

Kindergarten Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target		
Reading:	1	I can ask questions about important details in a text.		RL 1-1
Literature	1	I can answer questions about important details in a text.		RL 1-2
	2	I can retell a story and include important details.		RL -2-1
	3	I can identify characters from a story.		RL- 3-1
	3	I can identify the setting of a story.		RL 3-2
	3	I can identify the major events in a story.		RL 3-3
	4	I can ask questions about unknown words in a text.		RL 4-1
	4	I can answer questions about unknown words in a text.		RL 4-2
	5	I can recognize differences in types of texts (stories and poems).		RL 5-1
	6	I can name the author and/or illustrator of a story.		RL 6-1
	6	I can describe the author's role in telling a story.		RL 6-2
	6	I can describe the illustrator's role in telling a story.		RL 6-3
	7	I can describe the relationship between illustrations and text in a story.		RL 7-1
	8	Not applicable to literature.		

	9	I can compare and contrast the adventures of familiar characters in different stories.	RL 9-1
	10	I can participate in group reading activities with purpose and understanding.	RL 10-1
Reading:	1	I can ask questions about important details in a text.	RI 1-1
Informational	1	I can answer questions about important details in a text.	RI 1-2
Text	2	I can identify the main topic of a text.	RI 2-1
	2	I can retell key details of a text.	RI 2-2
	3	I can describe the connection between two concepts from a text.	RI 3-1
	4	I can ask questions about unknown words in a text.	RI 4-1
	4	I can answer questions about unknown words in a text.	RI 4-2
	5	I can identify the front cover of a book.	RI 5-1
	5	I can identify the back cover of a book.	RI 5-2
	5	I can identify the title page of a book.	RI 5-3
	6	I can name the author and/or illustrator of a text.	RI 6-1
	6	I can explain the role of the author in presenting ideas and information.	RI 6-2
	6	I can explain the role of the illustrator in presenting ideas and information.	RI 6-3
	7	I can describe the relationship between illustrations and the text.	RI 7-1
	8	I can identify the reasons an author gives to support his/her points.	RI 8-1
	9	I can identify similarities and/or differences between two texts on the same topic.	RI 9-1
	10	I can participate in group reading activities with purpose and understanding.	RI 10-1
Reading	1a	I can follow words left to right, top to bottom, page to page.	RF 1a-1
Foundational	1b	I can recognize that spoken words match to written words by a sequence of letters.	RF 1b-1
Skills	1c	I can explain that words are separated from each other with spaces.	RF 1c-1

	1d	I can recognize and name all uppercase letters.		RF 1d-1
	1d	I can recognize and name all lowercase letters.		RF 1d-2
	2a	I can recognize rhyming words.		RF 2a-1
	2a	I can produce rhyming words.		RF 2a-2
	2b	I can count syllables in spoken words.		RF 2b-1
	2b	I can pronounce separate syllables in spoken words.		RF 2b-2
	2b	I can blend two or more syllables in spoken words.		RF 2b-3
	2b	I can segment syllables in spoken words.		RF 2b-4
	2c	I can blend onsets and rimes of single-syllable words.		RF 2c-1
	2c	I can segment onsets and rimes of single-syllable words.		RF 2c-2
	2d	I can pronounce the beginning sound in CVC words.		RF 2d-1
	2d	I can pronounce the middle sound in CVC words.		RF 2d-2
	2d	I can pronounce the ending sound in CVC words.		RF 2d-3
	2e	I can change individual sounds in one-syllable words to make new words.		RF 2e-1
	3a	I can produce the primary sound for each consonant.		RF 3a-1
	3b	I can match the long and short vowel sounds with their common spelling.		RF 3b-1
	3c	I can read common high-frequency words.		RF 3c-1
	3d	I can tell the difference between similarly spelled words by identifying the sounds of		RF 3d-1
		letters that differ.		
	4	I can read kindergarten text with purpose and understanding.		RF 4-1
Writing	1	I can draw, write, and dictate to compose an opinion piece that		W 1-1
		a - gives a topic, and		
		b - states my opinion about the topic.		

	2	I can draw, write, and dictate to compose an informative piece where I				W 2-1
		a - name the topic I am writing about, and				
		b - give information about the topic.				
	3	I can draw, write, and dictate to compose a story where I				W 3-1
		a - tell about the events in the order they occurred, and				
		b - give a reaction to what happened.				
	4	Not covered in kindergarten.				
	5	I can respond to my peers' questions or suggestions by adding details to my work.				W 5-1
	6	I can use digital tools to produce and publish my work.				W 6-1
	7	I can participate in research and writing projects with my classmates.				W 7-1
	8	I can remember or find information to answer a question.				W 8-1
	9	Not covered in kindergarten.				
	10	Not covered in kindergarten.				
Speaking & Listening	1a	I can follow class rules for discussions.				SL 1a-1
	1b	I can continue a conversation that we started the day before.				SL 1b-1
	2	I can show I understand a text by asking and answering questions about details.				SL 2-1
	2	I can ask questions about something I don't understand.				SL 2-2
	3	I can ask and/or answer a question to seek help or clarify my understanding.				SL 3-1
	4	I can describe familiar things and events by giving details about them.				SL 4-1
	5	I can add drawings or details to a description to provide information.				SL 5-1
	6	I can speak loudly and express my thoughts clearly.				SL 6-1

Language	1a	I can print most of the uppercase letters.			L 1a-1
	1a	I can print most of the lowercase letters.			L 1a-2
	1b	I can use nouns and verbs.			L 1b-1
	1c	I can form plural nouns by adding an /s/ or /es/ to words.			L 1c-1
	1d	I can use question words.			L 1d-1
	1e	I can use prepositions. (place words)			L 1e-1
	1f	I can produce complete sentences in class activities.			L 1f-1
	2a	I can capitalize the first word of a sentence.			L 2a-1
	2a	I can capitalize the pronoun I.			L 2a-2
	2b	I can name end punctuation.			L 2b-1
	2c	I can write a letter that matches a consonant sound.			L 2c-1
	2c	I can write a letter that matches a short vowel sound.			L 2c-2
	2d	I can spell simple words by sounding them out.			L 2d-1
	3	Not covered in kindergarten			
	4a	I can explain that some words have more than 1 meaning - a duck (noun); to duck (verb)			L 4a-1
	4b	I can use word endings (-ed, -es) and affixes (re-, un-, -ful, -less) to understand word meanings.			L 4b-1
	5a	I can sort common words or objects into categories.			L 5a-1
	5b	I can identify antonyms of words.			L 5b-1
	5c	I can identify connections between words and how I use them. (identify colorful places)			L 5c-1
	5d	I can identify synonyms of words by acting them out.			L 5d-1
	6	I can use words and phrases that I learn through conversation and reading.			L 6-1

First Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading:	1	I can ask questions about important details in a text.	RL 1-1
Literature	1	I can answer questions about important details in a text.	RL 1-2
	2	I can retell a story and include important details.	RL 2-1
	2	I can tell the central message of a story.	RL 2-2
	3	I can use details to describe characters from a story.	RL 3-1
	3	I can use details to describe the setting of a story.	RL 3-2
	3	I can use details to describe the major events in a story.	RL 3-3
	4	I can identify words or phrases in a text that relate to my senses and feelings.	RL 4-1
	5	I can explain differences between fiction and nonfiction text.	RL 5-1
	6	I can identify who is telling a story.	RL 6-1
	7	I can use illustrations to describe a story's characters.	RL 7-1
	7	I can use illustrations to describe a story's setting.	RL 7-2
	7	I can use illustrations to describe a story's main events.	RL 7-3
	8	Not applicable to literature.	

	9	I can compare and contrast the adventures of familiar characters in different stories.	RL 9-1
	10	I can read first grade stories and poems.	RL 10-1
Reading:	1	I can ask questions about important details in a text.	RI 1-1
Informational	1	I can answer questions about important details in a text.	RI 1-2
Text	2	I can identify the main topic of a text.	RI 2-1
	2	I can retell key details of a text.	RI 2-2
	3	I can describe the connection between two objects or pieces of information.	RI 3-1
	4	I can ask questions to determine or clarify the meaning of words or phrases.	RI 4-1
	4	I can answer questions to determine or clarify the meaning of words or phrases.	RI 4-2
	5	I can use various text features to locate information.	RI 5-1
	6	I can tell whether I got information from the text or from illustrations.	RI 6-1
	7	I can use illustrations to describe key details in a text.	RI 7-1
	8	I can identify the reasons an author gives to support his/her points.	RI 8-1
	9	I can identify similarities and/or differences between two texts on the same topic.	RI 9-1
	10	I can read informational text appropriate for first grade.	RI 10-1
Reading	1a	I can identify parts of a sentence - capitalized first word, end punctuation.	RF 1a-1
Foundational	2a	I can tell the difference between long and short vowel sounds in spoken words.	RF 2a-1
Skills	2b	I can blend sounds to say one syllable words.	RF 2b-1
	2c	I can pronounce the beginning sound in one syllable words.	RF 2c-1
	2c	I can pronounce the middle sound in one syllable words	RF 2c-2
	2c	I can pronounce the ending sound in one syllable words.	RF 2c-3
	2d	I can segment one syllable words into their individual sounds.	RF 2d-1

