

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Reading Literature Band Kindergarten	K-5 Learner Targets (I Can Statements) Kindergarten
MCCS R.1 Key Ideas and Details	<b>RL.K.1</b>	<b>I Can.....</b>
	With prompting and support, ask and answer questions about key details in a text.	~ Explain that a key detail is an important part of the text. RL.1 RI.1 ~ Ask and answer questions about a text. RI.1 RK.1 ~ Ask and answer questions before, during, and after reading a text. RI.1 RL..1
MCCS R.2	<b>RL.K.2</b>	<b>I Can.....</b>
	With prompting and support, retell familiar stories, including key details. Include stories by and about American Indians.	~ Listen to a story and tell the key details. RLK.2 ~ Retell stories using key details. RL.2 RI.2
MCCS R.3	<b>RL.K.3</b>	<b>I Can.....</b>
	With prompting and support, identify characters, settings, and major events in a story..K..3	~ Define character, setting, and major event. RL.3 ~ Identify the character, settings, and the major events in a story. RL.3
MCCSK R.4 Craft and Structure	<b>RL.K.4</b>	<b>I Can.....</b>
	Ask and answer questions about unknown words in a text.	~ Identify unknown words in a text. RL.4 RI.4 ~ Ask and answer questions about unknown words in a text. RL.4 RI.4
MCCS R.5	<b>RL.K.5</b>	<b>I Can.....</b>
	Recognize common types of texts (e.g., storybooks, poems).	~ Listen to and look at different types of text. RL.5 ~ Explain that some texts look the same and some look different. RL.5 ~ Recognize when a text is a storybook, poem, etc. RL.5
MCCS R.6	<b>RL.K.6</b>	<b>I Can.....</b>
	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	~ Define author and illustrator. RL.6 RI.5 ~ Explain that authors write books and stories. RL.6 ~ Explain that illustrators create pictures for books. RI.6 RI.6 ~ Name the author and illustrator of the story. RL.6 RI.6
MCCS R.7 Integration of Knowledge and Ideas	<b>RL.K.7</b>	<b>I Can.....</b>
	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	~ Look at the illustrations in a story and describe what I see. RL.7 RI.7 ~ Identify the part of a story shown by the illustration. RL.7 RI.7 ~ Explain how illustrations help me understand a story. RI.7 RI.7
MCCS R.8	<b>RL.K..8</b>	<b>I Can.....</b>
	(Not applicable to literature)	(Not applicable to literature)

## K-5 Reading Literature

	K-5 Reading Literature Band Kindergarten Cont.	K-5 Learner Targets (I Can Statements) Kindergarten Cont.
MCCS R.9	RL.K.9	I Can.....
	Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).	~ Identify the characters in the stories I read or hear. RL.9 ~ Describe the adventures and experiences of characters in a story. RL.9 ~ Tell how the adventures and experiences of characters compare and contrast. RL.9
MCCS R.10 Range of Reading and Level of Text	RL.K..10	I Can.....
	Actively engage in group reading activities with purpose and understanding	~ Follow the fules my teacher gives for listening (S) ~ Listen by facing the speaker, sitting still and making eye contact (S) ~ Ask and answer questions about what is being read (S)

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	K-5 Reading Literature Band Grade One	K-5 Learner Targets (I Can Statements) Grade One
<b>MCCS L.1</b> Key Ideas and Details	<b>RL.1.1</b> Ask and answer questions about key details in a text.	<b>I Can.....</b> ~ Ask and answer questions about key details in a text L1.1
<b>MCCS L.2</b>	<b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.	<b>I Can.....</b> ~ Understand the central message or lesson in a story L1.2, L1.2 ~ Retell stories using key details L1.2
<b>MCCS L.3</b>	<b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details	<b>I Can.....</b> ~ Show and describe the characters, settings, and major events in the story using key details L1.3
<b>MCCS L.4</b> Craft and Structure	<b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>I Can.....</b> ~ Show and describe words and phrases in stories and poems that tell how it looks, sounds, tastes, feels, and smells L1.4
<b>MCCS L.5</b>	<b>RL.1.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types within cultural contexts, including those of	<b>I Can.....</b> ~ Read or listen to books that tell stories and books that give information L1.5 ~ Tell the differences between books that tell stories and books that give information L1.5
<b>MCCS L.6</b>	<b>RL.1.6</b> Identify who is telling the story at various points in a text.	<b>I Can.....</b> ~ Name who is telling the story at different points throughout the text L1.6
<b>MCCS L.7</b> Integration of Knowledge and Ideas	<b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting or events.	<b>I Can.....</b> ~ Name and describe the characters, setting, or events of a story using the illustrations and details L1.7
<b>MCCS L.8</b>	<b>RL.1.8</b> (Not applicable to literature)	<b>I Can.....</b> (Not applicable to literature)
<b>MCCS L.9</b>	<b>RL.1.9</b> Compare and contrast the adventures and experiences of characters in stories including American Indian stories.	<b>I Can.....</b> ~ Describe the adventures and experiences of characters in stories I read or hear L1.9 ~ Compare, or tell how adventures and experiences of characters are alike L1.9 ~ Contrast, or tell how adventures and experiences of characters are different L1.9
<b>MCCS L.10</b> Range of Reading and Level of Text	<b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>I Can.....</b> ~ Read books and poems and ask for help when needed L1.10 ~ Read first grade sight words and vocabulary L1.10

