

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
_____ I can figure out what a word means by the words around it.	_____ I can tell what a word means by how it is used in a sentence.	_____ I can tell what words mean from how they are used in a sentence.	_____ I can tell what words mean from how they are used in a sentence.	_____ I can use context to determine the relevant meaning of a word.	_____ I can use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	_____ I can use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	_____ I can use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).	_____ I can use context to identify the meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast).
_____ I can sort words into groups.	_____ I can sort words into groups by what they mean.	_____ I can identify the prefixes <i>re</i> and <i>pre</i> in a word.	_____ I can use knowledge of prefixes to (e.g., un-, re-, in-, dis-,) to determine the meaning of words.	_____ I can use knowledge of root words and affixes to determine the meaning of unknown words	_____ I can use knowledge of root words and affixes to determine the meaning of unknown words.	_____ I can use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	_____ I can use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).	_____ I can use context to identify the intended meaning of words with multiple meanings (e.g., definition, example, restatement, or contrast).
_____ I can use words to tell about objects and things that happen.	_____ I can use the base word of words with endings to help me understand what the word means.	_____ I can use the prefixes <i>re</i> and <i>un</i> to determine the meaning of words.	_____ I can use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.	_____ I can determine the difference between figurative language and literal language.	_____ I can determine the difference between figurative language and literal language.	_____ I can determine the effect of affixes on root words.	_____ I can determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.	_____ I can determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose and poetry.
	_____ I can tell the words that make a contraction.	_____ I can identify the suffixes <i>ful</i> and <i>ly</i> in a word.	_____ I can recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).	_____ I can identify figurative language, including similes, personification, and idioms.	_____ I can determine the meaning of figurative language, including similes, personification, and idioms	_____ I can determine the meaning of figurative language, including similes, metaphors, personification, and idioms in prose.	_____ I can determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and technology when available.	_____ I can determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and technology when available.

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	_____ I can tell the words that make a compound word.	_____ I can use the suffixes <i>ful</i> and <i>ly</i> to determine the meaning of words.	_____ I can identify the words that make up a contraction (e.g., can't=can not, it's=it is, aren't=are not).	_____ I can find the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids. (dictionary, thesaurus, glossary, and technology when available).	_____ I can determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and technology when available.	_____ I can determine the meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and technology when available.		
		_____ I can recognize the meanings of common abbreviations.	_____ I can tell the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).	_____ I can identify antonyms, synonyms, and homonyms for given words within text.	_____ I can identify antonyms, synonyms, and homonyms for given words within text.			
		_____ I can identify the two words that make up a contraction.	_____ I can determine the meaning of common synonyms, antonyms, and homonyms.					
		_____ I can tell the meaning of compound words using the meaning of individual words.	_____ I can determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using a variety of reference aids, including dictionary, thesaurus, and technology when available.					
		_____ I can determine the meaning of common synonyms, antonyms, and homophones.						