	3a	I can match a sound to the correct consonant digraph.		RF 3a-1
	3b	I can decode one-syllable words.		RF 3b-1
	3c	I can represent long vowel sounds with the most common patterns.		RF 3c-1
	3d	I can count the number of syllables in a word by realizing that each syllable has a vowel sound.		RF 3d-1
	3e	I can decode two-syllable words by breaking the syllables apart.		RF 3e-1
	3f	I can read words with inflectional endings.		RF 3f-1
	3g	I can read first grade irregularly-spelled words. (sight words)		RF 3g-1
	4a	I can read first grade text with purpose and understanding.		RF 4a-1
	4b	I can read first grade text with accuracy and expression.		RF 4b-1
	4c	I can use strategies to understand unknown words.		RF 4c-1
Writing	1	I can write an opinion piece where I:		W 1-1
		a - give a topic or name of a book,		
		b - provide an opinion on the topic,		
		c - give a reason to support my opinion, and		
		d - provide some sense of closure.		
	2	I can write an informative piece where I:		W 2-1
		a - name a topic,		
		b - give some facts about the topic, and		
		c - provide some sense of closure.		
	3	I can write a narrative piece where I:		W 3-1
		a - retell about two events in order,		
		b - give some details about the events in order, and		

		c - provide some sense of closure.			
	4	Not covered in first grade.			
	5	I can respond to my peers' questions or suggestions to strengthen my writing.			W 5-1
	5	I can add details to strengthen my writing.			W 5-2
	6	I can use digital tools to produce and publish my work.			W 6-1
	7	I can participate in research projects with my classmates.			W 7-1
	8	I can use provided sources to find information.			W 8-1
	9	Not covered in first grade.			
	10	Not covered in first grade.			
Speaking & Listening	1a	I can follow class rules for discussions.			SL 1a-1
	1b	I can continue a conversation that we started the day before.			SL 1b-1
	1c	I can ask questions to clear up my confusion about a text.			SL 1c-1
	2	I can show I understand what I read, hear, and/or see by asking and answering			SL 2-1
		questions.			
	3	I can ask and/or answer a question to seek help or clarify my understanding.			SL 3-1
	4	I can describe people, places, things, and events with relevant details.			SL 4-1
	5	I can add drawings or details to a description to provide information.			SL 5-1
	6	I can use complete sentences when appropriate.			SL 6-1
Language	1a	I can print all uppercase letters.			L 1a-1
	1a	I can print all lowercase letters.			L 1a-2
	1b	I can use different types of nouns. (common, proper, possessive)			L 1b-1
	1c	I can use verbs and nouns that match tense.			L 1c-1

	1d	I can use pronouns.				L 1d-1
	1e	I can use verbs to show past, present, and future.				L 1e-1
	1f	I can use adjectives. (describing words)				L 1f-1
	1g	I can use conjunctions. (connecting words)				L 1g-1
	1h	I can use determiners. (identifying words - a, an, the, some, many, each)				L 1h-1
	1i	I can use prepositions. (position words)				L 1i-1
	1j	I can use various types of sentences.				L 1j-1
	2a	I can capitalize dates.				L 2a-1
	2a	I can capitalize names of people.				L 2a-2
	2b	I can use end punctuation.				L 2b-1
	2c	I can use commas in dates.				L 2c-1
	2c	I can use commas to separate words in a series.				L 2c-2
	2d	I can spell first grade words correctly.				L 2d-1
	2e	I can spell words I don't know by sounding them out.				L 2e-1
	3	Not covered in first grade.				
	4a	I can use context clues to figure out word meanings.				L 4a-1
	4b	I can use prefixes and/or suffixes to figure out word meanings.				L 4b-1
	4c	I can identify inflectional forms of a root word (look - looks, looked, looking).				L 4c-1
	5a	I can sort words into categories and explain what the category represents.				L 5a-1
	5b	I can define a word by its category and an attribute				L 5b-1
	5c	I can identify a real-life application of a word.				L 5c-1
	5d	I can distinguish shades of meaning among verbs & adjectives by defining, choosing, or acting them out.				L 5d-1
	6	I can use words and phrases that I learn through listening and reading.				L 6-1

Second Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading:	1	I can ask questions (5 W's and How) about important details in a text.	RL 1-1
Literature	1	I can answer questions (5W's and How) to show I understand important details in a	RL 1-2
		text.	
	2	I can retell a story and include important details.	RL 2-1
	2	I can tell the central message, lesson, or moral of a story.	RL 2-2
	3	I can describe how characters respond to events in a story.	RL 3-1
	4	I can describe how an author's words supply rhythm and meaning in a text.	RL 4-1
	5	I can explain the structure and its purpose in a story.	RL 5-1
	6	I can describe when there are different characters telling a story.	RL 6-1
	6	I can use different voices for different characters when reading aloud.	RL 6-2
	7	I can use illustrations to describe a story's characters.	RL 7-1
	7	I can use illustrations to describe a story's setting.	RL 7-2
	7	I can use illustrations to describe a story's plot.	RL 7-3
	8	Not applicable to literature.	

	9	I can compare and contrast two versions of the same story.	RL 9-1
	10	I can read and comprehend second grade stories and poems.	RL 10-1
Reading:	1	I can ask questions (5 W's and How) about important details in a text.	RI 1-1
Informational Text	1	I can answer questions (5W's and How) to show I understand important details in a	RI 1-2
		text.	
	2	I can identify the main topic of a text and/or paragraphs within a text.	RI 2-1
	3	I can describe the connection between historical events, scientific ideas, or steps in a	RI 3-1
		procedure.	
	4	I can determine the meaning of words or phrases I don't know.	RI 4-1
	5	I can use various text features to locate information.	RI 5-1
	6	I can identify the purpose of a text and tell what the author is trying to explain or	RI 6-1
		answer.	
	7	I can explain how charts, diagrams, or illustrations are helpful in clarifying text.	RI 7-1
	8	I can explain how an author's reasons support his points.	RI 8-1
	9	I can compare and contrast important points, on a specific topic, from different texts.	RI 9-1
	10	I can read and comprehend informational text appropriate for second grade.	RI 10-1
Reading	1	Not covered in second grade.	
Foundational Skills	2	Not covered in second grade.	
	3a	I can tell the difference between long and short vowels.	RF 3a-1
	3b	I can identify spelling patterns for common long vowels (ai, ae, ei, etc.).	RF 3b-1
	3c	I can decode two-syllable words with regular patterns.	RF 3c-1
	3d	I can decode words with common prefixes.	RF 3d-1

	3d	I can decode words with common suffixes.	RF 3d-2
	3e	I can identify words with common spelling patterns that don't follow the normal rule.	RF 3e-1
	3f	I can read second grade sight words.	RF 3f-1
	4a	I can read second grade text with purpose and understanding.	RF 4a-1
	4b	I can read second grade text aloud with accuracy, expression, and appropriate rate.	RF 4b-1
	4c	I can use strategies to understand unknown words.	RF 4c-1
Writing	1	I can write an opinion piece where I:	W 1-1
		a - introduce a topic or name of a book,	
		b - provide an opinion on the topic,	
		c - use linking words to give a reason to support my opinion, and	
		d - provide a concluding section or statement.	
	2	I can write an informative piece where I:	W 2-1
		a - introduce a topic,	
		b - use facts and definitions to develop a point, and	
		c - provide a concluding statement or section.	
	3	I can write a narrative piece where I:	W 3-1
		a - retell an event or sequence of events	
		b - give some details about the actions and/or characters in order, and	
		c - provide some sense of closure.	
	4	Not covered in second grade.	
	5	I can use guidance from my peers to strengthen my writing.	W 5-1
	6	I can use digital tools to produce and publish my work.	W 6-1

	7	I can participate in research projects with my classmates.	W 7-1
	7	I can participate in writing projects with my classmates.	W 7-2
	8	I can use provided sources to find information.	W 8-1
	9	Not covered in second grade.	
	10	Not covered in second grade.	
Speaking & Listening	1a	I can follow class rules for discussions.	SL 1a-1
	1b	I can participate in a conversation by responding to things others say.	SL 1b-1
	1c	I can ask questions to clear up my confusion about a text.	SL 1c-1
	2	I can show I understand what I read, hear, and/or see by retelling and describing key details.	SL 2-1
	3	I can ask and/or answer questions of a speaker to clarify/deepen my understanding.	SL 3-1
	4	I can tell a story or about an experience with appropriate facts and details.	SL 4-1
	5	I can create audio recordings of stories or poems.	SL 5-1
	5	I can add drawings or details to a description to provide information.	SL 5-2
	6	I can use complete sentences when appropriate.	SL 6-1
Language	1a	I can use collective nouns.	L 1a-1
	1b	I can use frequently occurring irregular plural nouns.	L 1b-1
	1c	I can use reflexive pronouns.	L 1c-1
	1d	I can use the past tense of common verbs.	L 1d-1
	1e	I can decide when to use an adverb or an adjective.	L 1e-1
	1f	I can use simple and compound sentences.	L 1f-1
	2a	I can capitalize holidays.	L 2a-1

