

PK English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Phonological Awareness	<ul style="list-style-type: none"> ❖ Demonstrates understanding of spoken words, syllables and some beginning sounds ❖ Recognizes and produces rhyming words Counts, pronounces blends and segments syllables in spoken words ❖ blends and segments onsets and rimes of single syllable words ❖ isolates and pronounces the initial and final sounds in single syllable words and their name ❖ Begins to add or substitute individual sounds in simple, one syllable words to make a new word 	<ul style="list-style-type: none"> <input type="checkbox"/> I can show that I understand what is said to me <input type="checkbox"/> I can say the beginning sound in a word <input type="checkbox"/> I can tell what words rhyme <input type="checkbox"/> I can make my own rhyming words <input type="checkbox"/> I can tap and count the beats in words <input type="checkbox"/> I can blend the beats and sounds in words <input type="checkbox"/> I can tell the ending sound in a word <input type="checkbox"/> I can change the sounds in words to make new words
Phonemic Awareness	<ul style="list-style-type: none"> ❖ With prompting and support, applies beginning phonics and word analysis skills ❖ Links a sound to a picture of an object that begins with that sound ❖ Begins to link a sound to the corresponding printed letter ❖ Recognizes names of other children in the classroom and common print around the classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make the beginning sound to the picture that I see <input type="checkbox"/> I can make the beginning sound to the letter that I see <input type="checkbox"/> I can recognize the names of other children in the classroom <input type="checkbox"/> I recognize the words I see in my classroom
Reading	<ul style="list-style-type: none"> ❖ Displays appropriate book handling skills and knowledge of print conventions ❖ Begins to track print from left to right and top to bottom ❖ Recognizes that print is something that is read and has specific meaning ❖ Begins to demonstrate that words are separated by spaces in print 	<ul style="list-style-type: none"> <input type="checkbox"/> I can show that I know how to handle a book <input type="checkbox"/> I can follow words from left to right <input type="checkbox"/> I can follow words from top to bottom <input type="checkbox"/> I can point to a word and count the words in a sentence <input type="checkbox"/> I know that we read the words and they tell the story <input type="checkbox"/> I can name many upper and lower case letters

	<ul style="list-style-type: none"> ❖ Recognizes and names at least 15-20 upper and 15-20 lower case letters ❖ Attends to fluent models of reading, imitates fluent models of reading ❖ With prompting and support; asks and answers questions about an informational text read aloud ❖ Recalls important facts from an informational text after hearing it read aloud or studying particular pages ❖ Represents or acts out concepts learned from hearing an informational text read out loud ❖ Asks questions about unknown words and phrases in informational texts read aloud or shared visually ❖ Identifies front cover and back cover of book and title ❖ Begins to describe the role of authors and illustrators ❖ Describes important information from text and pictures/photos/graphics ❖ Recognizes that information on a topic can be found in more than one text ❖ Participates individually and in groups in a variety of age-appropriate informational text materials ❖ Participates in a variety of age appropriate print material ❖ With prompting and support: asks and answers questions about simple stories. ❖ Retells at least one major event from a simple story ❖ Identifies the main character in a simple story ❖ Asks questions about unknown words and phrases in stories 	<ul style="list-style-type: none"> <input type="checkbox"/> I can listen to stories <input type="checkbox"/> I can retell stories I have heard when I look at the pictures <input type="checkbox"/> I can answer questions about an informational book that is read to me <input type="checkbox"/> I can ask questions about informational books that are read to me <input type="checkbox"/> I can remember facts from informational books that are read to me <input type="checkbox"/> I can tell important facts about something I study in an informational book <input type="checkbox"/> I can show what I have learned from an informational book that is read to me <input type="checkbox"/> I can ask questions about the words or phrases that I do not understand in an informational book that is read to me <input type="checkbox"/> I can identify the front cover of a book <input type="checkbox"/> I can identify the back cover of a book <input type="checkbox"/> I can identify the title <input type="checkbox"/> I can tell what an author does <input type="checkbox"/> I can tell what an illustrator does <input type="checkbox"/> I can retell the important information from a book that is read to me <input type="checkbox"/> I can tell you about what I learn from pictures/photos/graphics <input type="checkbox"/> I can learn about a topic from different books <input type="checkbox"/> I can talk with my classmates about what we have learned from an informational book <input type="checkbox"/> I can use books, newspapers, menus, and other writing in my work and play <input type="checkbox"/> I can ask and answer questions about stories <input type="checkbox"/> I can retell the important things that happen in a story <input type="checkbox"/> I can name the main character in a story.
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	<ul style="list-style-type: none"> ❖ Begins to recognize that there are different text structures, such as stories, poems, and songs ❖ Begins to describe the roles of authors and illustrators 	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask about words that I don't understand in a story <input type="checkbox"/> I can tell the difference between a poem, a story and an informational book <input type="checkbox"/> I can tell what an author does <input type="checkbox"/> I can tell what an illustrator does
Writing	<ul style="list-style-type: none"> ❖ Participates in shared research and writing projects modeled by adults ❖ With guidance and support begins to recall information from experiences or gather information from different sources ❖ With prompting and support: shares drawing and writing with peers to gather additional ideas and/or answer questions ❖ Recognizes that digital tools are used for communication and with support and guidance uses them to convey messages in picture and/or words ❖ With prompting and support, uses a combination of drawing dictating and writing to communicate opinions on topics of interest, communicate information about a topic or tell a story 	<ul style="list-style-type: none"> <input type="checkbox"/> I can help to research something that I want to learn about <input type="checkbox"/> I can help to document something we have learned about <input type="checkbox"/> I can tell you about something that I have done or seen <input type="checkbox"/> I can use different resources to research something I want to learn about <input type="checkbox"/> I can share my drawings with my classmates and accept their feedback <input type="checkbox"/> I can share writing with my classmates and accept their feedback <input type="checkbox"/> I can explain how digital tools are used to communicate <input type="checkbox"/> I can use digital tools to share my work with others <input type="checkbox"/> I can use drawing, storytelling and writing to tell about things I like or know about <input type="checkbox"/> I can tell a story or share what I know about a topic
Language	<ul style="list-style-type: none"> ❖ Capitalizes the first letter in one's own name ❖ Begins to recognize punctuation ❖ Begins to write letters to represent sound ❖ Begins to spell simple words phonetically, drawing on knowledge of sound-letter relationships ❖ Begins to demonstrate understanding of the conventions of standard English grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write my name with a capital at the beginning, and the rest in lower case <input type="checkbox"/> I can name periods, question marks and exclamation points and tell what they mean <input type="checkbox"/> I can write the letters that represent many sounds. <input type="checkbox"/> I can sound out and write some words <input type="checkbox"/> I can use words correctly when I speak