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	K-5 Reading Literature Band Grade Two	K-5 Learner Targets (I Can Statements) Grade Two
<b>MCCS L.1 Text Types and Purposes</b>	<b>RL.2.1</b>	<b>I Can.....</b>
	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	~ Identify who, what, where, when, why and how to answer questions about text. (K) RL2.1 ~ Ask and answer questions before, during, and after reading text. (S) RL2.1
<b>MCCS L.2 Text Types and Purposes</b>	<b>RL.2.2</b>	<b>I Can.....</b>
	Recount stories, including fables and folktales from diverse cultures, (including American Indian stories), and determine their central message, lesson, or moral.	~ Retell a story in my own words. (K) RL2.2 ~ Recognize when a story has a central lesson, message, or moral. (K) RL2.2 ~ Figure out the central message, lesson and/or moral of a story. (R) RL2.2
<b>MCCSL.3 Text Types and Purposes</b>	<b>RL.2.3</b>	<b>I Can.....</b>
	Describe how characters in a story respond to major events and challenges	~ Identify characters in a story. (K) RL2.3 ~ Tell that different characters will have different feelings about events in the story. (Point of view.) (K R) RL2.3 ~ Explain how characters react to events and problems in a story. (R) RL2.3
<b>MCCS L.4 Production and Distribution of Writing</b>	<b>RL.2.4</b>	<b>I Can.....</b>
	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	~ Identify words and phrases that create a beat in a poem or song. (K) RL2.4 ~ Identify words and phrases that create rhymes in a story, poem, or song. (K) RL2.4 ~ Identify words and phrases that create alliteration (repeated beginning consonant sound) in a story, poem, or song. (K) RL2.4 ~ Identify words and phrases that are repeated in a story, poem, or song. (K) RL2.4 ~ Describe how words and phrases create rhythm and add meaning. (R) RL2.4
<b>MCCS L.5 Production and Distribution of Writing</b>	<b>RL.2.5</b>	<b>I Can.....</b>
	Describe the overall structure of a story from different cultures (e.g. Montana American Indian stories), including describing how the beginning introduces the story and the ending concludes the action.	~ Describe how the events at the end of a story let me know what happened to the characters. (R) RL2.5 ~ Describe how the characters, setting, and action are introduced in a story. (K) RL2.5 ~ Recognize that a story has a beginning, middle, and end. (R) RL2.5
<b>MCCS L.6 Production and Distribution of Writing</b>	<b>RL.2.6</b>	<b>I Can.....</b>
	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	~ Identify a character's point of view in a story * RL2.6 ~ Show character's different points of view by changing my voice when I read dialogs RL2.6
<b>MCCS L.7 Production and Distribution of Writing</b>	<b>RL.2.7</b>	<b>I Can.....</b>
	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	~ Use illustrations and words in a story to help me describe the characters, setting, or plot. (S) RL2.7 ~ Identify illustrations that support a story. (K) RL2.7 ~ Explain how illustrations add meaning to the words in a story. (R) RL2.7
<b>MCCS L.8 Research to Build and</b>	<b>RL.2.8</b>	<b>I Can.....</b>
	(Not applicable to literature)	(Not applicable to literature)

## K-5 Reading Literature

	K-5 Reading Literature Band Grade Two Cont.	K-5 Learner Targets (I Can Statements) Grade Two Cont.
MCCS L.9 Research to Build and Present Knowledge	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures including American Indians.	I Can..... ~ Compare & contrast (find similarities, differences) 2 or more versions of the same story. ® RL2.9
MCCS L.10 Range of Writing	RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	I Can..... ~ Closely read complex grade level texts RL2.10 ~ Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text. (S) RL2.10 ~ Reread a text to find more information or clarify ideas. (S) RL2.10