	2a	I can capitalize product names.	L 2a-2
	2a	I can capitalize geographic names.	L 2a-3
	2b	I can use commas in greetings and closings of letters.	L 2b-1
	2c	I can use apostrophes in contractions.	L 2c-1
	2c	I can use apostrophes in possessives.	L 2c-2
	2d	I can spell words I don't know by using spelling patterns I have learned.	L 2d-1
	2e	I can use a dictionary to find the correct spelling of a word.	L 2e-1
	3a	I can compare formal and informal uses of English.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can use prefixes to figure out word meanings.	L 4b-1
	4c	I can determine the meaning of a word by using its root word.	L 4c-1
	4d	I can determine the meaning of a compound word by using the two individual	L 4d-1
		words.	
	4e	I can use glossaries and dictionaries to determine the meanings of words.	L 4e-1
	5a	I can identify a real-life application of a word.	L 5a-1
	5b	I can determine differences in meaning of similar verbs and adjectives.	L 5b-1
	6	I can use words and phrases that I learn through listening and reading.	L 6-1

Third Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can ask and answer questions, using the text for support, to show my understanding.	RL 1-1
	2	I can retell a story.	RL 2-1
	2	I can tell the central message of a story, and identify how the message is conveyed.	RL 2-2
	3	I can describe the characters in a story and explain how their actions contribute to the story's events.	RL 3-1
	4	I can determine the literal and figurative meaning of words an author uses.	RL 4-1
	5	I can use specific terms (chapter, stanza, etc.) when discussing a story or text.	RL 5-1
	5	I can explain how parts of text (chapters, stanza, etc.) are connected.	RL 5-2
	6	I can describe when there are different characters telling a story.	RL 6-1
	7	I can explain how the illustrations of a text contribute to the mood or story being told.	RL 7-1
	8	Not applicable to literature.	
9	I can compare and contrast themes, characters, and plots of two stories by the same author.	RL 9-1	
10	I can read and comprehend literature appropriate for third grade.	RL 10-1	

Reading:	1	I can ask and answer questions, using the text for support, to show my understanding.	RI 1-1
Informational Text	2	I can determine the main idea and supporting details of a text.	RI 2-1
	2	I can explain how the supporting details specifically relate to the main idea.	RI 2-2
	3	I can use language that pertains to sequence or cause/effect to describe the connection between historical events, scientific ideas, or steps in a procedure.	RI 3-1
	4	I can determine the meaning of words or phrases I don't know.	RI 4-1
	5	I can use various text features to locate information.	RI 5-1
	6	I can tell the difference between my point of view and the author's point of view.	RI 6-1
	7	I can explain how charts, diagrams, or illustrations are helpful in clarifying text.	RI 7-1
	8	I can explain the connections between sentences and paragraphs in a text using comparison, cause/effect, or sequencing.	RI 8-1
	9	I can compare and contrast important points, on a specific topic, from different texts.	RI 9-1
	10	I can read and comprehend informational text appropriate for third grade.	RI 10-1
Reading	1	Not covered in third grade.	
Foundational Skills	2	Not covered in third grade.	
	3a	I can identify and know meanings of common prefixes and suffixes.	RF 3a-1
	3b	I can decode words with common Latin suffixes.	RF 3b-1
	3c	I can decode multi-syllable words.	RF 3c-1
	3d	I can read third grade irregularly-spelled words.	RF 3d-1
	4a	I can read third grade text with purpose and understanding.	RF 4a-1
	4b	I can read third grade text aloud with accuracy, expression, and appropriate rate.	RF 4b-1
	4c	I can use strategies to understand unknown words.	RF 4c-1

Writing	1	I can write an opinion piece where I:	W 1-1
		a - introduce a topic or name of a book, state an opinion, and create an organizational structure,	
		b - provide reasons that support their opinion,	
		c - use linking words to give a reason to support my opinion, and	
		d - provide a concluding section or statement.	
	2	I can write an informative piece where I:	W 2-1
		a - introduce a topic and group related information,	
		b - use facts, definitions, and details to develop a point,	
		c - use linking words to connect ideas, and	
		d - provide a concluding statement or section.	
3	I can write a narrative piece where I:	W 3-1	
	a - establish a situation and introduce a narrator,		
	b - use dialogue and descriptions to develop events,		
	c - use temporal words and phrases to signal order, and		
	d - provide some sense of closure.		
4	I can produce piece of writing that are appropriate for third grade tasks and purposes.	W 4-1	
5	I can use guidance from my peers to plan, revise, and edit my writing.	W 5-1	
6	I can use digital tools to produce and publish my work.	W 6-1	
7	I can conduct a short research project to build knowledge about a topic.	W 7-1	
8	I can use provided sources to find information, take notes on sources, and categorize my notes.	W 8-1	
9	Not covered in third grade.		
10	I can write for a range of time and tasks.	W 10-1	

Speaking & Listening	1a	I can prepare for a class discussion and participate by responding to things others say.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions.	SL 1b-1
	1c	I can ask questions to clear up my confusion about a presentation.	SL 1c-1
	1d	I can explain my own ideas and understanding as they connect to the discussion.	SL 1d-1
	2	I can show I understand what I read, hear, and/or see by retelling and describing key details.	SL 2-1
	3	I can ask and/or answer questions of a speaker to clarify/deepen my understanding.	SL 3-1
	4	I can speak clearly and audibly while reporting on a topic, telling a story or experience.	SL 4-1
	5	I can create audio recordings of stories or poems.	SL 5-1
	5	I can add drawings or details to a description to provide information.	SL 5-2
	6	I can use complete sentences when appropriate.	SL 6-1
Language	1a	I can explain the functions of nouns, verbs, pronouns, adjectives, and adverbs.	L 1a-1
	1b	I can use regular and irregular plural nouns.	L 1b-1
	1c	I can use abstract nouns.	L 1c-1
	1d	I can use regular and irregular verbs.	L 1d-1
	1e	I can use simple verb tenses.	L 1e-1
	1f	I can write sentences with subject-verb agreement.	L 1f-1
	1g	I can use comparative and superlative adjectives and adverbs appropriately.	L 1g-1
	1h	I can use coordinating and subordinating conjunctions.	L 1h-1
	1i	I can produce all types of sentences.	L 1i-1
	2a	I can capitalize appropriate words in titles.	L 2a-1
	2b	I can use commas in addresses.	L 2b-1
	2c	I can use commas and quotation marks in dialogue.	L 2c-1

	2d	I can form and use possessives.	L 2d-1
	2e	I can use conventional spelling for high-frequency and other words I've studied.	L 2e-1
	2f	I can use spelling patterns and generalizations in my writing.	L 2f-1
	2g	I can use reference materials to find correct spellings.	L 2g-1
	3a	I can choose words and phrases for effect.	L 3a-1
	3a	I can compare differences in spoken and written English.	L 3a-2
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can determine the meaning of a word by using the prefix or suffix.	L 4b-1
	4c	I can determine the meaning of a word by using its root word.	L 4c-1
	4d	I can use glossaries and dictionaries to determine the meanings of words.	L 4d-1
	5a	I can distinguish between literal and figurative meanings of words.	L 5a-1
	5b	I can identify a real-life application of a word.	L 5b-1
	5c	I can distinguish shades of meaning between words.	L 5c-1
	6	I can use words and phrases that I learn through listening and reading.	L 6-1

Fourth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can draw inferences from a text and refer to details and examples in the text when explaining my inferences.	RL 1-1
	2	I can determine the theme of a piece of literature.	RL 2-1
	2	I can summarize a piece of literature.	RL 2-2
	3	I can use specific details from the story to describe a character in depth.	RL 3-1
	3	I can use specific details from the story to describe a setting in depth.	RL 3-2
	3	I can use specific details from the story to describe an event in depth.	RL 3-3
	4	I can determine the meaning of words and phrases based on how they are used in a text.	RL 4-1
	4	I can identify the meaning of words that are allusions.	RL 4-2
	5	I can refer to structural elements to explain major differences among poems, drama, and prose.	RL 5-1
	6	I can compare and contrast the viewpoint of different stories, especially in first- and third-person narration.	RL 6-1
	7	I can make connections between the written text of a story and a visual or oral	RL 7-1

		presentation of the text.	
	8	Not applicable to literature.	
	9	I can compare and contrast themes, topics, and plot patterns of literature from various cultures.	RL 9-1
	10	I can read and comprehend literature appropriate for fourth grade.	RL 10-1
Reading: Informational Text	1	I can draw inferences from a text and refer to details and examples in the text when explaining my inferences.	RI 1-1
	2	I can determine the main idea of a text and explain how it is supported by key details.	RI 2-1
	2	I can summarize a piece of informational text.	RI 2-2
	3	I can explain events, ideas, or procedures from an informational text and use the text to support my explanation.	RI 3-1
	4	I can determine the meaning of words or phrases in a grade 4 text.	RI 4-1
	5	I can describe the structure used in a piece of informational text.	RI 5-1
	6	I can explain differences in focus and information provided between a firsthand and secondhand account of the same event.	RI 6-1
	7	I can interpret information that is presented orally.	RI 7-1
	7	I can explain how information presented orally contributes to my understanding of a text.	RI 7-2
	8	I can explain how an author uses reasons and evidence to support his/her points.	RI 8-1
	9	I can combine information from two texts on the same topic to write or speak about the subject.	RI 9-1
	10	I can read and comprehend informational text appropriate for fourth grade.	RI 10-1
Reading	1	Not covered in fourth grade.	