	<p>and usage when writing or speaking</p> <ul style="list-style-type: none"> ❖ Prints some upper and lower case letters and can write their own name ❖ Uses frequently occurring nouns and verbs 	<ul style="list-style-type: none"> <input type="checkbox"/> I can print some upper case letters <input type="checkbox"/> I can print some lower case letters <input type="checkbox"/> I can print my first name <input type="checkbox"/> I can use many naming and doing words when I talk and tell stories
<p>Speaking/Listening</p>	<ul style="list-style-type: none"> ❖ Describes familiar people, places, things, and events and with prompting and support, begins to provide additional detail ❖ Begins to add drawing or other visual displays to descriptions to provide additional detail ❖ Speaks audibly most of the time and expresses thoughts, feelings and ideas ❖ Asks questions in order to seek help, get information, or clarify something that is not understood ❖ Follows agreed-upon rules for discussions ❖ Engages in conversations with multiple exchanges ❖ Retells stories using both storybook language and pictures ❖ Begins to make connections between characters in familiar stories 	<ul style="list-style-type: none"> <input type="checkbox"/> I can tell about people, places, things and events in my life. I can add more to my story to help others understand what I am talking about <input type="checkbox"/> I can add drawings, photographs or models to help show my ideas <input type="checkbox"/> I can use a “just right” voice level <input type="checkbox"/> I can share my thoughts, feelings and ideas so that others understand them <input type="checkbox"/> I can ask for help when I need it <input type="checkbox"/> I can ask questions to learn about something <input type="checkbox"/> I can ask questions to help me understand when I am confused <input type="checkbox"/> I can follow the rules for talking at group time <input type="checkbox"/> I can have back-and-forth conversations <input type="checkbox"/> I can retell stories using storybook talk and pictures <input type="checkbox"/> I can make connections between the characters in stories I know

Kindergarten English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I can statement
Phonological Awareness	<ul style="list-style-type: none"> ❖ Recognize and produce rhyming words ❖ Count, pronounce, blend and segment syllables in spoken words 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use words, syllables and sounds <input type="checkbox"/> I can name words that rhyme <input type="checkbox"/> I can count and say syllables in words
Phonemic Awareness	<ul style="list-style-type: none"> ❖ Blend and segment onsets and rimes of single-syllable spoken words ❖ Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words ❖ Distinguish between similarly spelled words by identifying the sounds of the letters that differ 	<ul style="list-style-type: none"> <input type="checkbox"/> I can put together and take apart word parts <input type="checkbox"/> I can read CVC words <input type="checkbox"/> I can say each sound of a word <input type="checkbox"/> I can tell how two words that sound alike are different
Reading	<ul style="list-style-type: none"> ❖ Read common high-frequency words by sight ❖ Recognize and name all upper- and lowercase letters of the alphabet ❖ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. ❖ Demonstrate understanding of the organization and basic features of print Follow words from left to right, top to bottom, and page by page ❖ Recognize that spoken words are represented in written language by specific sequences of letters Understand that words are separated by spaces in print ❖ Identify the front cover, back cover and title page of a book ❖ Name the author and illustrator of a text and 	<ul style="list-style-type: none"> <input type="checkbox"/> I can read tricky/sight words <input type="checkbox"/> I can identify all of the letters of the alphabet <input type="checkbox"/> I know the sounds of each consonant <input type="checkbox"/> I know at least one sound for each vowel <input type="checkbox"/> I can tell how a book is organized <input type="checkbox"/> I can follow words from left to right, top to bottom and page by page <input type="checkbox"/> I know that written words represent spoken words <input type="checkbox"/> I know that words are represented by spaces in print <input type="checkbox"/> I can name the parts of a book <input type="checkbox"/> I can name the author and illustrator and tell what they do <input type="checkbox"/> I can name punctuation marks <input type="checkbox"/> I can ask and answer questions about what I read <input type="checkbox"/> I can tell main idea of a story

	<p>define the role of each in presenting the ideas or information in a text</p> <ul style="list-style-type: none"> ❖ With prompting and support, name the author and illustrator of a story and define the role of each in telling the story ❖ With prompting and support, ask and answer questions about key details in a text ❖ With prompting and support, describe the relationship between illustrations and the story in which they appear ❖ With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories ❖ Actively engage in group reading activities with purpose and understanding ❖ With prompting and support, retell familiar stories, including key details ❖ With prompting and support, identify characters, settings, and major events in a story ❖ With prompting and support, ask and answer questions about key details in a text With prompting and support, identify the main topic and retell key details of a text With prompting and support, ask and answer questions about unknown words in a text ❖ With prompting and support, describe the relationship between illustrations and the text in which they appear ❖ Actively engage in group reading activities with purpose and understanding 	<ul style="list-style-type: none"> <input type="checkbox"/> I can tell how two people, places or things are connected in a story <input type="checkbox"/> I can tell how pictures and words go together <input type="checkbox"/> I can tell what they author is thinking and why <input type="checkbox"/> I can compare two stories <input type="checkbox"/> I can take part in group reading activities I can retell a story <input type="checkbox"/> I can name characters, settings and events in a story. <input type="checkbox"/> I can ask and answer questions about what I read <input type="checkbox"/> I can tell the topic and details of a text <input type="checkbox"/> I can ask and answer questions about words I do not know in a text <input type="checkbox"/> I can tell how the pictures and words go together <input type="checkbox"/> I can take part in group reading activities
Writing	<ul style="list-style-type: none"> ❖ Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic of the name of the book they are writing about and state an opinion or preference about the topic or book 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use detailed pictures and words to tell about a topic or book <input type="checkbox"/> I can print uppercase and lowercase letters <input type="checkbox"/> I can write and say familiar words

	<ul style="list-style-type: none"> ❖ Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic ❖ With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed ❖ Participate in shared research and writing projects 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write sentences <input type="checkbox"/> I can capitalize the word in a sentence and the pronoun <input type="checkbox"/> I can write a letter or letters for consonant and short vowel sounds <input type="checkbox"/> I can answer questions about what I write <input type="checkbox"/> I can work with others to read and write about a topic
Language	<ul style="list-style-type: none"> ❖ Recognize and name end punctuation ❖ Print many upper and lowercase letters ❖ Use frequently occurring nouns and verbs ❖ Capitalize the first word in a sentence and the pronoun ❖ Write a letter or letters for most consonant and short-vowel sounds 	<ul style="list-style-type: none"> <input type="checkbox"/> I can recognize end punctuation <input type="checkbox"/> I can name end punctuation <input type="checkbox"/> I can print many upper case letters <input type="checkbox"/> I can print many lowercase letters <input type="checkbox"/> I can use frequently occurring nouns <input type="checkbox"/> I can use frequently occurring verbs <input type="checkbox"/> I can capitalize the first word in a sentence <input type="checkbox"/> I can write a letter or letters for most consonant and short vowel sounds
Speaking/Listening	<ul style="list-style-type: none"> ❖ Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood ❖ Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood 	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask and answer questions about details <input type="checkbox"/> I can ask questions to get help understanding something <input type="checkbox"/> I can ask and answer questions about a text read aloud or something presented

