

Mt. Blue Regional School District - RSU 9

English Language and Literacy Standards

[Kindergarten](#)

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

[Grades 6-8](#)

[Grades 9-12](#)

Kindergarten

Content Standard	Learning Target	I Can Statements (PowerSchool)
LANGUAGE: Conventions of Standard English		
Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Use frequently occurring nouns and verbs.	
	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	
	Use the most frequently used occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
	Produce and expand complete sentences in shared language activities.	
Standard L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Capitalize the first word in a sentence and the pronoun /.	Q3 - I can capitalize the pronoun / Q4 - I can capitalize the first word in a sentence AND the pronoun /
	Recognize and name end punctuation.	Q3 - I can put punctuation at the end of my sentence. (period). Q4 - I can put punctuation at the end of my sentence. (period)
	Write a letter or letters for most consonant and short-vowel sounds (phonemes)	
	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Q2 - I can write simple words by saying them slowly.

		<p>Q3 - I can write simple words by saying them slowly.</p> <p>Q4 - I can write simple words by saying them slowly.</p>
LANGUAGE: Knowledge of Language		
Standard L.3: 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.	Use knowledge of language and its conventions when speaking or listening.	
LANGUAGE: Vocabulary Acquisition and Use		
Standard L.4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .	
	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	
	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, -pre-, -ful, -less) as a clue to the meaning of an unknown word.	
Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.	With guidance and support from adults, explore word relationships and nuances in word meanings.	
	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	

	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	
	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	
	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	
Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Use words and phrases acquired through conversations, reading and being read to and responding to texts.	
SPEAKING AND LISTENING: Comprehension and Collaboration		
Standard SL.1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<p>Q1 - I can ask questions about things I do not understand.</p> <p>Q2 - I can ask questions about things I do not understand.</p> <p>Q3 - I can show I understand by asking and answering questions.</p> <p>Q4 - I can show I understand by asking and answering questions.</p>
	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns)	

	speaking about the topics and texts under discussion).	
	Continue a conversation through multiple exchanges.	
Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.	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.	
	Ask and answer questions in order to seek help, gather information, or clarify something that is not understood.	
SPEAKING AND LISTENING: Presentation of Knowledge and Ideas		
Standard SL.3: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Standard SL.4: Adapt speech to a variety of contexts, audiences, and communicative tasks.	Speak audibly and express thoughts, feelings, and ideas clearly.	<p>Q1 - I can use a speaker's voice and express my thoughts clearly.</p> <p>Q2 - I can use a speaker's voice and express my thoughts clearly.</p> <p>Q3 - I can use a speaker's voice and express my thoughts clearly.</p> <p>Q4 - I can use a speaker's voice and express my thoughts clearly.</p>

READING: FOUNDATIONAL SKILLS/PRINT CONCEPTS		
Standard R.1: Demonstrate understanding of the organization and basic features of print.		Q1 - I can show and tell the parts of a book. Q3 - I can understand 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.	
	Recognize and name all upper-and lowercase letters of the alphabet.	Q1 - I can name 20 or more capital and lowercase letters of the alphabet. Q2 - I can name 35 or more capital and lowercase letters of the alphabet. Q3 - I can name 50 or more capital and lowercase letters of the alphabet. Q4 - I can name 52 capital and lowercase letters of the alphabet.
READING: FOUNDATIONAL SKILLS/PHONOLOGICAL AWARENESS		
Standard R.2: Demonstrate understanding of words, syllables, and sounds (phonemes).	Recognize and produce rhyming words	Q4 - I can recognize and produce rhyming words.
	Count, pronounce, blend, and segment syllables in spoken words.	Q1 - I can count, break apart, put together, and say words with at least 3 syllables.
	Blend and segment onsets and rimes of single-syllable spoken words.	Q2 - I can segment onsets and rimes of single-syllable spoken words (e.g., b-at, bat)

	<p>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p>Q3 - I can isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (e.g., b-a-t, bat)</p>
	<p>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	
<p>READING: FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION</p>		
<p>Standard R.3: Know and apply grade-level phonics and word analysis skills when decoding words.</p>	<p>Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound(s) for each consonant.</p>	<p>Q1 - I can name 9 or more consonant letter sounds</p> <p>Q2 - I can name 15 or more consonant letter sounds.</p> <p>Q3 - I can name 18 or more consonant letter sounds.</p> <p>Q4 - I can name 20 or more consonant letter sounds.</p>
	<p>Associate the long and short sounds with common spellings (graphemes) or the five major vowels.</p>	
	<p>Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p>	<p>Q1 - I can read 5 or more common high-frequency words.</p> <p>Q2 - I can read 10 or more common high-frequency words.</p> <p>Q3 - I can read 15 or more common high-frequency words.</p> <p>Q4 - I can read 20 or more common high-frequency words.</p>

	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
READING: Key Ideas and Details		
Standard R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.	Ask and answer questions with prompting and support about who, what, when, where, and how.	
Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s)-and analyze its development throughout each text.	Retell familiar texts with prompting and support, including details about who, what, when, where, and how.	
	Retell key details of texts with prompting and support, including the main topic.	Q4 - I can identify the main topic and three details from a text.
Standard R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	With prompting and support, identify characters, settings, and major events in a story.	Q3 - I can retell stories including characters, setting, and important events with prompting and support.
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
READING: Craft and Structure		
Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	With prompting and support, ask and answer questions about unknown words in a text.	
Standard R.8:	Identify texts that tell stories	