Foundational Skills	2	Not covered in fourth grade.	
	3a	I can use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.	RF 3a-1
	4a	I can read fourth grade text with purpose and understanding.	RF 4a-1
	4b	I can read fourth grade text aloud with accuracy, expression, and appropriate rate.	RF 4b-1
	4c	I can use strategies to understand unknown words.	RF 4c-1
Writing	1	I can write an opinion piece that supports a point of view, where I: a - introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose, b - provide reasons that are supported by facts and details, c - use linking words to give a reason to support my opinion, and d - provide a concluding section or statement.	W 1-1
	2	I can write an informative piece, which examines a topic, where I: a - introduce a topic and group related information and include formatting and illustrations when helpful, b - use facts, definitions, details, and quotations to develop the topic, c - use linking words to connect ideas within categories, and d - provide a concluding statement or section.	W 2-1
	3	I can write a real or imagined narrative piece where I: a - establish a situation, introduce a narrator, and organize an appropriate sequence, b - use dialogue and descriptions to develop events and characters, c - use transitional words and phrases to manage sequence of events, d - use concrete words and phrases and sensory details,	W 3-1

		e - provide some sense of closure.		
	4	I can produce piece of writing that are appropriate for fourth grade tasks, purposes, and audiences.	W 4-1	
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1	
	6	I can use digital tools to produce and publish my work.	W 6-1	
	6	I can use the internet to interact and collaborate with my peers on writing projects.	W 6-2	
	6	I can demonstrate a command of keyboarding skills to type a page in one setting.	W 6-3	
	7	I can conduct a short research project to build knowledge about a topic.	W 7-1	
	8	I can use provided sources to find information, take notes on sources, and categorize my notes.	W 8-1	
	8	I can provide a list of sources used for a research project.	W 8-2	
	9a	I can use evidence from literature to support analysis, reflection, and research.	W 9a-1	
	9b	I can use evidence from informational text to support analysis, reflection, and research.	W9b-1	
	10	I can write for a range of time and tasks.	W 10-1	
Speaking & Listening	1a	I can prepare for a class discussion and participate by responding to things others say.	SL 1a-1	
	1b	I can follow agreed-upon rules for class discussions and carry-out my assigned roles.	SL 1b-1	
	1c	I can ask questions to clear up my confusion about a presentation.	SL 1c-1	
	1c	I can make comments that contribute to a discussion.	SL 1c-2	
	1d	I can explain my own ideas and understanding as they connect to the discussion.	SL 1d-1	
	2	I can paraphrase portions of a text read aloud or presented visually.	SL 2-1	
	3	I can identify the reasons and evidence a speaker gives to support points.	SL 3-1	
	4	I can speak clearly and audibly while reporting on a topic or telling a story or experience in an organized manner.	SL 4-1	

	5	I can add audio recordings or visual displays to enhance a presentation.	SL 5-1
	6	I can differentiate between a project that calls for formal English and ones that allow	SL 6-1
		use of informal discourse.	
	6	I can use formal English when appropriate to tasks and situation.	SL 6-2
Language	1a	I can use relative pronouns.	L 1a-1
	1a	I can use relative adverbs.	L 1a-2
	1b	I can form and use progressive verb tenses.	L 1b-1
	1c	I can use modal auxiliary verbs (shall, might, can, must, etc.)	L 1c-1
	1d	I can use adjectives in conventional order. (small, red bag NOT red, small bag)	L 1d-1
	1e	I can form and use prepositional phrases.	L 1e-1
	1f	I can produce complete sentences.	L 1f-1
	1f	I can correct inappropriate fragments and run-ons.	L 1f-2
	1g	I can correctly use homonyms.	L 1g-1
	2a	I can use correct capitalization.	L 2a-1
	2b	I can use quotations and commas to mark direct speech and quotations from a text.	L 2b-1
	2c	I can use a comma before a coordinating conjunction in a compound sentence.	L 2c-1
	2d	I can spell fourth grade words appropriately and consult references as needed.	L 2d-1
	3a	I can choose words and phrases to precisely convey ideas.	L 3a-1
	3b	I can choose punctuation for effect.	L 3b-1
	3c	I can differentiate between contexts that call for formal English and informal discourse.	L 3c-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can determine the meaning of a word by using the affix or root.	L 4b-1
	4c	I can determine the meaning or pronunciation of a word by consulting reference materials.	L 4c-1

	5a	I can explain the meaning of simple similes and metaphors.	L 5a-1
	5b	I can recognize and explain the meaning of common idioms, adages, and proverbs.	L 5b-1
	5c	I can demonstrate my understanding of words by relating them to their synonyms and	L 5c-1
		antonyms.	
	6	I can use words and phrases that I learn through listening and reading, especially words	L 6-1
		related to fourth grade topics.	

Fifth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can use specific quotes from a text when drawing inferences and explaining what a text says specifically.	RL 1-1
	2	I can determine the theme of a text using details, characters' actions, or the speaker's reflection.	RL 2-1
	2	I can summarize a story, drama, or poem.	RL 2-2
	3	I can use specific details from a text to compare and contrast two characters, events, or settings.	RL 3-1
	4	I can determine the meaning of words and phrases based on how they are used in a text.	RL 4-1
	5	I can explain how a series of chapters or stanzas fit together to create the overall structure of a text.	RL 5-1
	6	I can describe how the narrator's point of view affects how events are described.	RL 6-1
	7	I can analyze how visual or multimedia elements contribute to the meaning or beauty of a text.	RL 7-1
	8	Not applicable to literature.	

	9	I can compare and contrast stories of the same genre on their approach to similar themes.	RL 9-1
	10	I can read and comprehend literature appropriate for fifth grade.	RL 10-1
Reading: Informational Text	1	I can use specific quotes from a text when drawing inferences and explaining what a text says specifically.	RI 1-1
	2	I can determine the main idea of a text and explain how it is supported by key details.	RI 2-1
	2	I can summarize a piece of informational text.	RI 2-2
	3	I can explain relationships between events, ideas, or procedures from an informational text and use the text to support my explanation.	RI 3-1
	4	I can determine the meaning of words or phrases in a grade 5 text.	RI 4-1
	5	I can compare/contrast the overall structure of events or ideas in two or more texts.	RI 5-1
	6	I can analyze two or more accounts of the same event while noting similarities and differences.	RI 6-1
	7	I can locate information from various sources to answer a question or solve a problem.	RI 7-1
	8	I can explain how an author uses reasons and evidence to support his/her points.	RI 8-1
	8	I can specifically identify which reasons an author uses to support which points.	RI 8-2
	9	I can combine information from two texts on the same topic to write or speak about the subject.	RI 9-1
	10	I can read and comprehend informational text appropriate for fifth grade.	RI 10-1
Reading Foundational Skills	1	Not covered in fifth grade.	
	2	Not covered in fifth grade.	
	3a	I can use my knowledge of letter-sound relationships, syllabication, and roots and affixes to read words I don't know.	RF 3a-1

	4a	I can read fifth grade text with purpose and understanding.	RF 4a-1
	4b	I can read fifth grade text aloud with accuracy, expression, and appropriate rate.	RF 4b-1
	4c	I can use strategies to understand unknown words.	RF 4c-1
Writing	1	I can write an opinion piece on a text/topic, that supports a point of view, where I:	W 1-1
		a - introduce a topic or name of a book, state an opinion, and create an organizational structure that supports my purpose,	
		b - provide reasons that are supported by facts and details and ordered logically,	
		c - use words, phrases, and clauses to link opinions and reasons,	
		d - provide a concluding section or statement.	
	2	I can write an informative piece, which examines a topic and convey ideas, where I:	W 2-1
		a - introduce a topic, provide a general focus, and group related information and include formatting and illustrations when helpful,	
		b - use facts, definitions, details, and quotations to develop the topic,	
		c - use words, phrases, and clauses to link ideas within and across categories,	
		d - inform or explain about the topic using domain-specific vocabulary and precise language, and e - provide a concluding statement or section.	
	3	I can write a real or imagined narrative piece with descriptive details and clear events where I:	W 3-1
		a - establish a situation, introduce a narrator, and organize an event sequence,	
		b - use dialogue, descriptions, and pacing to develop events and characters,	
		c - use transitional words, phrases, and clauses to manage sequence of events,	
		d - use concrete words and phrases and sensory details to convey experiences and events, and e - provide some sense of closure.	