Grade 1 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Reading	<ul style="list-style-type: none"> ❖ Organization of Text ❖ Fluency and Accuracy ❖ Key Details ❖ Compare and Contrast 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify the main idea and recall important information from a text (ie characters, setting, events) <input type="checkbox"/> I can compare and contrast experiences in more than one story
Writing	<ul style="list-style-type: none"> ❖ Opinion Writing ❖ Informative Writing ❖ Narrative Writing ❖ The Writing Process 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write about my opinion by introducing a topic, providing reasons, and having a conclusion <input type="checkbox"/> I can write an informative piece by introducing a topic, supplying facts, and a conclusion. <input type="checkbox"/> I can write a narrative that includes at least two sequenced events using linking words <input type="checkbox"/> I can respond to questions and suggestions from peers and add details when needed
Language	<ul style="list-style-type: none"> ❖ Communication 	<ul style="list-style-type: none"> <input type="checkbox"/> I can communicate my ideas clearly through speaking and writing <input type="checkbox"/> I can print all upper and lowercase letters. <input type="checkbox"/> I can use appropriate capitalization, punctuation, and spelling when writing

Speaking/Listening	<ul style="list-style-type: none"> ❖ Communication ❖ Comprehension and Collaboration ❖ Presentation of Knowledge and Ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> I can participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and large groups <input type="checkbox"/> I can ask and answer key details about a text <input type="checkbox"/> I can describe people, places, things and events with relevant details, expressing ideas and feelings clearly <input type="checkbox"/> I can produce complete sentences when appropriate to task and situation
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Grade 2 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I can statement
Phonemic Awareness	<ul style="list-style-type: none"> ❖ Decodes and writes short and long vowel sound words ❖ Knows and applies phonics and word analysis skills 	<ul style="list-style-type: none"> <input type="checkbox"/> I can decode and write short and long vowel sound words <input type="checkbox"/> I can apply phonics to my reading and writing
Reading	<ul style="list-style-type: none"> ❖ Makes logical predictions when reading ❖ Uses comprehension strategies to understand texts ❖ Describes characters and how they respond to main events and challenges ❖ Determine the theme and/or main idea in a text ❖ Reads with accuracy, fluency and expression ❖ Read and comprehend literature and informational texts, including stories and poetry in the grades 2-3 text complexity band proficiently 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make predictions when reading <input type="checkbox"/> I can use comprehension strategies to understand what I am reading <input type="checkbox"/> I can describe characters and how they respond to events and challenges <input type="checkbox"/> I can determine the theme in a text(fiction) <input type="checkbox"/> I can determine the main idea in a text(non-fiction) <input type="checkbox"/> I can read with accuracy <input type="checkbox"/> I can independently read fiction and non-fiction texts fluently at grade level
Writing	<ul style="list-style-type: none"> ❖ Generates ideas for writing ❖ Writes a sequential story using a clear beginning, 	<ul style="list-style-type: none"> <input type="checkbox"/> Using the writing process, I can produce polished pieces with support from an adult

	<p>middle and end</p> <ul style="list-style-type: none"> ❖ Uses descriptive language and details ❖ Writes opinion pieces with supporting reasoning ❖ Writes informational text with supporting facts 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write a sequential story using a clear beginning, middle and end <input type="checkbox"/> I can use descriptive language and details <input type="checkbox"/> I can write an opinion piece with supporting reasons <input type="checkbox"/> I can write informational text with supporting facts
Language	<ul style="list-style-type: none"> ❖ Uses capitalization and punctuation appropriately ❖ Uses grade-appropriate spelling 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use capitalization appropriately <input type="checkbox"/> I can use punctuation appropriately <input type="checkbox"/> I can use grade appropriate spelling
Speaking/Listening	<ul style="list-style-type: none"> ❖ Comprehension and collaboration ❖ Presentation of knowledge and ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> I can participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups <input type="checkbox"/> I can ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding about a topic or issue <input type="checkbox"/> I can tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly and in coherent sentences <input type="checkbox"/> I can produce complete sentences when appropriate to task and situation

Grade 3 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I can statement
Reading	<ul style="list-style-type: none"> ❖ Read with sufficient accuracy and fluency to support comprehension ❖ Ask and answer questions to demonstrate understanding of a text, referring specifically to the text and text features as the basis for the answers(fiction and nonfiction) ❖ Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters(e.g in books from a series) ❖ Describe characters in a story(eg their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events ❖ Determine the main idea of a text; recount the key details and explain how they support the main idea. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use decoding strategies to solve unknown words independently <input type="checkbox"/> I can independently answer questions about a just right book by looking back in the text. <input type="checkbox"/> I can refer to explicit text and text features to form my answer <input type="checkbox"/> I can independently and accurately identify story elements in a text (character, setting, problem, solution, rising action, falling action, climax, resolution, etc) <input type="checkbox"/> I can explain in a logical sequence making specific reference to the original text <input type="checkbox"/> I can independently compare and contrast story elements <input type="checkbox"/> I can independently and accurately identify characters' feelings and traits using evidence

		<p>from the text.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can independently and accurately determine the main idea of a text <input type="checkbox"/> I can identify the key details and explain how they support the main idea
<p>Writing</p>	<ul style="list-style-type: none"> ❖ Write informative/explanatory texts to examine a topic and convey ideas and information clearly ❖ Write routinely over extended time frames(time for research, reflection and revision) and shorter time frames(a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences ❖ Write opinion pieces on topics or texts, supporting a point of view with reasons ❖ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can independently write an introductory paragraph that introduces a topic <input type="checkbox"/> I can develop body paragraphs using facts and definitions <input type="checkbox"/> I can use details <input type="checkbox"/> I can use transition words <input type="checkbox"/> I can provide a concluding statement or section <input type="checkbox"/> I can successfully complete all the steps in the writer's process independently after a teacher prompt <input type="checkbox"/> I can successfully complete brainstorming, drafting, editing, revising and publishing <input type="checkbox"/> I can independently write an introductory paragraph which states an opinion <input type="checkbox"/> I can independently organize body paragraphs that support that opinion <input type="checkbox"/> I can include transition words <input type="checkbox"/> I can include a concluding statement or section <input type="checkbox"/> I can independently write a multi-paragraph story that includes the elements of fiction(characters, setting, sequence, dialogue, sensory details, transitions words) <input type="checkbox"/> I can write a closure with prompting
<p>Language</p>	<ul style="list-style-type: none"> ❖ Demonstrate command of conventions of standard English capitalization, punctuation and spelling when writing 	<ul style="list-style-type: none"> <input type="checkbox"/> I can follow the rules of capitalization <input type="checkbox"/> I can follow the rules of punctuation <input type="checkbox"/> I can use spelling patterns

		<input type="checkbox"/> I can (in writing and when speaking) communicate my ideas
Speaking/Listening	<ul style="list-style-type: none"> ❖ Comprehension and collaboration ❖ Presentation of Knowledge and Ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> I can effectively engage in a range of collaborative discussions with diverse partners on third grade topics and texts building on others ideas and expressing my own clearly <input type="checkbox"/> I can ask and answer questions about information from a speaker, offering appropriate elaboration and details <input type="checkbox"/> I can report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly and at an understandable pace