Analyze the structure of various texts, including how the features and components relate to each other and the whole.		
	Identify texts that provide information.	
Standard R.9: Assess how perspective or purpose shapes the content and style of a text.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the texts.	
	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
READING: Integration of Knowledge and Ideas		
Standard R.10: Evaluate the argument and specific claims in various texts.	With prompting and support, identify the reasons an author or character gives to support points in a text.	
Standard R.11: Analyze and evaluate content presented in various texts (e.g., literary, historical, visual arts, quantitative, technological).	With prompting and support, describe the relationship between illustrations and the text	
	With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.	
	With prompting and support, describe the relationship between the text and what person, place, thing, or idea the illustration depicts.	
	With prompting and support, compare and contrast two texts on the same topic.	
READING: Fluency		
Standard R.12: Read with sufficient accuracy and fluency to support comprehension	Read emergent-reader texts with purpose and understanding.	<p>Q1 - I can read with sufficient accuracy and fluency to support comprehension (Level A/1 or higher).</p> <p>Q2 - I can read with sufficient accuracy and fluency to support comprehension. (Level B/2 or higher)</p>

		<p>Q3 - I can read with sufficient accuracy and fluency to support comprehension. (Level C/3 or higher).</p> <p>Q4 - I can read with sufficient accuracy and fluency to support comprehension. (Level D/4 or higher).</p>
<p>WRITING: Inquiry to Build and Present Knowledge</p>		
<p>Standard W.1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</p>	<p>Investigate questions by participating in shared research and writing projects.</p>	
	<p>Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.</p>	
<p>Standard W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p>	<p>With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	
	<p>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including peer collaboration.</p>	
<p>WRITING: Composing for Audience and Purpose</p>		
<p>Standard W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose.</p>	<p>Print many upper- and lowercase letters</p>	<p>Q1 - I can write my name legibly.</p> <p>Q2 - I can write my name using upper and lowercase letters appropriately.</p> <p>Q3 - I can write my name using upper- and lowercase letters appropriately.</p> <p>Q4 - I can write my name using upper- and lowercase letters appropriately.</p>

	<p>Use a combination of drawing and writing to communicate a topic.</p> <p>Narrative, opinion, and informative writing</p>	<p>Q1 - I can draw a picture and tell a story.</p> <p>Q2 - I can draw a picture that matches my words.</p> <p>Q2 - I can write a simple sentence independently.</p> <p>Q3 - I can use a combination of drawing, dictation, and writing to state my opinion, tell a story, or give information about a topic.</p> <p>Q4 I can use a combination of drawing, dictation, and writing to state my opinion, tell a story, or give information about a topic.</p>
--	---	--

Grade 1

English Language and Literacy Standards

1st Grade		
Content Standard	Learning Target	I Can Statements (For PowerSchool)
LANGUAGE: CONVENTIONS OF STANDARD ENGLISH		
Standard 1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	a. Use common, proper, and possessive nouns.	
	b. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	

	c. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	
	d. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	
	e. Use frequently occurring adjectives.	
	f. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	
	g. Use determiners (e.g., articles, demonstratives).	
	h. Use frequently occurring prepositions (e.g., during, beyond, toward).	
	i. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Capitalize dates and names of people.	Q2 and Q4- I can capitalize dates and names of people.
	b. Use end punctuation for sentences.	Q2 and Q4- I can use end punctuation for sentences.
	c. Use commas in dates and to separate single words in a series.	
	d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	
	e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Q2 and Q4- I can spell untaught words by sounding them out.

LANGUAGE: KNOWLEDGE OF LANGUAGE		
Standard 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style in writing and speaking, and to comprehend more fully when reading or listening.	a. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
LANGUAGE: VOCABULARY ACQUISITION AND USE		
Standard 4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	a. Use sentence-level context as a clue to the meaning of a word or phrase.	
	b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	
	c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	
	d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	
Standard 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	a. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	
SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION		

Standard 1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.	a. Participate in collaborative conversations about grade 1 topics and texts with peers and adults in small and larger groups.	Q1-Q4- I can participate in conversations with my peers and teachers in small and/or larger groups.
	b. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	
	c. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	
	d. Ask questions to clear up any confusion about the topics and texts under discussion.	
SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS		
Standard 2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.	a. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	
	b. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	
SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS		
Standard 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.	a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	
	b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	

Standard 4: Adapt speech to a variety of contexts, audiences, and communicative tasks.	a. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	
READING: FOUNDATIONAL SKILLS/ PRINT CONCEPTS		
Standard 1: Demonstrate understanding of the organization and basic features of print.	a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Q4- I can demonstrate understanding of the organization and basic features of print.
READING: FOUNDATIONAL SKILLS/ PHONOLOGICAL AWARENESS		
Standard 2: Demonstrate understanding of words, syllables, and sounds (phonemes).	a. Distinguish long from short vowel sounds in spoken single-syllable words.	
	b. Produce single-syllable words by blending sounds (phonemes), including consonant blends.	
	c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	
	d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	
READING: FOUNDATIONAL SKILLS/ PHONICS AND WORD RECOGNITION		
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	a. Know the spelling-sound correspondences for common consonant digraphs.	
	b. Decode regularly spelled one-syllable words.	

	c. Know final -e and common vowel team conventions for representing long vowel sounds.	
	d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
	e. Decode two- syllable words following basic patterns by breaking the words into syllables.	
	f. Read words with inflectional endings.	
	g. Recognize and read grade-appropriate irregularly spelled words.	Q1-Q4- I can read sight words accurately.
READING:KEY IDEAS AND DETAILS		
Standard 4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the texts.	a. Ask and answer questions about who, what, when, where, and how.	
Standard 5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development throughout each text.	a. Retell texts, including details about who, what, when, where, and how; demonstrate an understanding of the theme.	
	b. Retell key details of texts, including the main topic.	
Standard 6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	a. Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.	
	b. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
READING: CRAFT AND STRUCTURE		