	4	I can produce piece of writing that are appropriate for fifth grade tasks, purposes, and audiences.	W 4-1
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1
	6	I can use digital tools to produce and publish my work.	W 6-1
	6	I can use the internet to interact and collaborate with my peers on writing projects.	W 6-2
	6	I can demonstrate a command of keyboarding skills to type two pages in one setting.	W 6-3
	7	I can conduct a short research project, that uses several sources to build knowledge about a topic.	W 7-1
	8	I can use provided sources to find information, take notes on sources, and categorize my notes.	W 8-1
	8	I can summarize or paraphrase information found for my finished work.	W 8-2
	8	I can provide a list of sources used for a research project.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in my writing.	W9b-1
	10	I can write for a range of time and tasks.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by using my preparations and responding to others.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions and carry-out my assigned roles.	SL 1b-1
	1c	I can ask and answer questions during a discussion to elaborate on the remarks of others.	SL 1c-1
	1d	I can review ideas expressed and draw conclusions using information gained in a discussion.	SL 1d-1
	2	I can summarize information presented orally or visually.	SL 2-1
	3	I can summarize the points a speaker makes.	SL 3-1

	3	I can explain the reasons and evidence a speaker uses to support the claims his/she makes.	SL 3-2
	4	I can sequence ideas logically, using appropriate facts and details, and speak clearly and understandably while reporting on a topic or opinion.	SL 4-1
	5	I can include multimedia projects or visual displays when they will be helpful in developing the main idea or theme of my presentation.	SL 5-1
	6	I can use formal English when appropriate to tasks and situation.	SL 6-1
Language	1a	I can explain the function of conjunctions in general and in specific sentences	L 1a-1
	1a	I can explain the function of prepositions in general and in specific sentences	L 1a-2
	1a	I can explain the function of interjections in general and in specific sentences	L 1a-3
	1b	I can form and use perfect verb tenses.	L 1b-1
	1c	I can use verb tenses to convey various times, sequences, states, and conditions.	L 1c-1
	1d	I can recognize and correct inappropriate shifts in verb tense.	L 1d-1
	1e	I can use correlative conjunctions	L 1e-1
	2a	I can use punctuation to separate items in a series.	L 2a-1
	2b	I can use a comma to separate an introductory element from the rest of the sentence.	L 2b-1
	2c	I can use a comma to set off the words yes and no.	L 2c-1
	2c	I can use a comma to set off a tag question from the rest of a sentence.	L 2c-2
	2c	I can use a comma to indicate direct address.	L 2c-3
	2d	I can use underlining, quotation marks, or italics to indicate titles of works.	L 2d-1
	2e	I can spell grade-appropriate words correctly.	L 2e-1
	3a	I can expand, combine, and/or reduce sentences for purpose of meaning, interest, or style.	L 3a-1
	3b	I can compare/contrast varieties of English used in stories, dramas, or poems.	L 3b-1
	4a	I can use context clues to figure out word meanings.	L 4a-1

	4b	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 4b-1
	4c	I can determine the meaning or pronunciation of a word by consulting reference materials.	L 4c-1
	5a	I can explain the meaning of simple similes and metaphors in context.	L 5a-1
	5b	I can recognize and explain the meaning of common idioms, adages, and proverbs.	L 5b-1
	5c	I can use relationships between words to better understand the meaning of each individual	L 5c-1
		word.	
	6	I can use words and phrases that I learn through listening and reading, especially words	L 6-1
		related to fifth grade topics.	

Sixth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target		
Reading: Literature	1	I can use evidence from the text to support my analysis of what the text says and inferences I make.	RL 1-1	
	2	I can determine the theme and explain how it is portrayed through details.	RL 2-1	
	2	I can summarize a text and leave out my personal opinion	RL 2-2	
	3	I can describe how a story's plot unfolds using a series of episodes.	RL 3-1	
	3	I can explain how the characters respond or change as the plot advances.	RL 3-2	
	4	I can determine the figurative and literal meaning of words and phrases based on how they are used in a text.	RL 4-1	
	4	I can analyze the impact of specific word choice on the meaning and tone of the passage.	RL 4-2	
	5	I can explain how a particular chapter/scene fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL 5-1	
	6	I can explain how an author develops the point of view of a narrator or text's characters.	RL 6-1	
	7	I can compare and contrast the experience of reading a text to viewing or listening to the same text.	RL 7-1	

	8	Not applicable to literature.	
	9	I can compare and contrast texts of different forms on their treatment of the same topic.	RI 9-1
	10	I can read and comprehend literature at the sixth grade level.	RI 10-1
Reading:	1	I can use evidence from the text to support my analysis of what the text says and	RI 1-1
Informational		inferences I make.	
Text	2	I can determine the main idea of a text and explain how it is supported by key details.	RI 2-1
	2	I can summarize informational text while leaving out my personal opinion.	RI 2-2
	3	I can analyze how an individual, event, or idea is introduced and elaborated upon in	RI 3-1
		informational text.	
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a	RI 4-1
		grade 6 text.	
	5	I can analyze how a sentence/chapter fits into the structure of a text and contributes to	RI 5-1
		the development of the ideas.	
	6	I can determine the author's point of view and explain how it is conveyed through the text.	RI 6-1
	7	I can utilize media or graphics to develop a coherent understanding of a topic.	RI 7-1
	8	I can trace and evaluate the argument and claims in a text.	RI 8-1
	8	I can identify claims that are supported with reasons and those that are not.	RI 8-2
	9	I can compare and contrast two authors' presentation of the same event or topic.	RI 9-1
	10	I can read and comprehend informational text appropriate for sixth grade.	RI 10-1
Writing	1	I can write an argument with clear reasons and relevant evidence, where I:	W 1-1
		a - introduce claims and organize the reasons/evidence clearly,	
		b - support claims with clear and relevant reasons, use credible sources and demonstrate	

		understanding of the topic,	
		c - use words, phrases, and clauses to clarify relationships among claims/reasons,	
		d - establish and maintain a formal style, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines a topic and convey ideas, where I:	W 2-1
		a - introduce a topic, organize ideas with appropriate structure, include formatting and graphics when useful,	
		b - use facts, definitions, details, and quotations, or other examples to develop the topic,	
		c - use appropriate transitions to clarify relationships among ideas,	
		d - use precise language and vocabulary to explain about the topic,	
		e - establish and maintain a formal style, and	
		f - provide a concluding statement or section.	
	3	I can write a real or imagined narrative with descriptive details and effective technique,	W 3-1
		where I:	
		a - establish a context, introduce a narrator and/or characters, and organize a logical event sequence,	
		b - use dialogue, descriptions, and pacing to develop events and characters,	
		c - use transitional words, phrases, and clauses to convey sequence and signal shifts,	
		d - use precise words and phrases and sensory details and language to convey experiences and events, and	
		e - provide a conclusion.	
	4	I can produce clear, coherent writing in which the development, organization, and style are appropriate for sixth grade tasks, purposes, and audiences.	W 4-1
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1

	6	I can use digital tools to produce and publish my work.	W 6-1
	6	I can use the internet to interact and collaborate with my peers on writing projects.	W 6-2
	6	I can demonstrate a command of keyboarding skills to type three pages in one setting.	W 6-3
	7	I can conduct short research projects, that use several sources to answer a specific question.	W 7-1
	8	I can gather information from multiple sources (print and digital) and assess credibility of those sources.	W 8-1
	8	I can quote or paraphrase information found for my finished work.	W 8-2
	8	I can provide basic bibliographic information for my sources.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in my writing.	W9b-1
	10	I can write for a range of time and tasks.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions, carry-out my role, and meet goals and deadlines.	SL 1b-1
	1c	I can ask and answer questions during a discussion to elaborate on the remarks of others and contribute to the discussion.	SL 1c-1
	1d	I can review ideas expressed and demonstrate understanding of multiple perspectives presented during the discussion.	SL 1d-1
	2	I can interpret information presented in diverse formats and explain how it contributes to the topic under study.	SL 2-1
	3	I can identify a speaker's argument and specific claims.	SL 3-1

	3	I can identify claims that are supported by reasons/evidence and those that are not.	SL 3-2
	4	I can present claims and findings by sequencing ideas logically and using important facts and descriptions.	SL 4-1
	4	I can use appropriate eye contact, adequate volume, and clear pronunciation.	SL 4-2
	5	I can include multimedia projects or visual displays when they will be helpful in clarifying information.	SL 5-1
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
Language	1a	I can use pronouns in the proper case.	L 1a-1
	1b	I can use intensive pronouns.	L 1b-1
	1c	I can correct inappropriate shifts in pronoun number and person.	L 1c-1
	1d	I can correct vague pronouns.	L 1d-1
	1e	I can recognize variations of standard English in writing and correct those areas.	L 1e-1
	2a	I can use punctuation to set off nonrestrictive elements.	L 2a-1
	2b	I can spell correctly.	L 2b-1
	3a	I can vary sentence patterns for interest and style.	L 3a-1
	3b	I can maintain consistency in style and tone while writing and speaking.	L 3b-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, or part of speech of a word.	L 4c-1
	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5b	I can use the relationships between words to better understand each word's meaning.	L 5b-1

	5C	I can distinguish among connotations and denotations of words.	L 5c-1
	6	I can use vocabulary appropriate to sixth grade topics.	L 6-1
	6	I can use resources to determine the meaning a word or phrase important for	L 6-2
		comprehension and/or expression.	