Grade 4 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I can statement
Phonemic Awareness	<ul style="list-style-type: none"> ❖ Know and apply grade-level phonics and word analysis skills in decoding words 	<ul style="list-style-type: none"> <input type="checkbox"/> I can read and understand root words that also have prefixes or suffixes <input type="checkbox"/> I can read unfamiliar words that have more than one syllable
Reading	<ul style="list-style-type: none"> ❖ Read with sufficient accuracy and fluency to support comprehension ❖ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text ❖ Determine a theme of a story, drama, or poem from details in the text, summarize the text ❖ Explain major differences between poems, drama, and prose and refer to the structural elements of poems(eg verse, rhythm, meter) and drama(eg casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text ❖ Describe the overall structure(eg chronology, comparison, cause/effect, problems/solution) of events, ideas, concepts or information in a text or part of a text ❖ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use context to check my understanding of fourth grade texts and reread if necessary <input type="checkbox"/> I can make conclusions about an author's meaning by thinking about details and examples in the text <input type="checkbox"/> I can figure out the theme of a piece of fiction by thinking about the details in the text <input type="checkbox"/> I can summarize a piece of fiction in my own words <input type="checkbox"/> I can compare differences between poems, plays and fictional stories <input type="checkbox"/> I can refer to specific elements of each genre when I write or talk about a piece of fiction <input type="checkbox"/> I can identify and understand structures of informational text and use them to comprehend a text selection <input type="checkbox"/> I can compare and contrast similar themes and events in stories, myths and traditional literature from two different cultures
Writing	<ul style="list-style-type: none"> ❖ Write opinion pieces on topics or texts, supporting a point of view with reasons and information 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use my point of view, including a thesis statement, with multiple pieces of

	<ul style="list-style-type: none"> ❖ Write informative/explanatory texts to examine a topic and convey ideas and information clearly ❖ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences ❖ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing(editing for conventions should demonstrate command of language standards 1-3 and up to grade 4) 	<p>supporting evidence, to share my opinion</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use evidence to explain my ideas and inform the reader effectively in writing <input type="checkbox"/> I can write stories using a clear sequence of events and descriptive details <input type="checkbox"/> I can plan, revise and edit my writing with the help of peers and adults
Language	<ul style="list-style-type: none"> ❖ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate command of standard English conventions (capitalization, punctuation, spelling and grammar) when writing and speaking
Speaking/Listening	<ul style="list-style-type: none"> ❖ Engage effectively in a range of collaborative discussions(one-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can effectively engage in one-one discussions with peers, building on another's ideas and clearly expressing my own. <input type="checkbox"/> I can effectively engage in group discussions with peers, building on another's ideas and clearly expressing my own.

Grade 5 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Reading	<ul style="list-style-type: none"> ❖ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ❖ Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text ❖ Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text ❖ Explain the relationships or interactions between two or more individuals, events, ideas or concepts in a historical, scientific, or technical text based on specific information in the text ❖ Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes ❖ Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area ❖ Describe how a narrator's or speaker's point of view influences how events are described ❖ Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent ❖ Read with sufficient accuracy and fluency to support comprehension ❖ Use context to confirm or self-correct word 	<ul style="list-style-type: none"> <input type="checkbox"/> I can accurately quote from a fiction text or informational text when I am explaining what it says <input type="checkbox"/> I can accurately quote from a fiction text or informational text to support inferences that I have made <input type="checkbox"/> I can determine two or more main ideas in informational text <input type="checkbox"/> I can explain how the main ideas in informational texts are supported by the details in the text <input type="checkbox"/> I can summarize informational texts I have read <input type="checkbox"/> I can compare and contrast settings using details in the text to support my comparison <input type="checkbox"/> I can compare and contrast characters using details in the text to support my comparison <input type="checkbox"/> I can compare and contrast events using details in the text to support my comparison <input type="checkbox"/> I can explain the relationships between two or more individuals, events, ideas or concepts in scientific text using specific information that was given in the text <input type="checkbox"/> I can explain the relationships between two or more individuals, events, ideas or concepts in a technical text using specific information that was given in the text <input type="checkbox"/> I can explain the relationships between two or more individuals, events, ideas or concepts in a historic text using specific information that was given in the text

	<p>recognition and understanding, rereading as necessary</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can determine the meanings of words and phrases the author uses <input type="checkbox"/> I can understand the meaning of figurative language in a fiction text <input type="checkbox"/> I can understand similes and metaphors in a fiction text <input type="checkbox"/> I can determine the meanings of words and phrases the author uses in informational text <input type="checkbox"/> I can determine the meanings of words and phrases in science and social studies texts <input type="checkbox"/> I can describe how a narrator's or speaker's point of view influences a fiction text <input type="checkbox"/> I can analyze multiple accounts of the same event or topic by discussing similarities and differences in their points of view <input type="checkbox"/> I can read with sufficient accuracy and fluency to support comprehension <input type="checkbox"/> I can use context to confirm or self-correct word recognition and understanding, rereading as necessary
<p>Writing</p>	<ul style="list-style-type: none"> ❖ Write opinion pieces on topics or texts, supporting a point of view with reasons and information ❖ Write informative/explanatory texts to examine a topic and convey ideas and information clearly ❖ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequence ❖ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write to share my opinions on topics or texts and provide reasons and information to support that opinion. <input type="checkbox"/> I can introduce my topic clearly, state my opinion, and group related ideas together. <input type="checkbox"/> I can present my reasons in a logical order and support my reasons with facts and details <input type="checkbox"/> I can connect my opinion and reasons using transition words and phrases <input type="checkbox"/> I can write a conclusion that is related to the opinion I present <input type="checkbox"/> I can write to inform/explain topics or ideas