<p>Standard 7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>a. Identify words and phrases in a text that suggest feelings or appeal to the senses.</p>	
	<p>b. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	
<p>Standard 8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.</p>	<p>a. Explain major differences between texts that tell stories and texts that give information, drawing on various text types.</p>	
	<p>b. Determine and use text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) that help locate key facts or information in a text.</p>	
<p>Standard 9: Assess how perspective or purpose shapes the content and style of various texts.</p>	<p>a. Identify who is telling the story at various points in a text.</p>	
	<p>b. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	
<p>READING: INTEGRATION OF KNOWLEDGE AND IDEAS</p>		
<p>Standard 10: Evaluate the argument and specific claims in various texts.</p>	<p>a. Identify the reasons an author or character gives to support points in a text.</p>	
<p>Standard 11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).</p>	<p>a. Use illustrations and words in a text to describe its characters, setting, or events.</p>	

	b. Compare and contrast the experiences of characters in various texts.	
	c. Use the illustrations and details in a text to describe its central idea.	
	d. Compare and contrast two texts on the same topic.	
READING: FLUENCY		
Standard 12: Read with sufficient accuracy and fluency to support comprehension.	a. Read various on-level text with purpose and understanding.	Q1-Q4- I can read with sufficient accuracy and fluency to support comprehension.
	b. Read various on-level text with accuracy, appropriate rate, and expression on successive readings.	
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
WRITING: Inquiry to Build and Present Knowledge		
Standard 1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.	a. Investigate questions by participating in shared research and writing projects.	
	b. Gather information from provided sources and/or recall information from experiences in order to answer questions with guidance and support from adults.	
WRITING: Process and Production		
Standard 2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.	a. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	

	b. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.	
WRITING: Composing for Audience and Purpose		
Standard 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose while avoiding plagiarism.	a. Print all upper- and lowercase letters.	
	b. Use a combination of drawing and writing to communicate a topic with details.	<p>Q1- I can use a combination of drawing and writing to communicate a topic with details.</p> <p>Q2- I can use a combination of drawing and writing to communicate a narrative story with details.</p> <p>Q3- I can use a combination of drawing and writing to communicate my opinion with details.</p> <p>Q4- I can use a combination of drawing and writing to communicate information about a topic with details.</p>

Grade 2

Second Grade		
Content Standard	Learning Target	I Can Statements/Powerschool
LANGUAGE: Conventions of Standard English		
Standard L.1:	Use collective nouns (e.g., <i>group</i>).	

<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	
	<p>Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	
	<p>Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	
	<p>Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	
	<p>Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	
<p>Standard L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>a. Capitalize holidays, product names, and geographic names.</p>	<p>Q1, Q2, Q3, Q4 I can use ending punctuation correctly.</p> <p>Q1 and Q2 - I can capitalize the first letter at the beginning of a sentence, the word "I" and names.</p> <p>Q3 - I can capitalize the first letter at the beginning of a sentence, the word "I", names, holidays, and months.</p> <p>Q4 - I can consistently capitalize the first letter at the beginning of a sentence, the word "I", names, holidays, and months.</p>
	<p>b. Use commas in greetings and closings of letters.</p>	

	c. Use an apostrophe to form contractions and frequently occurring possessives.	
	d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	Q1, Q2, Q3, Q4 I can write words using spelling patterns taught.
	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
LANGUAGE: Knowledge of Language		
Standard L.3: 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.	Use knowledge of language and its conventions when speaking or listening. a. Compare formal and informal uses of English.	
LANGUAGE: Vocabulary Acquisition and Use		
Standard L.4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	
	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	
	c. Use a known root word as a clue to the meaning of an unknown word	

	with the same root (e.g., <i>addition, additional</i>).	
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	
	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	
Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	
SPEAKING AND LISTENING: Comprehension and Collaboration		
Standard SL.1: Prepare for and participate in conversations across a range of topics,	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with	Q1, Q2, Q3, Q4 I can participate in conversations

<p>types, and forums, building on others' ideas and expressing their own.</p>	<p>peers and adults in small and larger groups.</p>	<p>with my peers and teachers in small and/or larger groups.</p>
	<p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	
	<p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>	
	<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	
<p>Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</p>	<p>a. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	
	<p>B. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p>	
<p>SPEAKING AND LISTENING: Presentation of Knowledge and Ideas</p>		
<p>Standard SL.3: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the</p>	<p>a. Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details,</p>	

line of reasoning and incorporate multimedia when appropriate.	speaking audibly in coherent sentences.	
	b. Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	
Standard SL.4: Adapt speech to a variety of contexts, audiences, and communicative tasks.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
READING: FOUNDATIONAL SKILLS/PRINT CONCEPTS		
Standard R.1: Demonstrate understanding of the organization and basic features of print.	Recognize the distinguishing features of a paragraph (e.g. indent).	
READING: FOUNDATIONAL SKILLS/PHONOLOGICAL AWARENESS		
Standard R.2: Demonstrate understanding of words, syllables, and sounds (phonemes).	Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should <ul style="list-style-type: none"> ● assess where students are, ● determine what they need to learn to master the skills appropriate to their grade level or grade span, and ● access district resources to help students move toward proficiency. 	
READING: FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION		

Standard R.3: Know and apply grade-level phonics and word analysis skills when decoding words.	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	
	b. Know spelling-sound correspondences for additional common vowel teams.	
	c. Decode regularly spelled two-syllable words with long vowels.	
	d. Decode words with common prefixes and suffixes.	
	e. Identify words with inconsistent but common spelling-sound correspondences	
	f. Recognize and read grade-appropriate irregularly spelled words.	Q1, Q2, Q3, Q4 - I can read sight words accurately.
READING: Key Ideas and Details		
Standard R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text. Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s)-and analyze its development throughout each text.	Ask and answer questions about who, what, when, where, how and why.	
	a. Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme.	
	b. Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs.	