Seventh Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RL 1-1
	2	I can determine the theme of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text.	RL 2-2
	2	I can give an objective summary of a text.	RL 2-3
	3	I can analyze how elements of a story interact (setting affect characters, etc.).	RL 3-1
	4	I can determine the figurative and connotative meaning of words and phrases based on	RL 4-1
		how they are used in a text.	
	4	I can analyze the impact of rhyme or repetition of sound on a particular part of a text.	RL 4-2
	5	I can analyze how the form or structure of a text contributes to its meaning.	RL 5-1
	6	I can analyze how an author develops and/or contrast the point of view of a narrator or	RL 6-1
		text's character.	
	7	I can compare and contrast a written text to its audio, staged, or multimedia version.	RL 7-1
	7	I can analyze the affects of techniques that are unique to portraying various types of	RL 7-2
		media (see above).	

	8	Not applicable to literature.	
	9	I can compare and contrast a fictional portrayal of an event to an historical account of the same event to understand how authors of fiction use history in their writing.	RI 9-1
	10	I can read and comprehend literature at the seventh grade level.	RI 10-1
Reading:	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RI 1-1
Informational Text	2	I can determine two or more central ideas and analyze their development over the course of the text.	RI 2-1
	2	I can give an objective summary of the text.	RI 2-2
	3	I can analyze interactions between individuals, events, or ideas in a text.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 7 text.	RI 4-1
	4	I can analyze how the words the author chooses affects the meaning or tone of the text.	RI 4-2
	5	I can analyze the structure an author uses to organize text.	RI 5-1
	5	I can explain how major sections of a text contribute to the development of the whole.	RI 5-2
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can explain how an author distinguishes his/her position from another author.	RI 6-3
	7	I can compare and contrast a text to an audio or multimedia version.	RI 7-1
	7	I can analyze how a particular medium affects how a subject is portrayed.	RI 7-2
	8	I can trace and evaluate the argument and claims in a text.	RI 8-1
8	I can assess whether an author's reasoning is sound and whether he has enough evidence to support the claims he makes.	RI 8-2	
9	I can analyze differences in two or more authors' presentations on the same topic.	RI 9-1	

	10	I can read and comprehend informational text appropriate for seventh grade.	RI 10-1
Writing	1	I can write an argument with clear reasons and relevant evidence, where I:	W 1-1
		a - introduce claims, acknowledge opposing claims, and organize the reasons/evidence clearly,	
		b - support claims with logical and relevant reasons, use credible sources and demonstrate understanding of the topic,	
		c - use words, phrases, and clauses to create cohesion and clarify relationships,	
		d - establish and maintain a formal style, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines a topic and convey ideas, where I:	W 2-1
		a - introduce a topic, organize ideas with appropriate structure, include formatting and graphics when useful,	
		b - use facts, definitions, details, and quotations, or other examples to develop the topic,	
		c - use appropriate transitions to create cohesion and clarify relationships,	
		d - use precise language and vocabulary to explain about the topic,	
		e - establish and maintain a formal style, and	
		f - provide a concluding statement or section.	
	3	I can write a real or imagined narrative with descriptive details and effective technique,	W 3-1
		where I:	
		a - establish a context and point of view, introduce a narrator and/or characters, and organize a logical event sequence,	
		b - use dialogue, descriptions, and pacing to develop events and characters,	
		c - use transitional words, phrases, and clauses to convey sequence and signal shifts,	
		d - use precise words and phrases and sensory details and language to convey experiences	

		and events, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are appropriate for seventh grade tasks, purposes, and audiences.	W 4-1
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1
	5	I can try new approaches and focus on addressing my purpose and audience in my writing.	W 5-2
	6	I can use technology to produce and publish my work, and link to sources.	W 6-1
	6	I can use the Internet to interact and collaborate with my peers on writing projects.	W 6-2
	7	I can conduct short research projects, that use several sources to answer a specific question.	W 7-1
	7	I can generate additional focused questions, if needed, during my research.	W 7-2
	8	I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources.	W 8-1
	8	I can quote or paraphrase information found for my finished work.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in my writing.	W9b-1
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.	SL 1b-1
	1c	I can ask questions to respond to others, elicit elaboration, or bring the discussion back to	SL 1c-1

		the topic.	
	1d	I can acknowledge new ideas expressed in discussion and modify my views if needed.	SL 1d-1
	2	I can analyze the main idea/supporting details in information presented in diverse formats	SL 2-1
		explain how the information clarifies the topic under study.	
	3	I can identify a speaker's argument and specific claims.	SL 3-1
	3	I can evaluate the soundness of reasoning and relevance of evidence presented.	SL 3-2
	4	I can present important findings in a coherent manner using descriptions, facts, details, and	SL 4-1
		examples.	
	4	I can use appropriate eye contact, adequate volume, and clear pronunciation.	SL 4-2
	5	I can include multimedia projects or visual displays when they will be helpful in clarifying	SL 5-1
		and emphasizing information.	
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2
Language	1a	I can explain the function of phrases and clauses.	L 1a-1
	1b	I can choose among various types of sentences to show different relationship among ideas.	L 1b-1
	1c	I can use phrases and clauses appropriately in a sentence.	L 1c-1
	2a	I can use a comma to separate coordinate adjectives.	L 2a-1
	2b	I can spell correctly.	L 2b-1
	3a	I can choose language to express ideas in a precise and concise manner.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, or part of speech of a	L 4c-1
		word.	

	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5b	I can use the relationships between words to better understand each word's meaning.	L 5b-1
	5c	I can distinguish among connotations and denotations of words.	L 5c-1
	6	I can use vocabulary appropriate to seventh grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for	L 6-2
		comprehension and/or expression.	

Eighth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RL 1-1
	2	I can determine the theme of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text.	RL 2-2
	2	I can analyze the relationship of the theme to the characters, setting, and plot of a text.	RL 2-3
	2	I can give an objective summary of a text.	RL 2-4
	3	I can analyze how dialogue or specific incidents reveal information about characters or	RL 3-1
		move the plot forward.	
	4	I can determine the figurative and connotative meaning of words and phrases based on	RL 4-1
		how they are used in a text.	
	4	I can analyze the impact word choice on the meaning or tone of a text.	RL 4-2
	5	I can compare and contrast the structure of two or more texts.	RL 5-1
	5	I can analyze how the form or structure of a text contributes to its meaning and style.	RL 5-2
	6	I can analyze how differences in point of view create suspense or humor.	RL 6-1
	7	I can analyze how a production of a text differs from the written text and evaluate the	RL 7-1

		choices made by the director/actors.	
	8	Not applicable to literature.	
	9	I can analyze how a modern work of fiction uses themes, patterns, or character types from traditional stories, myths, and/or the Bible.	RI 9-1
	10	I can read and comprehend literature at the eighth grade level.	RI 10-1
Reading: Informational Text	1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RI 1-1
	2	I can determine two or more central ideas and analyze their development over the course of the text, including how supporting ideas are used.	RI 2-1
	2	I can give an objective summary of the text.	RI 2-2
	3	I can analyze how a text makes connections/distinctions between individuals, ideas, and/or events.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 8 text.	RI 4-1
	4	I can analyze how the words the author chooses affects the meaning or tone of the text.	RI 4-2
	5	I can analyze the structure of a specific paragraph of text, telling how each sentence is important in the development of the concept.	RI 5-1
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can analyze how an author acknowledges/responds to conflicting viewpoints or evidence.	RI 6-3
	7	I can evaluate the advantages/disadvantages of using a particular medium to present a specific topic.	RI 7-1
	8	I can trace and evaluate the argument and claims in a text.	RI 8-1
	8	I can assess whether an author's reasoning is sound and whether he has enough evidence	RI 8-2

		to support the claims he makes.	
	8	I can recognize when an author uses irrelevant evidence.	RI 8-3
	9	I can analyze a time when two text present information about a topic that conflicts. I can	RI 9-1
		determine whether the problem is with facts or interpretation of the ideas.	
	10	I can read and comprehend informational text appropriate for eighth grade.	RI 10-1
Writing	1	I can write an argument with clear reasons and relevant evidence, where I:	W 1-1
		a - introduce claims, acknowledge and distinguish my claims from opposing claims, and	
		organize the reasons/evidence logically,	
		b - support claims with logical and relevant reasons, use credible sources and demonstrate	
		understanding of the topic,	
		c - use words, phrases, and clauses to create cohesion and clarify relationships,	
		d - establish and maintain a formal style, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines a topic and convey ideas, where I:	W 2-1
		a - introduce a topic, organize ideas with appropriate structure, include formatting,	
		graphics, and multimedia when useful,	
		b - use facts, definitions, details, and quotations, or other examples to develop the topic,	
		c - use appropriate transitions to create cohesion and clarify relationships,	
		d - use precise language and vocabulary to explain about the topic,	
		e - establish and maintain a formal style, and	
		f - provide a concluding statement or section that supports the information presented.	
	3	I can write a real or imagined narrative with descriptive details and effective technique,	W 3-1
		where I:	

