



Success on FCAT
Reading-Elementary

I can understand the meanings of words by:

- ✔ looking for the little words inside the big words (chunking).
- ✔ knowing the meanings of word parts (prefixes, suffixes and root words).
- ✔ looking for clues within the passage and/or graphics.
- ✔ knowing the correct meaning of a word based on how it is used in the passage (multiple meanings, e.g. watches)

I can find words that have the same or opposite meanings of the important words in the passage.

I can identify the main idea of the passage by:

- ✔ looking at the title, the beginning, or the end of the passage.
- ✔ reading between the lines (inferences supported by the text).
- ✔ selecting the most important details that support the main idea.

I can identify the setting, the characters, the important events, the problem(s) and solution(s) in a story.

I can tell the important events of the story in order.

I can retell what I have read by stating the main idea and important details of the text.



Success on FCAT
Reading-Elementary

I can understand the meanings of words by:

- ✔ looking for the little words inside the big words (chunking).
- ✔ knowing the meanings of word parts (prefixes, suffixes and root words).
- ✔ looking for clues within the passage and/or graphics.
- ✔ knowing the correct meaning of a word based on how it is used in the passage (multiple meanings, e.g. watches)

I can find words that have the same or opposite meanings of the important words in the passage.

I can identify the main idea of the passage by:

- ✔ looking at the title, the beginning, or the end of the passage.
- ✔ reading between the lines (inferences supported by the text).
- ✔ selecting the most important details that support the main idea.

I can identify the setting, the characters, the important events, the problem(s) and solution(s) in a story.

I can tell the important events of the story in order.

I can retell what I have read by stating the main idea and important details of the text.



Success on FCAT
Reading-Elementary

I can understand the meanings of words by:

- ✔ looking for the little words inside the big words (chunking).
- ✔ knowing the meanings of word parts (prefixes, suffixes and root words).
- ✔ looking for clues within the passage and/or graphics.
- ✔ knowing the correct meaning of a word based on how it is used in the passage (multiple meanings, e.g. watches)

I can find words that have the same or opposite meanings of the important words in the passage.

I can identify the main idea of the passage by:

- ✔ looking at the title, the beginning, or the end of the passage.
- ✔ reading between the lines (inferences supported by the text).
- ✔ selecting the most important details that support the main idea.

I can identify the setting, the characters, the important events, the problem(s) and solution(s) in a story.

I can tell the important events of the story in order.

I can retell what I have read by stating the main idea and important details of the text.



Success on FCAT
Reading-Elementary

I can understand the meanings of words by:

- ✔ looking for the little words inside the big words (chunking).
- ✔ knowing the meanings of word parts (prefixes, suffixes and root words).
- ✔ looking for clues within the passage and/or graphics.
- ✔ knowing the correct meaning of a word based on how it is used in the passage (multiple meanings, e.g. watches)

I can find words that have the same or opposite meanings of the important words in the passage.

I can identify the main idea of the passage by:

- ✔ looking at the title, the beginning, or the end of the passage.
- ✔ reading between the lines (inferences supported by the text).
- ✔ selecting the most important details that support the main idea.

I can identify the setting, the characters, the important events, the problem(s) and solution(s) in a story.

I can tell the important events of the story in order.

I can retell what I have read by stating the main idea and important details of the text.

I can understand how characters, places, or things are **alike** and **different**.

I can understand that the author's purpose for writing a story/poem is to:

- 👂 tell an amusing story.
- 👂 entertain with a scary story.

I can understand that the author's purpose for writing an article is to:

- 👂 give facts.
- 👂 inform.
- 👂 teach..
- 👂 make it clear.
- 👂 persuade.
- 👂 convince.

I can find out what happened and why it happened.

I can tell how and why the character's attitudes or feelings change from the beginning to the end of the story.

I can monitor and adjust my understanding of the passage while reading.

I can reread and underline the parts of the passage that answer the question.

I can put the information in my own words to answer the question.

I can look in more than one place in a passage (**pictures, captions, charts, and graphs**) to find the answer to a question.

I can answer a multiple choice question in 1 sentence before looking at all the distractors.

I can understand how characters, places, or things are **alike** and **different**.

I can understand that the author's purpose for writing a story/poem is to:

- 👂 tell an amusing story.
- 👂 entertain with a scary story.

I can understand that the author's purpose for writing an article is to:

- 👂 give facts.
- 👂 inform.
- 👂 teach..
- 👂 make it clear.
- 👂 persuade.
- 👂 convince.

I can find out what happened and why it happened.

I can tell how and why the character's attitudes or feelings change from the beginning to the end of the story.

I can monitor and adjust my understanding of the passage while reading.

I can reread and underline the parts of the passage that answer the question.

I can put the information in my own words to answer the question.

I can look in more than one place in a passage (**pictures, captions, charts, and graphs**) to find the answer to a question.

I can answer a multiple choice question in 1 sentence before looking at all the distractors.

I can understand how characters, places, or things are **alike** and **different**.

I can understand that the author's purpose for writing a story/poem is to:

- 👂 tell an amusing story.
- 👂 entertain with a scary story.

I can understand that the author's purpose for writing an article is to:

- 👂 give facts.
- 👂 inform.
- 👂 teach..
- 👂 make it clear.
- 👂 persuade.
- 👂 convince.

I can find out what happened and why it happened.

I can tell how and why the character's attitudes or feelings change from the beginning to the end of the story.

I can monitor and adjust my understanding of the passage while reading.

I can reread and underline the parts of the passage that answer the question.

I can put the information in my own words to answer the question.

I can look in more than one place in a passage (**pictures, captions, charts, and graphs**) to find the answer to a question.

I can answer a multiple choice question in 1 sentence before looking at all the distractors.

I can understand how characters, places, or things are **alike** and **different**.

I can understand that the author's purpose for writing a story/poem is to:

- 👂 tell an amusing story.
- 👂 entertain with a scary story.

I can understand that the author's purpose for writing an article is to:

- 👂 give facts.
- 👂 inform.
- 👂 teach..
- 👂 make it clear.
- 👂 persuade.
- 👂 convince.

I can find out what happened and why it happened.

I can tell how and why the character's attitudes or feelings change from the beginning to the end of the story.

I can monitor and adjust my understanding of the passage while reading.

I can reread and underline the parts of the passage that answer the question.

I can put the information in my own words to answer the question.

I can look in more than one place in a passage (**pictures, captions, charts, and graphs**) to find the answer to a question.

I can answer a multiple choice question in 1 sentence before looking at all the distractors.