Standard R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	a. Describe how characters in a story respond to major events and challenges.	
	b. Describe the relationship between a series of events, ideas or concepts, using language that pertains to time, sequence, and cause/ effect.	
READING: Craft and Structure		
Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	a. Describe how words and phrases supply rhythm and meaning in a text.	
	b. Use provided resources to determine the meaning of words and phrases in a text.	
Standard R.8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.	a. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action.	
	b. Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to	

	locate key facts or information in a text efficiently.	
Standard R.9: Assess how perspective or purpose shapes the content and style of a text.	a.Acknowledge differences in the points of view of characters	
	b. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	
READING: Integration of Knowledge and Ideas		
Standard R.10: Evaluate the argument and specific claims in various texts.	Describe how reasons support specific points the author makes in a text.	
Standard R.11: Analyze and evaluate content presented in various texts (e.g., literary, historical, visual arts, quantitative, technological).	a. Use illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
	b. Compare and contrast two or more versions of the same story presented in diverse forms .	
	c. Explain how specific visuals contribute to and clarify the meaning of a text.	
	d. Compare and contrast the information presented by two texts on the same topic.	
READING: Fluency		

Standard R.12: Read with sufficient accuracy and fluency to support comprehension	a. Read various on-level text with purpose and understanding.	<p>Q1 - I can read a level J/18 with sufficient accuracy and fluency to support comprehension.</p> <p>Q2 - I can read a level K/20 with sufficient accuracy and fluency to support comprehension.</p> <p>Q3 - I can read a level L/24 with sufficient accuracy and fluency to support comprehension.</p> <p>Q4 - I can read a level M/28 with sufficient accuracy and fluency to support comprehension.</p>
	B. Read various on-level text orally with accuracy, appropriate rate, and expression on successive readings.	
	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
WRITING: Inquiry to Build and Present Knowledge		
Standard W.1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions,etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.	a. Investigate questions by participating in shared research and writing projects.	
	b. Gather information from provided sources and/or recall information from experiences in order to answer questions.	

Standard W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.	a. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	
	b. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including peer collaboration.	
WRITING: Composing for Audience and Purpose		
Standard W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose.	Use a combination of drawing, and writing to communicate a topic with a beginning, middle (including details) and an end.	<p>Q1- I can use a combination of drawing and writing to communicate a topic with details.</p> <p>Q2- I can write to communicate a narrative story with a beginning, middle (including details) and an end.</p> <p>Q3- I can write to communicate my opinion with an introduction, reasons (including details), and a conclusion.</p> <p>Q4- I can write to communicate information about a topic with an introduction, facts (including details), and a conclusion.</p>

Grade 3

Grade 3		
Content Standard	Learning Target	I Can Statements (For PowerSchool)
LANGUAGE: Conventions of Standard English		
Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	I can correctly apply the conventions of English grammar and usage when writing or speaking. Q1-Q4
	b. Form and use regular and irregular plural nouns.	
	c. Use abstract nouns (e.g., childhood).	
	d. Form and use regular and irregular verbs.	
	e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	
	f. Ensure subject-verb and pronoun-antecedent agreement.	
	g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	
	h. Use coordinating and subordinating conjunctions.	
	i. Produce simple, compound, and complex sentences.	
Standard L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Capitalize appropriate words in titles.	I can use capitalization, punctuation, and spelling correctly when writing. Q1-Q4

	b. Use commas in addresses.	
	c. Use commas and quotation marks in dialogue.	
	d. Form and use possessives.	
	e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	
	f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	
LANGUAGE: Knowledge of Language		
Standard L.3: 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.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.	
	b. Recognize and observe differences between the conventions of spoken and written standard English.	
LANGUAGE: Vocabulary Acquisition and Use		
Standard L.4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and	a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	

<p>multiple-meaning words and phrases from grade level content.</p>	<p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	
<p>Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p>	<p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	
	<p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	
<p>Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p>I can determine the meaning of 3rd-grade vocabulary words and phrases. Q1 - Q4</p>
<p>SPEAKING AND LISTENING: Comprehension and Collaboration</p>		
<p>Standard SL.1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>I can express ideas clearly and accurately with details. Q1-4</p>
	<p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	

	c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	
	d. Explain their own ideas and understanding in light of the discussion.	
Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric. Standard reworded	a. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.	
	b. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
SPEAKING AND LISTENING: Presentation of Knowledge and Ideas		
Standard SL.3: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and corporate multimedia when appropriate. Standard SL.4: Adapt speech to a variety of contexts, audiences, and communicative tasks.	a. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. b. Create audio/video recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	
READING: FOUNDATIONAL SKILLS/PRINT CONCEPTS		
Standard R.1: Demonstrate understanding of the organization and basic features of print.	Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should <ul style="list-style-type: none"> • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and 	

	<ul style="list-style-type: none"> •access district resources to help students move toward proficiency. 	
READING: FOUNDATIONAL SKILLS/PHONOLOGICAL AWARENESS		
Standard R.2: Demonstrate understanding of words, syllables, and sounds (phonemes).	<p>Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should</p> <ul style="list-style-type: none"> •assess where students are, •determine what they need to learn to master the skills appropriate to their grade level or grade span, and •access district resources to help students move toward proficiency 	
READING: FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION		
Standard R.3: Know and apply grade-level phonics and word analysis skills when decoding words.	a. Identify and know the meaning of the most common prefixes and derivational suffixes.	I can apply grade-level phonics and word analysis skills when decoding words. Q1-Q4
	b. Decode words with common Latin suffixes.	
	c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.	
READING: Key Ideas and Details		
Standard R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask and answer questions by referring to the text to show understanding. Q1 - Q4
Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or	a. Retell texts, including details about who, what, when, where, why and how; explain how the theme is supported.	I can provide an accurate summary of various texts using key details. Q2