		a - establish a context and point of view, introduce a narrator and/or characters, and	
		organize a logical event sequence,	
		b - use dialogue, descriptions, pacing, and reflection to develop events and characters,	
		c - use transitional words, phrases, and clauses to convey sequence, signal shifts, and relationships,	
		d - use precise words and phrases and sensory details and language to convey experiences	
		and events, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are	W 4-1
		appropriate for eighth grade tasks, purposes, and audiences.	
	5	I can use guidance from my peers and adults to plan, revise, and edit my writing.	W 5-1
	5	I can try new approaches and focus on addressing my purpose and audience in my writing.	W 5-2
	6	I can use technology to produce and publish my work, and present relationships among	W 6-1
		ideas.	
	6	I can use the Internet to interact and collaborate with my peers on writing projects.	W 6-2
	7	I can conduct short research projects, that use several sources to answer a specific question.	W 7-1
	7	I can generate additional focused questions, if needed, during my research.	W 7-2
	8	I can gather information from multiple sources (print and digital) and assess credibility and	W 8-1
		accuracy of those sources.	
	8	I can correctly quote or paraphrase information found for my finished work.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in	W9b-1
		my writing.	
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1

Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.	SL 1b-1
	1c	I can ask questions that connect ideas of several speakers and respond to others with relevant evidence or ideas.	SL 1c-1
	1d	I can acknowledge new ideas expressed in discussion and modify my views if needed.	SL 1d-1
	2	I can analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.	SL 2-1
	3	I can identify a speaker's argument and specific claims.	SL 3-1
	3	I can evaluate the soundness of reasoning and relevance/sufficiency of evidence presented.	SL 3-2
	3	I can identify when irrelevant evidence is introduced.	SL 3-3
	4	I can present important findings in a coherent manner using relevant evidence, valid reasoning, and appropriate details.	SL 4-1
	4	I can use appropriate eye contact, adequate volume, and clear pronunciation.	SL 4-2
	5	I can include multimedia projects or visual displays when they will be helpful in clarifying and emphasizing information.	SL 5-1
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2
Language	1a	I can explain the function of verbal.	L 1a-1
	1b	I can form and use verbs in the active and passive voice.	L 1b-1
	1c	I can form and use verbs in the indicative, imperative, interrogative, conditional, and	L 1c-1

		subjunctive mood.	
	1d	I can recognize and correct inappropriate shifts in verb voice and mood.	L 1d-1
	2a	I can use punctuation to indicate a pause or a break.	L 2a-1
	2b	I can use an ellipsis to indicate an omission.	L 2b-1
	2c	I can spell correctly.	L 2c-1
	3a	I can use verbs in all voices and manners.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, or part of speech of a	L 4c-1
		word.	
	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5b	I can use the relationships between words to better understand each word's meaning.	L 5b-1
	5c	I can distinguish among connotations and denotations of words.	L 5c-1
	6	I can use vocabulary appropriate to eighth grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for	L 6-2
		comprehension and/or expression.	

Ninth & Tenth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RL 1-1
	2	I can determine the theme of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text, including how it is shaped by specific details/events.	RL 2-2
	2	I can give an objective summary of a text.	RL 2-3
	3	I can analyze how complex characters develop through the text, interact with other characters, advance the plot, or develop the theme.	RL 3-1
	4	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.	RL 4-1
	4	I can analyze the impact word choice on the meaning or tone of a text.	RL 4-2
	5	I can analyze how an author's choices about text structure, event order, and time manipulation, create effects such as mystery, tension, or surprise.	RL 5-1
	6	I can analyze a point of view or cultural experience as reflected in a work from outside the	RL 6-1

		US.	
	7	I can analyze the representation of a topic in two different mediums, including what is emphasized or missing in each.	RL 7-1
	8	Not applicable to literature.	
	9	I can analyze how an author draws on or transforms source material from a specific work. (allusion)	RL 9-1
	10	I can read and comprehend literature at the nine-ten grade span; reading literature appropriate to my grade level and skill.	RL 10-1
Reading:	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RI 1-1
Informational Text	2	I can determine a central idea in a text, and analyze how its development and how it emerges and is shaped through details.	RI 2-1
	2	I can give an objective summary of the text.	RI 2-2
	3	I can analyze how an author unfolds an analysis or series of events.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 9 or 10 text.	RI 4-1
	4	I can analyze the impact of word choice on the meaning or tone of the text.	RI 4-2
	5	I can analyze how an author's ideas or claims are developed or refined by specific parts of the text.	RI 5-1
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can analyze how an author uses rhetoric to advance his point of view or purpose.	RI 6-3
	7	I can analyze accounts of the same subject told in a different medium, determining which	RI 7-1

		aspects are emphasized in which medium.	
	8	I can delineate and evaluate the argument and specific claims of a text.	RI 8-1
	8	I can assess whether an author's reasoning is valid and whether he has enough relevant	RI 8-2
		evidence to support the claims he makes.	
	8	I can identify false statements and fallacious reasoning.	RI 8-3
	9	I can analyze seminal US documents based on how they address related themes and	RI 9-1
		concepts.	
	10	I can read and comprehend informational text appropriate for the grade 9-10 grade span.	RI 10-1
Writing	1	I can write arguments to support claims of substantive topics or texts, using valid	W 1-1
		reasoning, relevant, and sufficient evidence, where I:	
		a - introduce precise claims, distinguish my claims from opposing claims, and create an	
		organization that establishes clear relationships,	
		b - develop claims/counterclaims fairly, supplying evidence for and pointing out strengths	
		and limitations of both sides,	
		c - use words, phrases, and clauses to link sections of the text, create cohesion, and clarify	
		relationships,	
		d - establish and maintain a formal style and objective tone, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines and conveys complex ideas/information	W 2-1
		through effective selection, organization, and analysis of content; where I,	
		a - introduce a topic, organize complex ideas to make connections, include formatting,	
		graphics, and multimedia when useful,	
		b - use well-chosen and relevant facts, definitions, details, and quotations, or other	

		examples to develop the topic,	
		c - use appropriate, varied transitions to create cohesion and clarify relationships,	
		d - use precise language and vocabulary to manage the complexity of the topic,	
		e - establish and maintain a formal style and objective tone, and	
		f - provide a concluding statement or section that supports the information presented.	
	3	I can write a narrative to develop real or imagined events, using effective technique, details, and well-structured sequence, where I:	W 3-1
		a - set out a problem or situation, establish point of view, introduce a narrator and/or characters, and create a smooth progression of events,	
		b - use dialogue, descriptions, pacing, reflection, and multiple plot lines to develop events, experiences, and characters,	
		c - use a variety of techniques to sequence events so they build on one another,	
		d - use precise words and phrases and sensory details and language to convey experiences, events, setting, and characters, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are appropriate for ninth and tenth grade tasks, purposes, and audiences.	W 4-1
	5	I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.	W 5-1
	5	I can focus on addressing a specific purpose and audience in my writing.	W 5-2
	6	I can use technology to produce, publish, and update my own work, and shared writing projects.	W 6-1
	7	I can conduct short or sustained research projects, that answer a specific question or solve a problem.	W 7-1

	7	I can narrow or broaden my search when appropriate.	W 7-2
	7	I can synthesize multiple sources on a subject and demonstrate the subject under investigation.	W 7-3
	8	I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources.	W 8-1
	8	I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in my writing.	W 9b-1
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.	SL 1b-1
	1c	I can propel a conversation by asking questions, incorporating others into a discussion, and clarifying or challenging the ideas of others.	SL 1c-1
	1d	I can respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and justify or change my own views in light of new ideas and information.	SL 1d-1
	2	I can integrate multiple sources of information while evaluating the credibility and accuracy of each source.	SL 2-1
	3	I can evaluate a speaker's point of view, reasoning, or use of evidence.	SL 3-1

	3	I can identify fallacious reasoning or exaggerated evidence.	SL 3-2
	4	I can clearly and concisely present important findings and supporting evidence so listeners can follow the line of reasoning.	SL 4-1
	4	I can present information where the organization, development, substance, and style are appropriate to my purpose.	SL 4-2
	5	I can strategically use digital media to enhance understandings and add interest.	SL 5-1
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2
Language	1a	I can use parallel structure.	L 1a-1
	1b	I can use various types of phrases and clauses to convey meaning and add variety and interest to my writing.	L 1b-1
	2a	I can use a semicolon to link two or more related independent clauses.	L 2a-1
	2b	I can use a colon to introduce a list or quotation.	L 2b-1
	2c	I can spell correctly.	L 2c-1
	3a	I can use an appropriate style manual to write and edit my work.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can identify and use patterns of word changes that indicate meaning/part of speech.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, part of speech, or etymology of a word.	L 4c-1
	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5a	I can analyze the role of a figure of speech in a specific text.	L 5a-2
	5b	I can analyze nuances in the meaning of words with similar denotations (meanings).	L 5b-1

	6	I can use vocabulary appropriate to ninth and tenth grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for	L 6-2
		comprehension and/or expression.	

