings s/es.

Grammar: I can determine which part of sentences are subjects and predicates.

**Week 3: Alexander, Who Used to Be Rich Last Sunday**

Reading: I can retell events of the story in the correct sequence.

Spelling: I can determine the meaning of words with suffixes being added.

Grammar: I can determine the difference between statements and commands.

**Week 4: If You Made a Million**

Reading: I can determine the difference between realistic and fantasy details.

Spelling: I can determine the sounds of the long vowel diagraphs.

Grammar: I can determine the difference between commands and exclamations.

**Week 5: My Rows and Piles of Coins**

Reading: I can determine the characters and settings from the passage.

Spelling: I can identify the /o/ vowel sounds within the words.

Grammar: I can write a compound sentence correctly.

**Unit 2 Week 1: Penguin Chick**

Reading: I can determine the main idea and details within the passage.

Spelling: I can break words into syllables based on spelling pattern.

Grammar: I can determine the difference between common and proper nouns.

**Week 2: A Day’s Work**

Reading: I can determine and describe each of the characters within the story.

Spelling: I can spell all the –le words correctly.

Grammar: I can change singular nouns to plural nouns using the correct spelling.

**Week 3: Prudy’s Problem**

Reading: I can determine the main idea and details that support that main idea.

Spelling: I can identify the two words put together to make a compound word.

Grammar: I can identify and use irregular plural nouns.

**Week 4: Tops and Bottoms**

Reading: I can determine why the author wrote the passage based on details in the passage.

Spelling: I can identify the meaning of the different prefixes .

Grammar: I can identify and use singular possessive nouns.

**Week 5: William’s House**

Reading: I can create questions to help guide my understanding of the passage.

 I can draw a conclusion about the passage using details within the passage.

Spelling: I can identify the diagraphs in the spelling words.

Grammar: I can identify and use plural possessive nouns within sentences.

**Unit 3 Week 1: The Gardener**

Reading: I can determine what events happened (effect) and why (cause) in the passage.

Spelling: I can create contractions from two words.

Grammar: I can determine the difference between and action verb and a linking verb.

**Week 2: Pushing Up the Sky**

Reading: I can determine the lesson the author wanted me to learn from the passage.

Spelling: I can determine the meaning of words with prefixes.

Grammar: I can determine the difference between main verbs and helping verbs.

**Week 3: Night Letters**

Reading: I can create questions to guide my reading.

 I can draw conclusions about the characters within the passage.

Spelling: I can determine the spelling patterns with the /j/ and /k/ sounds.

Grammar: I can create sentence that have subject/verb agreements.

**Week 4: Symphony of Whales**

Reading: I can create and answer questions that will help me to draw conclusions about the passage.

Spelling: I can determine the meaning of the words with suffixes.

Grammar: I can determine if a verb is past, present, or future.

**Week 5: Volcanoes**

Reading: I can compare and contrast different parts of the story.

Spelling: I can determine the spelling patterns for words with silent consonants.

Grammar: I can identify and use irregular verbs within a sentence.

**Unit 4 Week 1: Wings**

Reading: I can create questions to help guide my reading.

 I can identify and explain the cause and effects within the story.

Spelling: I can spell and use irregular plurals within sentences.

Grammar: I can identify and use singular and plural pronouns.

**Week 2: Hottest, Coldest**

Reading: I can compare and contrast the different details within the passage.

Spelling: I can identify the different spelling patterns for the /r/ sound.

Grammar: I can determine the difference between a subject and object pronoun.

**Week 3: Rocks in My Head**

Reading: I can use details from the story to generalize about what I read.

Spelling: I can determine the meaning of words with prefixes.

Grammar: I can identify and use possessive pronouns in a complete sentence.

**Week 4: America’s Champion Swimmer: Gertrude Ederle**

Reading: I can determine the difference between a fact and an opinion within a passage.

Spelling: I can determine the new meaning of words with a suffix.

Grammar: I can use two words and apostrophe to make a contraction.

**Week 5: Fly Eagle Fly**

Reading: I can determine the difference between a plot and theme of the story.

Spelling: I can divide words into syllables based on the VCCCV spelling pattern.

Grammar: I can identify and use a preposition within a sentence.

**Unit 5 Week 1: Suki’s Kimono**

Reading: I can compare and contrast details within the passage.

 I can compare and contrast details within similar passages.

Spelling: I can identify and divide words into syllables based on vowel patterns.

Grammar: I can identify and use adjectives and article adjectives within sentences.

**Week 2: How My Family Lives in America**

Reading: I can identify different features of the text/passage and explain why the author used them.

Spelling: I can use homophones in the correct context.

Grammar: I can determine when to use –er and –est with adjectives to compare.

**Week 3: Good-bye 382 Shin Dang Dong**

Reading: I can determine the sequence of events within a passage.

Spelling: I can determine the correct spelling patterns for the /al/ sound.

Grammar: I can identify and use adverbs in writing.

**Week 4: Jalapeño Bagels**

Reading: I can use details from the passage to draw conclusions.

Spelling: I can determine the correct spelling patterns for the /al/ sound.

Grammar: I can determine when to use –er and –est with adverbs when writing.

**Week 5: Me and Uncle Romie**

Reading: I can determine why and author writes a passage.

Spelling: I can determine the meaning of words with prefixes.

Grammar: I can determine when to use the conjunctions and, but, and or.

Unit 6 Week 1: The Story of the Statue of Liberty

Reading: I can determine the main idea of the passage and detaisl that support it.

Spelling: I can determine the different spelling patterns that make the /oo/ sound.

Grammar: I can use capital letters correctly in writing sentences/passages.

Week 2: Happy Birthday Mr. Kang

Reading: I can identify the cause/effects within a passage.

Spelling: I can determine which vowel makes the schwa sounds.

Grammar: I can determine the correct abbreviations of specific words.

Week 3: Talking Walls: Art for the People

Reading: I can identify the facts and opinions within a passage.

Spelling: I can spell words with –tion, -sion, -ture spelling patterns.

Grammar: I can create a compound sentences using conjunctions and commas.

Week 4: Two Bad Ants

Reading: I can identify the plot and theme within a passage.

Spelling: I can break words into 2 or more syllables based on spelling patterns.

Grammar: I can use commas in the correct places when writing.

Week 5: Elena’s Serenade

Reading: I can generalize and draw conclusions about a passage.

Spelling: I can spell words correctly that have related spelling patterns.

Grammar: I can use quotation marks in writing to show someone speaking.

**General “I can” statements specific writing genres**

* I can create a personal narrative about something that has happened to me.
* I can write a memoir that tells about a special person, place, or thing in my life.
* I can write a persuasive letter to try to persuade someone to think the way I do.
* I can create a feature article that gives factual information about my topic.
* I can write a reflective letter that tells how I think and feel about a topic.
* I can create a piece of poetry that tells a story in lines or stanzas.