<p>theme(s)-and analyze its development throughout each text.</p>	<p>b.Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text.</p>	<p>I can explain the relationships between events, ideas, or concepts based on information from the text.</p> <p>Q3 - 4</p>
<p>Standard R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>a.Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>I can recount a fiction story by describing the characters, setting, and events.</p> <p>Q1 - Q4</p>
	<p>b.Explain the relationship between events, ideas or concepts, using language that pertains to time, sequence, and cause/effect, based on information from the text.</p>	
<p>READING: Craft and Structure</p>		
<p>Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>a.Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.</p>	<p>I can determine the meaning of 3rd-grade vocabulary words and phrases.</p> <p>Q1 - Q4</p>
	<p>b.Use provided resources to determine the meaning of domain-specific words and phrases.</p>	
<p>Standard R.8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.</p>	<p>a.Refer to parts of a text (e.g. chapters, scenes, or stanzas) and explain how each successive part builds on earlier sections.</p>	<p>I can ask and answer questions by referring to the text to show understanding.</p> <p>Q1 - Q4</p>
	<p>b.Use various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons)</p>	

	to locate key facts or information in a text efficiently.	
Standard R.9: Assess how perspective or purpose shapes the content and style of a text.	a.Distinguish the reader’s personal point of view from that of the narrator or those of the characters.	
	b.Distinguish the reader’s personal point of view from that of the author of a text.	
READING: Integration of Knowledge and Ideas		
Standard R.10: Evaluate the argument and specific claims in various texts.	Explain how an author or character uses reasons and evidence to support a claim in a text.	
Standard R.11: Analyze and evaluate content presented in various texts (e.g., literary, historical, visual arts, quantitative, technological).	a.Explain how specific aspects of a text’s illustrations contribute to the meaning of a text (e.g., create mood, emphasize aspects of a character or setting).	
	b.Compare and contrast themes, settings, characters, and plots of stories.	I can compare and contrast themes, settings, characters, and/or plots of two stories. Q1-4
	c.Use information gained from the text features and the words within to demonstrate an understanding of the whole text.	I can use information gained from illustrations and the words in a text to show understanding. Q1-4

	d. Compare and contrast the key details presented in two texts on the same topic.	I can compare and contrast two texts about the same topic. Q1-4
READING: Fluency		
Standard R.12: Read with sufficient accuracy and fluency to support comprehension	a. Read various on-level texts with purpose and understanding.	I can read various texts with sufficient accuracy and fluency to demonstrate my understanding. Q1 - Q4
	b. Read various on-level text with accuracy, appropriate rate, and expression on successive readings	
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
WRITING: Inquiry to Build and Present Knowledge		
Standard W.1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.	a. Investigate questions by participating in research that builds knowledge about a topic. b. Gather information from a variety of sources and/or recall information from experiences in order to answer questions. c. Take brief notes on sources and sort information into provided categories.	I can conduct a short research project with accurate details. Q3 - Q4
Standard W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.	a. Use a combination of illustrations and writing to produce pieces with introductions and bodies including details and conclusions.	

	b.Develop the topic with relevant supporting details.	
	c.Use developmentally appropriate linking words and phrases.	
	d.Use precise vocabulary/word choice.	
	e.Provide a sense of closure that is related to the ideas presented.	
WRITING: Composing for Audience and Purpose		
Standard W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose.	<p>Q1- I can tell a story or recount an experience with descriptive details.</p> <p>Q2- I can write an opinion piece with an introduction, supporting reasons, and a conclusion.</p> <p>Q3-</p> <ul style="list-style-type: none"> - I can write an opinion piece with an introduction, supporting reasons, and a conclusion. - I can write an informative text that introduces a topic, uses facts, definitions, linking words, and provides a concluding statement. <p>Q4- I can write an informative text that introduces a topic, uses facts, definitions, linking words, and provides a concluding statement.</p>	I can write routinely for a range of tasks, purposes, and audiences. Q1 - Q4

Grade 4

Grade 4		
Content Standard	Learning Target	I Can Statements
LANGUAGE: Conventions of Standard English		

Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	PowerSchool Q1-Q4 I can correctly apply the conventions of English grammar and usage when writing or speaking.
	b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses	
	c) Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	
	d) Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	
	e. Form and use prepositional phrases.	
	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	
	G. Correctly use frequently confused words (e.g., to, too, two, there, their	
Standard L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Use correct capitalization.	Q1-Q4 I can use capitalization, punctuation, and spelling correctly when writing.
	b. Use commas and quotation marks to mark direct speech and quotations from a text.	
	c. Use comma before a coordinating conjunction in a compound sentence.	

	d. Spell grade-appropriate words correctly, consulting references as needed.	
LANGUAGE: Knowledge of Language		
Standard L.3: 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. NOT in RSU 9	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.	
	b. Choose punctuation for effect.	
	c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
LANGUAGE: Vocabulary Acquisition and Use		
Standard L.4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content. All of these are included in Techniques/Skills	a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	Q1-Q4 I can use context clues to determine the meaning of unknown words. Q1-Q4 I can use affixes to define an unknown word.
	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	
Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word	a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	

meanings sufficient for reading, writing, speaking, and listening.	b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
	C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussion animal preservation).	Q1-Q4 I can determine the meaning of 4th grade vocabulary words and phrases.
SPEAKING AND LISTENING: Comprehension and Collaboration		
Standard SL.1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.	a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	
	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
	c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	