		<p>to others clearly</p> <ul style="list-style-type: none"><input type="checkbox"/> I can introduce my topic, give a focus for my topic, and group related information together logically<input type="checkbox"/> I can include formatting, illustrations, and/or multimedia in my writing to help others understand my topic<input type="checkbox"/> I can develop a topic using facts, definitions, details, quotations or other information and examples<input type="checkbox"/> I can connect related ideas throughout my writing using transition words and phrases. I can use precise wording and specific vocabulary to teach others about a topic<input type="checkbox"/> I can write a conclusion that is related to the information or explanation I present<input type="checkbox"/> I can conduct short research projects to help me learn about topics through investigation I can recall what I have learned or find new information from books or technology to help me with my research<input type="checkbox"/> I can summarize or paraphrase information in my notes and in my published work<input type="checkbox"/> I can provide a list of sources that I used for gathering information for my writing<input type="checkbox"/> I can gather evidence from fiction or informational text to support my investigation, thinking and research<input type="checkbox"/> I can write a story with a clear sequence and detailed descriptions<input type="checkbox"/> I can provide an introduction in my story that creates a situation, introduces a narrator and characters and organizes a plot that unfolds naturally<input type="checkbox"/> I can use different techniques like dialogue
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		<p>and description to develop experiences and events or to show how the characters respond to different situations in the story</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use different types of transition words and phrases to help with the sequence of my story <input type="checkbox"/> I can use specific words and phrases as well as sensory details to describe experiences and events <input type="checkbox"/> I can write a conclusion that makes sense with the experiences and events I shared in my story <input type="checkbox"/> I can use steps in the writing process <input type="checkbox"/> I can produce clear writing with appropriate development and organization to fit my task, purpose and audience <input type="checkbox"/> I can use technology to create and publish my writing <input type="checkbox"/> I can use appropriate keyboarding skills to type at least two pages of my writing in a single sitting <input type="checkbox"/> I can write with stamina for short time frames or over a longer period of time depending on my purpose, audience and topic
Language	<ul style="list-style-type: none"> ❖ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ❖ Use knowledge of language and its conventions when writing, speaking, reading or listening 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use conjunctions, prepositions and interjections in my writing <input type="checkbox"/> I can recognize and fix verb tenses that are used incorrectly <input type="checkbox"/> I can use correct spelling, capitalization and punctuation in my sentences
Speaking/Listening	<ul style="list-style-type: none"> ❖ Speak clearly and at understandable pace when giving a report or sharing an opinion 	<ul style="list-style-type: none"> <input type="checkbox"/> I can speak clearly and at an understandable pace when I give a report or share my opinion

Grade 6 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Reading	<ul style="list-style-type: none"> ❖ Cite text evidence to support what text says explicitly ❖ Cite text evidence to make and explain inferences ❖ Determine a theme or main idea of a text with fiction and non-fiction texts ❖ Describe how a particular story’s plot unfolds by identifying story elements and summarizing ❖ Determine how characters are developed and change over the course of a story ❖ Explain how an author develops point of view 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use text evidence(details from the text) to explain what is happening in the story <input type="checkbox"/> I can expand on my answer and explain how I know <input type="checkbox"/> I can use text evidence(details from the text) to make inferences <input type="checkbox"/> I can explain how the text evidence supports my inference <input type="checkbox"/> I can use text evidence(details from the text) to explain the main idea or theme in a story or article and explain how I know <input type="checkbox"/> I can describe the story elements in a fiction story using a plot diagram(or another organizer) <input type="checkbox"/> I can write a summary retelling the story in my own words and without adding my opinion <input type="checkbox"/> I can use text evidence(details from the text) to explain how the author develops a character in these 5 ways: physical, dialogue, actions, thoughts and feelings, other character actions/feelings <input type="checkbox"/> I can explain point of view(perspective the story is told from) in a fiction story by using text evidence(details from the text) <input type="checkbox"/> I can explain how an author’s word choice affects the tone of a story.
Writing	<ul style="list-style-type: none"> ❖ Write narratives to develop real or imagined experiences 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write a narrative that has a sequence of events and stays on topic

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| | <ul style="list-style-type: none"> ❖ Write informative/explanatory texts to examine a topic and convey ideas, concepts and information ❖ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; use the writing process ❖ Gather relevant information from multiple sources and assess credibility; cite sources through a basic bibliography | <ul style="list-style-type: none"> <input type="checkbox"/> I can identify and explain story elements in my narrative <input type="checkbox"/> I can write an exciting lead to my story that engages readers <input type="checkbox"/> I can use descriptive language (like vivid verbs and awesome adjectives) to help make my story a movie in readers' minds <input type="checkbox"/> I can write an interesting lead that wraps up my narrative leaving the reader without unanswered questions <input type="checkbox"/> I can write informative texts on a topic by writing using facts, examples and quotes <input type="checkbox"/> I can help readers understand my writing with organization; I begin with an introduction, begin paragraphs with a topic sentence and end with a conclusion <input type="checkbox"/> I can use transitions to show relationships between my ideas and concepts <input type="checkbox"/> I can use correct vocabulary in my writing to help readers understand my topic more clearly <input type="checkbox"/> I can write clearly for the audience that will read my writing <input type="checkbox"/> I can make my writing better by using teachers and classmates to help with suggestions <input type="checkbox"/> I can use the steps of the writing process: plan, revise, edit and rewrite to make my writing better <input type="checkbox"/> I can identify if information from resources including books and technology will help my research <input type="checkbox"/> I can take notes and rewrite a summary of my notes in my own words(not plagiarising) <input type="checkbox"/> I can determine if a source is credible |
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		<input type="checkbox"/> I can write a basic bibliography to give credit to my sources
Language	❖ Use proper English conventions(punctuation, capitalization, spelling) and use proper grammar	<input type="checkbox"/> I can identify and use pronouns <input type="checkbox"/> I can identify and use the correct parts of speech in my writing <input type="checkbox"/> I can correctly capitalize punctuate and spell in my writing <input type="checkbox"/> I can apply dialogue punctuation correctly using my guidelines <input type="checkbox"/> I can write in the correct tense(past/present/future) throughout my story
Speaking/Listening	❖ Engage effectively in collaborative discussions(one-on-one, in groups and teacher-led) build on others' ideas and express my own ideas clearly ❖ Present claims and findings sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes	<input type="checkbox"/> I can actively participate in class discussions by expressing my ideas and listening and responding to others <input type="checkbox"/> I can present a project to an audience using my research to explain my thinking I can use multiple ways to enhance my presentation such as graphics, images, videos, music, visual displays

Grade 7 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Reading	<ul style="list-style-type: none"> ❖ Cite text evidence to support what text says explicitly ❖ Determine a theme or central idea of a text with fiction and nonfiction texts and how it develops over the course of a text ❖ Analyze how ideas or textual elements influence plot development ❖ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone ❖ Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others ❖ Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims ❖ Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use pieces of textual evidence (two or more) to support the text's big ideas <input type="checkbox"/> I can explain how that evidence supports the text's big ideas <input type="checkbox"/> I can identify the theme <input type="checkbox"/> I can explain how pieces of the text support my identified themes or main ideas <input type="checkbox"/> I can identify character conflict <input type="checkbox"/> I can compare and contrast character points of view. I can identify plot elements <input type="checkbox"/> I can explain how individuals, events, ideas and textual elements influence plot <input type="checkbox"/> I can explain the meaning of words and phrases taken from context <input type="checkbox"/> I can explain how specific word choice affects meaning and ton <input type="checkbox"/> I can identify the author's point of view or purpose in informational text <input type="checkbox"/> I can analyze how the author presents his/her argument <input type="checkbox"/> I can identify an opinion piece <input type="checkbox"/> I can determine whether or not the author's arguments are backed with solid evidence <input type="checkbox"/> I can compare and contrast two opinion pieces on the same topic <input type="checkbox"/> I can recognize the differences between historical fiction and nonfiction
Writing	<ul style="list-style-type: none"> ❖ Write arguments to support claims with clear reasons and relevant evidence ❖ Write informative/explanatory texts to examine a 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write a thesis statement <input type="checkbox"/> I can use relevant information and clear reasoning to support my thesis