Eleventh & Twelfth Grade Language Arts Learning Targets - Common Core

Strand	Standard Statement	Learning Target	
Reading: Literature	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RL 1-1
	1	I can determine where a text leaves matters uncertain.	RL 1-2
	2	I can determine two or more themes of a text.	RL 2-1
	2	I can analyze the development of the theme throughout a text, including how they interact or build upon each other.	RL 2-2
	2	I can give an objective summary of a text.	RL 2-3
	3	I can analyze the impact of the author's choice on how he/she develops and relates elements of the story (plot, characters, setting, etc.).	RL 3-1
	4	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.	RL 4-1
	4	I can analyze the impact word choice on the meaning or tone of a text.	RL 4-2

	5	I can analyze how an author's choices about the structure of specific parts of a text relate to the overall structure and meaning.	RL 5-1
	6	I can analyze a point of view or cultural experience as reflected in a work from outside the US.	RL 6-1
	7	I can analyze how understanding the point of view of some texts requires distinguishing what is directly stated from what is meant (satire, sarcasm, irony, understatement, etc.).	RL 7-1
	8	Not applicable to literature.	
	9	I can demonstrate knowledge of 18th, 19th, and 20th century American literature by comparing how two or more texts from the same period treat similar themes/topics.	RL 9-1
	10	I can read and comprehend literature at the eleven-twelve grade span; reading literature appropriate to my grade level and skill.	RL 10-1
Reading: Informational Text	1	I can cite strong and thorough textual evidence that supports my inferences and analysis of the text.	RI 1-1
	1	I can determine where a text leaves matters uncertain.	RI 1-2
	2	I can determine two or more ideas of a text.	RI 2-1
	2	I can analyze the development of central ideas throughout a text, including how they interact or build upon each other.	RI 2-2
	2	I can give an objective summary of the text.	RI 2-3
	3	I can analyze a complex set of ideas or sequence and explain how they interact or develop throughout the text.	RI 3-1
	4	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 11 or 12 text.	RI 4-1
	4	I can analyze how an author refines the meaning of key terms throughout the course of a	RI 4-2

		text.	
	5	I can analyze and evaluate the effectiveness of the structure an author uses in his argument.	RI 5-1
	5	I can determine whether the author's structure makes points clear, convincing, and	RI 5-2
		engaging.	
	6	I can determine the author's point of view in a text.	RI 6-1
	6	I can determine the author's purpose for writing a text.	RI 6-2
	6	I can analyze how style and content contribute to the power, persuasiveness, and beauty of	RI 6-3
		a text.	
	7	I can address a question or solve a problem by integrating and evaluating multiples sources	RI 7-1
		of information that are presented in various media.	
	8	I can delineate and evaluate the reasoning in seminal US texts, including application of	RI 8-1
		constitutional principles and legal reasoning.	
	8	I can evaluate the premises, purposes, and arguments in works of public advocacy.	RI 8-2
	9	I can analyze 17th, 18th, and 19th century foundational US documents for their themes,	RI 9-1
		purposes, and rhetorical features.	
	10	I can read and comprehend informational text appropriate for the grade 11-12 grade span.	RI 10-1
Writing	1	I can write arguments to support claims of substantive topics or texts, using valid	W 1-1
		reasoning, relevant, and sufficient evidence, where I:	
		a - introduce precise, knowledgeable claims, establish the significance of claims, distinguish	
		my claims from opposing claims, and create an organization that logically sequences claims,	
		counterclaims, and evidence,	
		b - develop claims/counterclaims fairly and thoroughly, supplying evidence for and pointing	
		out strengths and limitations of both sides in a manner that anticipates audience's	

		knowledge and possible biases,	
		c - use words, phrases, and clauses to link sections of the text, create cohesion, and clarify relationships,	
		d - establish and maintain a formal style and objective tone, while attending to the norms of the discipline in which they are writing, and	
		e - provide a concluding statement or section that flows from the presented argument.	
	2	I can write an informative piece, which examines and conveys complex ideas/information through effective selection, organization, and analysis of content; where I,	W 2-1
		a - introduce a topic, organize complex ideas to make connections, include formatting, graphics, and multimedia when useful,	
		b - use well-chosen and relevant facts, definitions, details, and quotations, or other examples to develop the topic,	
		c - use appropriate, varied transitions and syntax to create cohesion and clarify relationships,	
		d - use precise language and domain-specific vocabulary (metaphor, simile, analogy) to manage the complexity of the topic,	
		e - establish and maintain a formal style and objective tone while attending to the conventions of the discipline, and	
		f - provide a concluding statement or section that supports the information presented.	
	3	I can write a narrative to develop real or imagined events, using effective technique, details, and well-structured sequence, where I:	W 3-1
		a - set out a problem or situation, establish point of view, introduce a narrator and/or characters, and create a smooth progression of events,	
		b - use dialogue, descriptions, pacing, reflection, and multiple plot lines to develop events, experiences, and characters,	

		c - use a variety of techniques to sequence events so they build on one another, create a coherent whole and build toward a particular tone and outcome,	
		d - use precise words and phrases and sensory details and language to convey a vivid picture of experiences, events, settings, or characters, and	
		e - provide a conclusion that follows the form and reflects on the narrated events.	
	4	I can produce clear, coherent writing in which the development, organization, and style are appropriate for eleventh and twelfth grade tasks, purposes, and audiences.	W 4-1
	5	I can develop and strengthen my writing by planning, revising, editing, and/or trying new approaches.	W 5-1
	5	I can focus on addressing the most specific needs for a purpose and audience.	W 5-2
	6	I can use technology to produce, publish, and update my own work, and shared writing projects.	W 6-1
	7	I can conduct short or sustained research projects, that answer a specific question or solve a problem.	W 7-1
	7	I can narrow or broaden my search when appropriate.	W 7-2
	7	I can synthesize multiple sources on a subject and demonstrate the subject under investigation.	W 7-3
	8	I can gather information from multiple sources (print and digital) and assess strengths and limitations of each source in terms of the task, purpose, and audience.	W 8-1
	8	I can integrate information into a text while maintaining flow of ideas and avoiding plagiarism.	W 8-2
	8	I can follow a standard format for citation in my work.	W 8-3
	9a	I can use evidence from literature to support analysis, reflection, and research in my writing.	W 9a-1
	9b	I can use evidence from informational text to support analysis, reflection, and research in	W9b-1

		my writing.	
	10	I can write for a range of time, tasks, purposes, and audiences.	W 10-1
Speaking & Listening	1a	I can prepare for a class discussion and participate by referring to my findings during discussion.	SL 1a-1
	1b	I can work with my peers to have a civil, democratic discussion.	SL 1b-1
	1c	I can propel a conversation by posing and responding to questions that probe reasoning and evidence, verify and challenge ideas and conclusions, and promote divergent perspectives.	SL 1c-1
	1d	I can respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence on all sides of an issue, resolve contradictions when possible, and determine when additional information is needed.	SL 1d-1
	2	I can integrate multiple sources of information to make informed decisions and solve problems while evaluating the credibility and accuracy of each source.	SL 2-1
	3	I can evaluate a speaker's point of view, reasoning, or use of evidence/rhetoric.	SL 3-1
	3	I can address the stance, premises, links, word choice, points of emphasis, and tone of a presentation.	SL 3-2
	4	I can present information, findings, and supporting evidence with a distinct perspective showing alternate viewpoints in a way that listeners can follow the line of reasoning.	SL 4-1
	4	I can present information where the organization, development, substance and style are appropriate for the audience and a range of tasks.	SL 4-2
	5	I can strategically use digital media to enhance understandings and add interest.	SL 5-1
	6	I can adapt my speech to a variety of tasks and contexts.	SL 6-1
	6	I can demonstrate a command of formal English when appropriate.	SL 6-2

Language			
Language	1a	I can apply the understanding that usage is a matter of convention and can change over time.	L 1a-1
	1b	I can use a reference book to resolve issues of contested usage.	L 1b-1
	2a	I can use hyphens correctly.	L 2a-1
	2b	I can spell correctly.	L 2b-1
	3a	I can apply an understanding of syntax in writing, speaking, listening, and reading.	L 3a-1
	4a	I can use context clues to figure out word meanings.	L 4a-1
	4b	I can identify and use patterns of word changes that indicate meaning/part of speech.	L 4b-1
	4c	I can use reference materials to determine pronunciation, meaning, part of speech, etymology, or standard usage of a word.	L 4c-1
	4d	I can verify what I think a word means by looking it up.	L 4d-1
	5a	I can interpret figures of speech in context.	L 5a-1
	5a	I can analyze the role of a figure of speech in a specific text.	L 5a-2
	5b	I can analyze nuances in the meaning of words with similar denotations (meanings).	L 5b-1
	6	I can use vocabulary appropriate to eleventh and twelfth grade topics.	L 6-1
	6	I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.	L 6-2