	D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	
Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.	a.Paraphrase portions of a text aloud or information presented in diverse media and formats.	
	b. Identify the reasons and evidence a speaker provides to support particular points.	
SPEAKING AND LISTENING: Presentation of Knowledge and Ideas		
Standard SL.3: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and corporate multimedia when appropriate.	a.Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Q2-Q4
	Standard SL.4: Adapt speech to a variety of contexts, audiences, and communicative tasks.	B. Create audio/video recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
READING: FOUNDATIONAL SKILLS/PRINT CONCEPTS		
Standard R.1: Demonstrate understanding of the organization and basic features of print.	Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should <ul style="list-style-type: none"> •assess where students are, •determine what they need to learn to master the skills appropriate to their grade level or grade span, and 	

	<ul style="list-style-type: none"> •access district resources to help students move toward proficiency. 	
READING: FOUNDATIONAL SKILLS/PHONOLOGICAL AWARENESS		
Standard R.2: Demonstrate understanding of words, syllables, and sounds (phonemes).	<p>Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should</p> <ul style="list-style-type: none"> •assess where students are, •determine what they need to learn to master the skills appropriate to their grade level or grade span, and •access district resources to help students move toward proficiency 	
READING: FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION		
Standard R.3: Know and apply grade-level phonics and word analysis skills when decoding words.	<p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. Roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
READING: Key Ideas and Details		
Standard R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when making inferences.</p>	<p>Q2-Q4 I can accurately quote from a text when explaining what the text says explicitly and when drawing inferences.</p>
Standard R.5: Provide an accurate summary of various texts; determine the central	<p>a. Summarize texts, including details about who, what, when, where, how</p>	<p>Q2-Q4</p>

idea(s) or theme(s)-and analyze its development throughout each text.	and why; explain how the theme is supported.	I can provide an accurate summary of various texts using key details.
	b. Summarize texts, including how the key details support the central idea.	
Standard R.6: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	a. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events, drawing on specific detail in the text.	Q1-Q4 I can recount a fiction story by describing the characters, setting, and events.
	b. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts, explicitly referring to specific information from the text.	
READING: Craft and Structure		
Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	a. Determine the meaning of words and phrases including figurative language as they are used in a text.	I
	b. Draw on a variety of strategies to determine meaning of domain-specific words and phrases.	
Standard R.8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.	a. Explain how the text’s structure supports its meaning and the	

	author's purpose of the text as a whole.	
	b. Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of a text and explain how the text features help support the overall structure.	<p style="text-align: center;">Q2-Q4</p> <p>I can identify the structure of a text and explain how the text features support the structure.</p>
<p>Standard R.9: Assess how perspective or purpose shapes the content and style of a text.</p>	<p>a. Compare and contrast the point of view from which different texts are narrated, including the difference between first-and third person narrations.</p> <p>b. Compare and contrast primary and secondary sources of the same event or topic: describe the difference in perspective based on information in texts.</p>	<p style="text-align: center;">Q2 - Q4</p> <p>I can compare and contrast the point of views between two texts.</p>
	c. Distinguish the reader's personal point of view from that of the author of a text.	
READING: Integration of Knowledge and Ideas		
<p>Standard R.10: Evaluate the argument and specific claims in various texts.</p>	Explain how an author or character uses reasons and evidence to support a claim in a text, identifying which reasons and evidence support the claim(s).	

Standard R.11: Analyze and evaluate content presented in various texts (e.g., literary, historical, visual arts, quantitative, technological).	a. Compare and contrast between texts and other multimedia versions and how it influences the meaning and author’s intent.	
	b. Compare and contrast similar themes, topics, and patterns of events in texts.	
	c. Interpret information presented in various texts in order to answer a question or to solve a problem.	
READING: Fluency		
Standard R.12: Read with sufficient accuracy and fluency to support comprehension	a. Read with sufficient accuracy and fluency to support comprehension.	Q1-Q4 I can read various texts with sufficient accuracy and fluency and demonstrate my understanding.
	b. Read various on-level text with purpose and understand.	
	c. Read various on-level text with accuracy, appropriate rate, and expression on successive readings.	
	d. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
WRITING: Inquiry to Build and Present Knowledge		

<p>Standard W.1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build an understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.</p>	<p>a. Investigate questions by participating in research that builds knowledge about a topic.</p> <p>b. Gather information from a variety of sources and/or recall information from experiences in order to answer questions.</p> <p>c. Take brief notes on sources and sort information into provided categories.</p> <p>d. Provide a list of sources.</p>	<p style="text-align: center;">Q2-Q4</p> <p>I can conduct short research projects that use several sources to build knowledge through an investigation of different aspects of a topic.</p>
<p>Standard W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.</p>	<p>a. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>b. With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.</p>	
	<p>c. Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.</p>	
<p>WRITING: Composing for Audience and Purpose</p>		
<p>Standard W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose.</p>	<p>a. Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.</p>	<p>Q1 ~ Narrative Writing</p> <p>I can write to communicate a narrative story with a beginning, middle (including details) and an end.</p> <p>Q2 ~ Informative Writing</p> <p>I can write to communicate information about a topic with an introduction,</p>

		<p>reasons (including details), and a conclusion.</p> <p>Q3 ~ Opinion Writing</p> <p>I can write to communicate my opinion with an introduction, reasons (including details), and a conclusion.</p> <p>Q4 ~ I can routinely produce a variety of clear writing samples.</p>
	b.Develop the topic with relevant, logically ordered supporting details.	
	c.Use developmentally appropriate linking words and phrases with increasing complexity.	
	d.Use precise vocabulary/word choice.	
	e.Provide a sense of closure that is related to the ideas presented.	