	<p>topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <ul style="list-style-type: none"> ❖ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; uses the writing process ❖ Use technology to produce and publish writing as well as to interact and collaborate with others ❖ Gather relevant information from multiple sources and assess credibility; cite sources through a basic bibliography 	<ul style="list-style-type: none"> <input type="checkbox"/> I can write an organized five paragraph essay about a selected topic <input type="checkbox"/> I can write an introductory paragraph that includes a starter and a thesis statement <input type="checkbox"/> I can write a conclusion that recycles the introductory paragraph <input type="checkbox"/> I can write body paragraphs that follow the thesis statement <input type="checkbox"/> I can incorporate relevant facts/information in body paragraphs to support my thesis <input type="checkbox"/> I can peer edit my classmates' writing <input type="checkbox"/> I can make revisions/edits to my writing based on feedback from my classmates and teachers <input type="checkbox"/> I can use technology to publish my writing. <input type="checkbox"/> I can use the internet to collaborate with others during the writing process <input type="checkbox"/> I can gather information from multiple resources including books and technology <input type="checkbox"/> I can paraphrase information to support research <input type="checkbox"/> I can figure out if a source is credible. <input type="checkbox"/> I can write a basic bibliography to give credit to my sources <input type="checkbox"/> I can use the internet to find sources that support my claims
<p>Language</p>	<ul style="list-style-type: none"> ❖ Use proper English conventions (punctuation, capitalization, spelling); use proper grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> I can show that I know how to correctly capitalize, punctuate and spell correctly in my writing <input type="checkbox"/> I can compose a complete sentence that includes a predicate and a subject <input type="checkbox"/> I can use punctuation appropriately in compound/complex sentences <input type="checkbox"/> I can identify verb tense and use the same

		tense throughout a writing piece
Speaking/Listening	<ul style="list-style-type: none"> ❖ Engage effectively in collaborative discussions (one-on-one, in groups, and teacher-led); build on others' ideas and express own ideas clearly ❖ Present information effectively to an audience 	<ul style="list-style-type: none"> <input type="checkbox"/> I can actively participate in class discussions by expressing my ideas and listening and responding to others <input type="checkbox"/> I follow our Circles Expectations to respect myself, teachers and my classmates <input type="checkbox"/> I can work with my classmates collaboratively to problem solve and explore ideas <input type="checkbox"/> I can analyze a speaker's claims to determine the soundness of evidence

Grade 8 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
Reading	<ul style="list-style-type: none"> ❖ Cite text evidence to support what text says explicitly ❖ Determine a theme or central idea of a text with fiction and nonfiction texts and how it develops over the course of a text ❖ Analyze how ideas or textual elements influence plot development ❖ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone ❖ Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others ❖ Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. ❖ Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use pieces of textual evidence that most strongly support key concepts <input type="checkbox"/> I can explain how that evidence supports the text's key concepts <input type="checkbox"/> I can identify the theme <input type="checkbox"/> I can explain how pieces of the text support my identified themes or main ideas <input type="checkbox"/> I can provide an objective summary of a text <input type="checkbox"/> I can identify character conflict <input type="checkbox"/> I can compare and contrast character points of views. I can identify plot elements <input type="checkbox"/> I can explain how individuals, events, ideas and textual elements influence plot <input type="checkbox"/> I can explain the meaning of words and phrases taken from context <input type="checkbox"/> I can explain how specific word choice affects meaning and tone <input type="checkbox"/> I can recognize when a text is alluding to another text <input type="checkbox"/> I can identify the author's point of view or purpose in informational text <input type="checkbox"/> I can analyze how the author presents his/her argument <input type="checkbox"/> I can identify where and how an author acknowledges and refutes conflicting viewpoints. <input type="checkbox"/> I can identify religious and historical allusions in a modern work of fiction <input type="checkbox"/> I can recognize common themes and patterns in both ancient and modern works of fiction <input type="checkbox"/> I can compare similarities and differences

		between a written text and a filmed or live production
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Writing

- ❖ Write arguments to support claims with clear reasons and relevant evidence
 - ❖ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
 - ❖ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences
 - ❖ With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach; uses the writing process
 - ❖ Use technology to produce and publish writing as well as to interact and collaborate with others
 - ❖ Gather relevant information from multiple sources and assess credibility; cite sources through a basic bibliography
- I can write a thesis statement
 - I can use relevant information and clear reasoning to support my thesis
 - I can write an organized five paragraph essay
 - I can write an introductory paragraph that includes an introductory sentence and a thesis statement
 - I can write an effective conclusion
 - I can write body paragraphs that follow the thesis statement
 - I can incorporate relevant facts/information in body paragraphs to support my thesis
 - I can use relevant descriptive details and a well-structured plot to develop imagined experiences
 - I can develop round characters for a fictional piece of writing
 - I can independently peer edit my classmates' writing
 - I can make revisions/edits to my writing based on feedback from my classmates and teachers
 - I can use technology to publish my writing
 - I can use the internet to collaborate with others during the writing process
 - I can gather information from multiple resources including books and technology
 - I can paraphrase information to support research. I can figure out if a source is credible
 - I can write a basic bibliography to give credit to my sources
 - I can use the internet to find credible sources that support my claims

<p>Language</p>	<ul style="list-style-type: none"> ❖ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ❖ Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies ❖ Use knowledge of language and its conventions when writing, speaking, reading, or listening ❖ Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression 	
<p>Speaking/Listening</p>	<ul style="list-style-type: none"> ❖ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly ❖ Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation 	

Grade 9/10 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<p>Reading</p>	<ul style="list-style-type: none"> ❖ Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic) ❖ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ❖ Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text ❖ Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme ❖ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone) ❖ Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise ❖ Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently and effectively cite strong and thorough textual evidence <input type="checkbox"/> Thoroughly support analysis of what the text explicitly says <input type="checkbox"/> Draw inferences from the text and explain how the inferences enhance character development, plot, setting, etc. <input type="checkbox"/> Determine a range of complex themes or central ideas <input type="checkbox"/> Provide a sophisticated analysis of how themes or central ideas develop over the course of a text, including how they emerge, and how they are shaped and refined by specific details <input type="checkbox"/> Provide a detailed and concise objective summary of the text <input type="checkbox"/> Consistently and thoroughly analyze how complex characters: <ul style="list-style-type: none"> <input type="checkbox"/> Develop over the course of a text <input type="checkbox"/> Interact with other characters <input type="checkbox"/> Advance the plot or develop the theme <input type="checkbox"/> Accurately determine the contextual meanings of words and phrases and skillfully analyze the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone <input type="checkbox"/> Consistently and accurately analyze how an author's choices create such effects as mystery, tension, or surprise based on: <ul style="list-style-type: none"> <input type="checkbox"/> Text structure