Grade 5

Grade 5		
Content Standard	Learning Target	I Can Statements PowerSchool
LANGUAGE: Conventions of Standard English		
Standard L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	a.Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	<p style="text-align: center;">Q1, Q2, Q3,Q4</p> <p>I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	
	c. Use verb tense to convey various times, sequences, states, and conditions.	
	d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).	
Standard L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	a. Use punctuation to separate items in a series.	<p style="text-align: center;">(Q1, Q2, Q3, Q4)</p> <p>I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
	b. Use a comma to separate an introductory element from the rest of the sentence.	
	c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	
	d. Use underlining, quotation marks, or italics to indicate titles of works.	
	e. Spell grade-appropriate words correctly, consulting references as needed.	
LANGUAGE: Knowledge of Language		
Standard L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	

<p>comprehend more fully when reading or listening.</p>	<p>b.Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	
<p>LANGUAGE: Vocabulary Acquisition and Use</p>		
<p>Standard L.4: Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade level content.</p>	<p>a.Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	
	<p>b.Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	
	<p>c.Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	
<p>Standard L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.</p>	<p>a.Interpret figurative language, including similes and metaphors, in context.</p>	
	<p>b.Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	
	<p>c.Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	
<p>Standard L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading,</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal</p>	<p style="text-align: center;">(Q2,Q3,Q4) I can use context clues to help unlock the</p>

<p>writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>meaning of unknown words/phrases.</p>
<p>SPEAKING AND LISTENING: Comprehension and Collaboration</p>		
<p>Standard SL.1: Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.</p>	<p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	
	<p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	
	<p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	
	<p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	
<p>Standard SL.2: Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.</p>	<p>a. Summarize a written text read aloud or information presented in diverse media and formats.</p>	
	<p>b. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	
<p>SPEAKING AND LISTENING: Presentation of Knowledge and Ideas</p>		
<p>Standard SL.3: Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the</p>	<p>a. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to</p>	<p>(Q2, Q3, Q4) I can report on a topic or text or present an opinion, sequencing ideas logically</p>

<p>line of reasoning and incorporate multimedia when appropriate.</p>	<p>support main ideas or themes; speak clearly at an understandable pace.</p>	<p>and using appropriate facts.</p>
	<p>b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>(Q2, Q3, Q4) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>Standard SL.4: Adapt speech to a variety of contexts, audiences, and communicative tasks.</p>	<p>Adapt speech to a variety of contexts and tasks, demonstrating command of language in the appropriate register.</p>	
<p>READING: FOUNDATIONAL SKILLS/PRINT CONCEPTS</p>		
<p>Standard R.1: Demonstrate understanding of the organization and basic features of print.</p>	<p>Some learners may enter your classroom without having mastered the skills identified in previous grade levels or grade spans. In cases when this occurs, teachers should</p> <ul style="list-style-type: none"> • assess where students are, • determine what they need to learn to master the skills appropriate to their grade level or grade span, and • access district resources to help students move toward proficiency. 	
<p>READING: FOUNDATIONAL SKILLS/PHONOLOGICAL AWARENESS</p>		
<p>Standard R.2: Demonstrate understanding of words, syllables, and sounds (phonemes).</p>	<p>Some learners may enter your classroom without having mastered the skills identified in previous grade</p>	

	<p>levels or grade spans. In cases when this occurs, teachers should</p> <ul style="list-style-type: none"> •assess where students are, •determine what they need to learn to master the skills appropriate to their grade level or grade span, and •access district resources to help students move toward proficiency 	
READING: FOUNDATIONAL SKILLS/PHONICS AND WORD RECOGNITION		
Standard R.3: Know and apply grade-level phonics and word analysis skills when decoding words.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
READING: Key Ideas and Details		
Standard R.4: Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.	Accurately quote details and examples from the text when explaining what the text says explicitly and when making inferences.	(Q2, Q3, Q4) I can accurately quote from a text when explaining what the text says explicitly and when drawing inferences.
Standard R.5: Provide an accurate summary of various texts; determine the central idea(s) or theme(s)-and analyze its development throughout each text.	a.Summarize texts, including theme and character development.	(Q2, Q3, Q4) I can summarize the text using key details.
	b.Summarize texts, including how the key details support two or more central ideas.	
	c..Analyze relationships or interactions between individuals, events, ideas, or concepts throughout the text.	
READING: Craft and Structure		

<p>Standard R.7: Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>a. Determine the meanings of words and phrases including figurative language and connotations as they are used in a text. b. Initiate strategies to determine meaning of domain-specific words and phrases.</p>	
<p>Standard R.8: Analyze the structure of various texts, including how the features and components relate to each other and the whole.</p>	<p>a. Explain how the text's structure supports its meaning and the author's purpose of the text as a whole.</p>	
	<p>b. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts on the same topic.</p>	<p>(Q2-Q4) I can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts on the same topic.</p>
<p>Standard R.9: Assess how perspective or purpose shapes the content and style of a text.</p>	<p>a. Describe how a narrator's or speaker's point of view influences how events are described in various contexts.</p>	
	<p>b. Analyze multiple accounts and/or contexts of the same event or topic, noting important similarities and differences in the perspectives they represent based on information in the texts.</p>	
<p>READING: Integration of Knowledge and Ideas</p>		
<p>Standard R.10: Evaluate the argument and specific claims in various texts.</p>	<p>a. Trace the organization and development of a claim in a text.</p>	
	<p>b. Determine the effectiveness of an author's or character's claim.</p>	