	<p>wide reading of world literature from Ovid or the Bible or how a later author draws on a play by Shakespeare)</p> <ul style="list-style-type: none"> ❖ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text ❖ Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text ❖ Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them ❖ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) ❖ Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter) ❖ Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> Order of events within it <input type="checkbox"/> Time manipulation <input type="checkbox"/> Consistently and accurately analyzes a particular point of view or cultural experience reflected in a work of literature from outside the United States <input type="checkbox"/> Consistently and accurately analyze how an author draws on and transforms source material in a specific work <input type="checkbox"/> Effectively cite strong and thorough textual evidence <input type="checkbox"/> Thoroughly support analysis of what the text explicitly says <input type="checkbox"/> Skillfully draw inferences from the text <input type="checkbox"/> Effectively determine a theme or central idea <input type="checkbox"/> Thoroughly analyze its development over the course of a text, how it emerges, and how it is shaped and refined by specific details <input type="checkbox"/> Provide an objective summary of the text <input type="checkbox"/> Effectively analyze how the author unfolds ideas or series of events <input type="checkbox"/> Thoroughly identify the order in which points are made <input type="checkbox"/> Identify connections drawn between them <input type="checkbox"/> Accurately determine the contextual meanings of words and phrases and skillfully analyze the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone <input type="checkbox"/> Analyze how an author's ideas or claims are developed and refined by making connections to particular sentences, paragraphs, or larger portions of a text <input type="checkbox"/> Skillfully determine an author's point of view or
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		<p>purpose in a text with strong evidence</p> <input type="checkbox"/> Skillfully analyze how an author uses rhetoric to advance that point of view or purpose with strong evidence
Research	<p>❖ While conducting research, collect relevant information from multiple print and digital sources</p>	<p>I can...</p> <input type="checkbox"/> Gather rich information taken from multiple authoritative sources

<p>Writing</p>	<ul style="list-style-type: none"> ❖ While conducting research, integrate accurate information into the project selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source ❖ Draw evidence from literary or informational texts to support analysis, reflection, and research ❖ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence ❖ Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns ❖ Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions ❖ Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate accurate information into the project selectively and purposefully to maintain the flow of ideas through effective transitions <input type="checkbox"/> Effectively punctuate citations <input type="checkbox"/> Provide accurate in-text citations <input type="checkbox"/> Provide accurate information from a variety of rich sources <input type="checkbox"/> Extensively draw evidence from the informational texts that were read; uses the information to support analysis, reflection, and research. <input type="checkbox"/> Introduce a compelling claim that is clearly arguable and takes a purposeful position on an issue <input type="checkbox"/> Write with structure and organization that is carefully crafted to support the claim <input type="checkbox"/> Provide convincing and relevant data <input type="checkbox"/> Gather evidence to back up the claim and skillfully addresses counterclaims <input type="checkbox"/> Skillfully orients reader to complex topic(s) in introduction <input type="checkbox"/> Thoroughly develops complex topic(s) with relevant body paragraphs <input type="checkbox"/> Purposefully engages and orients the reader by setting out a problem, situation, or observation and its significance, and establishing one or multiple point(s) of view <input type="checkbox"/> Expertly introduces a narrator and/or characters
<p>Language</p>	<ul style="list-style-type: none"> ❖ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ❖ Demonstrate command of the conventions of standard English capitalization, punctuation, 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate consistent control of conventions with a variety of sentence structures. <input type="checkbox"/> Capitalize, punctuate and spell accurately and with style

	<p>and spelling when writing</p> <ul style="list-style-type: none"> ❖ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening ❖ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies ❖ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings ❖ Acquire and use accurately, general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and make use of how language is used to portray different styles of writing (voice, diction, tone, mood) <input type="checkbox"/> Write and identify different formats of writing (MLA, APA, etc) <input type="checkbox"/> Determine and clarify the meaning of unknown and multiple-meaning words and phrases <input type="checkbox"/> Make use of figurative language, complex word relationships, and nuances in word meanings in my speaking and writing <input type="checkbox"/> Understand the connotation and denotation of vocabulary <input type="checkbox"/> Accurately identify and use domain-specific words and phrases when reading, writing, speaking and listening <input type="checkbox"/> Gather vocabulary knowledge independently
<p>Speaking/Listening</p>	<ul style="list-style-type: none"> ❖ Refer to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ❖ Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence ❖ Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning. Use organization, development, style, and substance appropriate to a range of purposes and audiences for both formal and informal tasks ❖ Make strategic use of digital media (e.g., 	<p>I can...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare for the discussion by reading and researching the material under study; refers to precise and sufficient evidence from the text in order to stimulate a thoughtful, well-reasoned exchange of ideas <input type="checkbox"/> Work with peers to set clear and specific rules, goals and deadlines for a collegial discussion <input type="checkbox"/> Consistently and effectively build on others' ideas and clearly and persuasively expresses their own ideas <input type="checkbox"/> Respond thoughtfully to diverse perspectives, accurately qualifies or justifies their own views respectfully and thoughtfully when appropriate,

	<p>textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>❖ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate</p>	<p>using valid evidence and reasoning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently and accurately evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence <input type="checkbox"/> Organize and develop information with sophistication <input type="checkbox"/> Weave together insightful claims and rich supporting evidence <input type="checkbox"/> Present information clearly, concisely, and logically such that listeners are influenced by the line of reasoning <input type="checkbox"/> Manipulate my style to suit my purposes and audiences <input type="checkbox"/> Demonstrate expertise of my subject <input type="checkbox"/> Use media to present my information and findings through reasoning and evidence in an effective way to add interest and understanding that is true to my topic <input type="checkbox"/> Successfully and seamlessly use to textual, graphical, audio, visual, and/or interactive elements in my presentation <input type="checkbox"/> Strategically vary my presentation to utilize the program's offerings and enhance visuals <input type="checkbox"/> Effectively demonstrate strong commands of formal English <input type="checkbox"/> Adapt speech according to the task and context of the presentation <input type="checkbox"/> Speak at an appropriate voice level to enhance audience engagement throughout the entire presentation <input type="checkbox"/> Speak using an expressive tone to engage the audience <input type="checkbox"/> Speak at an appropriate pace, by slowing down and using emphasis when necessary
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		<ul style="list-style-type: none"><input type="checkbox"/> Speak with clarity, by eliminating filler words (example: um, like, uh, so) and unintentional pauses<input type="checkbox"/> Face the audience when presenting and using appropriate gestures and body language<input type="checkbox"/> Make eye contact with the audience as a whole<input type="checkbox"/> Effectively expand on presentation findings in an insightful manner
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Grade 11/12 English/Language Arts Standards

CATEGORY	STANDARD	Performance Indicator/I Can Statement
<p>Reading</p>	<ul style="list-style-type: none"> ❖ Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain ❖ Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text ❖ Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) ❖ Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors) ❖ Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact ❖ Analyze a case in which grasping a point of 	<ul style="list-style-type: none"> <input type="checkbox"/> I can cite strong textual evidence from the text. Sufficiently support analysis of what the text explicitly says. Draw inferences from the text <input type="checkbox"/> I can determine a theme or central idea. Analyze how it develops over the course of a text, including how it emerges, and how it is shaped and refined by specific details. Objectively and concisely summarize a text <input type="checkbox"/> I can analyze how complex characters: develop over the course of a text, interact with other characters, advance the plot or develop the theme <input type="checkbox"/> I can determine the contextual meanings of words and phrases and analyze the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone <input type="checkbox"/> I can analyze how an author's choices create such effects as mystery, tension or surprise based on: text structure, order of events within it, time manipulation <input type="checkbox"/> I can sufficiently analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States <input type="checkbox"/> I can analyze how an author draws on and transforms source material in a specific work <input type="checkbox"/> I can reasonably cite strong textual evidence <input type="checkbox"/> Support analysis of what the text explicitly says <input type="checkbox"/> Draw inferences from the text <input type="checkbox"/> I can reasonably determine a theme or central idea. Sufficiently analyze its development over

	<p>view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <ul style="list-style-type: none"> ❖ By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range ❖ By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently ❖ Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem ❖ Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses) ❖ Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features ❖ Cite strong and thorough textual evidence to support analysis of what the text says explicitly 	<p>the course of a text, how it emerges and how it is shaped and refined by specific details and provide an objective summary of the text</p> <ul style="list-style-type: none"> ❑ I can analyze how the author unfolds ideas or series of events, identify the order in which points are made, identify connections drawn between them ❑ I can determine the contextual meanings of words and phrases. Analyze the cumulative impact of specific word choices, including figurative and connotative language on meaning and tone ❑ I can analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs or larger portions of a text ❑ I can accurately determine an author's point of view or purpose in a text with limited or inaccurate evidence. Analyze . how an author uses rhetoric to advance that point of view or purpose with limited or inaccurate evidence
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	<p>as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p> <ul style="list-style-type: none"> ❖ Determine two more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text ❖ Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas or events interact and develop over the course of the text ❖ Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. ❖ Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging ❖ Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power persuasiveness or beauty of the text 	
<p>Research</p>	<ul style="list-style-type: none"> ❖ While conducting research, collect relevant information from multiple print and digital sources ❖ While conducting research, integrate accurate information into the project selectively and purposefully to maintain the flow of ideas, while following a standard citation format and avoiding plagiarism and overreliance on any one source ❖ Draw evidence from literary or informational texts 	<ul style="list-style-type: none"> <input type="checkbox"/> I can gather relevant information taken from multiple credible sources <input type="checkbox"/> I can integrate accurate information into the project selectively and purposefully to maintain the flow of ideas. Effectively punctuate citations. Provide accurate in- text citations. Provide accurate information from credible sources. <input type="checkbox"/> I can draw evidence from informational texts that

	to support analysis, reflection and research	were read. I can use information to support analysis, reflection and research.
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Writing

- ❖ Introduce precise, knowledgeable claim(s) establish the significance of the claim(s) distinguish the claim(s) from alternate or opposing claim(s) and create an organization that logically sequences claim(s) counterclaims, reasons, and evidence.
 - ❖ Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
 - ❖ Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension
 - ❖ Engage and orient the reader by setting out a problem, situation or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
 - ❖ Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome
 - ❖ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters
 - ❖ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- I can provide relevant data and evidence to back up the claim and address counterclaims
 - I can orient the reader of the topic in introduction
 - I can develop topics with relevant body paragraphs
 - I can engage and orient the reader by setting out a problem, situation and establishing one or multiple points of view
 - I can introduce a narrator and/or characters
 - I can create cohesion and clarify relationships through transition/linking words, phrases, and clauses within or between paragraphs and sections
 - I can use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting and/or characters
 - I can present a formal, objective tone
 - I can demonstrate standard English conventions of usage and mechanics while attending to the norms of the discipline
 - I can provide a conclusion that follows from and supports information or explanation presented, articulating the significance of the topic
 - I can effectively use a variety of narrative techniques such as dialogue, pacing, and description to develop experiences, events and/or characters
 - I can use techniques to sequence events that build on one another to create a coherent whole

- ❖ Provide a concluding statement or section that follows from or supports the information or explanation presented
- ❖ Use narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events and/or characters

<p>Language</p>	<ul style="list-style-type: none"> ❖ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking ❖ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ❖ Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening ❖ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies ❖ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings ❖ Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression 	<ul style="list-style-type: none"> <input type="checkbox"/> I can demonstrate control of conventions with a variety of sentence structures <input type="checkbox"/> I can capitalize, punctuate and spell correctly <input type="checkbox"/> I can identify how language is used to portray different styles of writing. I can identify different formats of writing <input type="checkbox"/> I can determine or clarify the meaning of unknown and multiple meaning words and phrases <input type="checkbox"/> I can demonstrate understanding of figurative language, word relationships and nuances in word meanings <input type="checkbox"/> I can understand the denotation of vocabulary <input type="checkbox"/> I can accurately identify domain specific words when reading and listening <input type="checkbox"/> I can gather vocabulary knowledge
<p>Speaking/Listening</p>	<ul style="list-style-type: none"> ❖ Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used ❖ Refer to evidence from texts and other research on the topic or issue to stimulate a 	<ul style="list-style-type: none"> <input type="checkbox"/> I can sufficiently evaluate a speaker's point of view, reasoning and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence <input type="checkbox"/> I can prepare for the discussion by reading and researching the material under study; I can refer

	<p>thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> ❖ Operate effectively in a group to promote a civil exchange of ideas that probes reasoning and evidence. ❖ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. ❖ Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. ❖ Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. ❖ Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.) 	<p>to relevant and sufficient evidence from the text in order to stimulate an exchange of ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can work with peers to set rules, goals and deadlines for discussions. I can frequently and reasonably build on others' ideas and clearly and persuasively express my own ideas <input type="checkbox"/> I can respond thoughtfully to diverse perspectives. I can qualify or justify my own view, when appropriate, using evidence and reasoning <input type="checkbox"/> I can sufficiently organize and develop information <input type="checkbox"/> I can include claims and supporting evidence <input type="checkbox"/> I can present information clearly, concisely and logically such that listeners can follow the line of reasoning <input type="checkbox"/> I can adjust the style to suit a range of purposes and audiences <input type="checkbox"/> I can demonstrate substantial knowledge of my subject <input type="checkbox"/> I can use media to present my information and findings in an effective way to show my reasoning and evidence that is true to my topic <input type="checkbox"/> I can successfully use textual, graphical, audio, visual, and/or interactive elements in my presentation <input type="checkbox"/> I can visually vary my presentation <input type="checkbox"/> I can effectively demonstrate command of formal English <input type="checkbox"/> I can adapt speech according to the task and context of the presentation <input type="checkbox"/> I can speak at an appropriate voice level so the audience can fully hear me <input type="checkbox"/> I can Speak using an expressive tone. I can speak an appropriate pace, by slowing down when necessary
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		<ul style="list-style-type: none"><input type="checkbox"/> I can speak with clarity by eliminating filler words<input type="checkbox"/> I can face the audience when presenting using non distracting body language<input type="checkbox"/> I can make eye contact with the audience<input type="checkbox"/> I can effectively and on presentation findings without solely depending on notes or presentation
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