Standard R.11: Analyze and evaluate content presented in various texts (e.g., literary, historical, visual arts, quantitative, technological).	a. Analyze how diverse forms and their features contribute to the meaning, tone, and author's intent of a text.	
	b. Compare and contrast how two or more authors of the same text type interpret similar themes and topic	
	c. Draw on information presented in various texts in order to answer a question or to solve a problem.	
READING: Fluency		
Standard R.12: Read with sufficient accuracy and fluency to support comprehension	a. Read with sufficient accuracy and fluency to support comprehension.	(Q1, Q2, Q3, Q4) I can read various on level grade texts and demonstrate my understanding.
	b. Read various on-level texts with purpose and understanding.	
	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	
WRITING: Inquiry to Build and Present Knowledge		
Standard W.1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.	a. Investigate and generate questions by participating in research that builds varied knowledge about a topic.	(Q2, Q3, Q4) I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
	b. Gather relevant information from a variety of sources and/or recall	

	information from experiences in order to answer questions.	
	c.Summarize or paraphrase notes on sources and sort information into provided categories.	
	d.Provide a list of sources.	
Standard W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.	a.With guidance and support from peers and adults, develop and strengthen writing as needed by planning, composing, revising, editing, rewriting, reflecting, and/or trying a new approach.	
	b.With some guidance and support from adults, use technology to produce writing, as well as to interact and collaborate with others.	
	c.Demonstrate sufficient command of keyboarding skills to produce sustained writing of increasing length.	
WRITING: Composing for Audience and Purpose		
Standard W.3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience and purpose.	a.Produce writing to communicate clearly and organize increasingly complex pieces with introductions and bodies including details and conclusions.	<p>Q1 ~ Narrative Writing</p> <p>I can write to communicate a narrative story with a beginning, middle (including details) and an end.</p> <p>Q2 ~ Informative Writing</p> <p>I can write to communicate information about a topic with an introduction, reasons (including details), and a conclusion.</p> <p>Q3 ~ Opinion Writing</p> <p>I can write to communicate my opinion with an introduction, reasons (including details), and a conclusion.</p>

		Q4 ~ I can routinely produce a variety of clear writing samples.
	b.Develop the topic with relevant, logically ordered supporting details.	
	c.Use developmentally appropriate linking words and phrases with increasing complexity.	
	d.Use precise vocabulary/word choice.	
	e.Provide a sense of closure that is related to the ideas presented.	

Grades 6-8

Grades 6-8	
Content Standard	Learning Target
Language	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.
	Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content.
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings sufficient for reading, writing, speaking, and listening.
	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Content Standard	Learning Target
READING	Read various texts closely to determine what each text explicitly says and to make logical inferences; cite specific textual evidence to support conclusions drawn from the text.
	Provide an accurate summary of various texts; determine the central idea(s) or theme(s) and analyze its development; throughout each text.
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	Interpret words and phrases as they are used in various texts, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	Analyze the structure of various texts, including how the features and components relate to each other and the whole.

	Assess how perspective or purpose shapes the content and style of a text.
	Evaluate the argument and specific claims in various texts.
	Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, technological).
	Read with sufficient accuracy and fluency to support comprehension.
Content Standard	Learning Target
SPEAKING AND LISTENING	Prepare for and participate in conversations across a range of topics, types, and forums, building on others' ideas and expressing their own.
	Integrate and evaluate information presented in diverse media and formats, including point of view, reasoning, and use of evidence and rhetoric.
	Present information and supporting evidence appropriate to task, purpose, and audience so that listeners can follow the line of reasoning and incorporate multimedia when appropriate. Adapt speech to a variety of contexts, audiences, and communicative tasks.
Content Standard	Learning Target
WRITING	Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build an understanding of and lead to conclusions about a subject under investigation while avoiding plagiarism.
	Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
	Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose.

Grades 9-12

Content Standard and Learning Target	
Content Standard	Learning Target
<p>ELA.912.R.CS - Demonstrates the ability to comprehend, interpret, and analyze appropriately complex literary texts.</p>	<p>ELA.R.09.LT.01 - Understands how the plot, setting, and characters work in unison (e.g., how characters interact and respond to challenges) to create conflict in the story</p>
	<p>ELA.R.09.LT.02 - Understands how the author uses argumentation to advance a particular point of view.</p>
	<p>ELA.R.09.LT.03 - Understands how the theme or central idea is developed over the course of a text including how it is shaped with specific details</p>
Content Standard	Learning Target
<p>ELA.912.W.CS - Demonstrates the ability to write and revise writing as well as the ability to complete short and sustained research.</p>	<p>ELA.W.09.LT.01 - Is skilled at revising a piece of writing to ensure that the theme or main idea is complete and meets the needs of the audience</p>
	<p>ELA.W.09.LT.02 - Understands advanced research includes conducting an advanced search using multiple print and online sources, and creating a properly formatted works cited page</p>
	<p>ELA.W.09.LT.03 - Is skilled at developing a story using effective narrative techniques, literary devices, well-chosen details, well-structured event sequence, and a literary theme</p>
Content Standard	Learning Target
<p>ELA.912.S.CS - Demonstrates the ability to have formal and informal discussions as well as give formal and informal presentations.</p>	<p>ELA.S.09.LT.01 - Understands how to pose and respond to questions that relate to the current discussion in order to broaden themes or larger ideas</p>
	<p>ELA.S.09.LT.02 - Understands how to report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and/or details to support main ideas</p>

	ELA.S.09.LT.03 - Understands how to include multimedia components and/or visual displays in presentations to enhance the development of main ideas
Content Standard	Learning Target
ELA.912.L.CS - Demonstrates the ability to use content specific language and more generalized vocabulary as well as capitalization and punctuation rules.	ELA.L.09.LT.01 - Understands authors use figurative language (euphemisms and symbolism) and specific word choice to provide meaning and contribute to the overall tone/mood and message of the text
	ELA.L.09.LT.02 - Is skilled at using strategies (examples include common Greek and Latin affixes, roots, and root words as well as other words and resources) to determine the meaning of an unknown word.
	ELA.L.09.LT.03 - Is skilled at using capitalization and punctuation rules (coordinating conjunctions and commas) in context when writing