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	K-5 Literature Band Grade Three	K-5 Learner Targets (I Can Statements) Grade Three
<b>MCCS L.1</b> Comprehension and Collaboration on Key Ideas and Details	<b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	<b>I Can.....</b> ~ Locate words and details to answer questions in a text (S) RL3.1 ~ Ask and answer questions before, during and after reading a text (S) RL3.1
<b>MCCS L.2</b>	<b>RL.3.2</b> Recount stories, including fables, folktales, and myths from diverse cultures (including those by and about American Indians); determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<b>I Can.....</b> ~ Recount /tell (put in my own words) stories (K) RL3.2 ~ Define central message, lesson and/or moral (overall idea an author is trying to share (K) RL3.2 ~ Explain the central message, lesson and /ormoral using key details from the story ® RL3.2
<b>MCCS L.3</b>	<b>RL.3.3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<b>I Can.....</b> ~ Identify characters in a story (K) RL3.3 ~ Describe in a story using physical (outside qualities) and emotional (inside qualities) traits (K) RL3.3 ~ Explain how characters' actions (what they do) cause events to occur in a certain order/sequence RL3.3
<b>MCCS L.4</b> Presentation of Knowledge and Ideas	<b>RL.3.4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>I Can.....</b> ~ Use strategies (e.g. context clues, root/base words, affixes) to determine the meaning of words and phrases as they are used in a text L3.4 ~ Define literal language (it says what it means) and nonliteral (what it says is not exactly what it means) L3.4 ~ Identify literal and nonliteral language in a text L3.4 ~ Use context clues to determine the meaning of literal and nonliteral language L3.4
<b>MCCS L.5</b>	<b>RL.3.5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>I Can.....</b> ~ Explain how stories, dramas, and poems are written in different forms (e.g. chapter, scene, stanza) L3.5 ~ Describe how chapters, scenes, and stanzas give the reader information and work together to create the story, drama, or poem L3.5 ~ Use the terms chapter, scene, and /or stanza correctly when writing or speaking about parts of a text L3.5
<b>MCCS L.6</b>	<b>RL.3.6</b> Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.	<b>I Can.....</b> ~ Define point of view (someone's view or attitude about a situation) L3.6 ~ Determine the point of view of a narrator or character of a story and explain how your view is similar or different L3.6
<b>MCCS L.7</b> Integration of Knowledge and Ideas	<b>RL.3.7</b> Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>I Can.....</b> ~ Identify and explain how illustrations contribute (add meaning) to the words in the story L3.7

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	K-5 Literature Band Grade Three Cont.....	K-5 Learner Targets (I Can Statements) Grade Three Cont.....
MCCS L.8	<b>RL.3.8</b> Not applicable to literature)	<b>I Can.....</b> (Not applicable to literature)
MCCS L.9	<b>RL.3.9</b>  Compare and contrast the themes, settings, and plots of stories written by the same author, including American Indian authors, about the same or similar characters (e.g., in books from a series).	<b>I Can.....</b>  ~ Apply knowledge of language to understand how language functions in different contexts, including cultural contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ~ Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. ~ Compare (find similarities) and contrast (find differences) themes, settings, and plots written by the same author L3.9 ~ Identify themes, settings, and plots in stories written by the same author L3.9 ~ Define theme (central message, a lesson the author is revealing - Honesty is the best policy), define setting (the time and place of a story) and define plot (the sequence of events in a story) L3.9
MCCS L.10 Range of Reading and Level of Text Complexity	<b>RL.3.10</b>  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	<b>I Can.....</b>  ~ Carefully and thoroughly read complex grade level texts L3.10 ~ Reread a text to find more information or clarify ideas L3.10 ~ Use reading strategies (e.g. ask questions, make connections, take notes, infer, visualize, re-read) to help me understand difficult complex texts L3.10

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	K-5 Reading Literature Band Grade Four	K-5 Learner Targets (I Can Statements) Grade Four
<b>MCCS RL.1</b> Key Ideas and Details	<b>RL.4.1</b>	<b>I Can.....</b>
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	~ Answer questions using details and examples from the text. RL.4.1
<b>MCCS RL.2</b>	<b>RL.4.2</b>	<b>I Can.....</b>
	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Include texts by and about American Indians.	~ Use details from the text to determine the theme RL.4.2
<b>MCCS RL.3</b>	<b>RL.4.3</b>	<b>I Can.....</b>
	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	~ Describe a character, the setting, or an event from the story using specific details from the text. RL.4.3
<b>MCCS RL.4</b> Craft and Structure	<b>RL.4.4</b>	<b>I Can.....</b>
	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	~ Determine the meaning of words and phrases through simile, metaphor, alliteration, imagery, foreshadowing and allusion RL.4.4
<b>MCCS RL.5</b>	<b>RL.4.5</b>	<b>I Can.....</b>
	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	~ Explain the genre of poetry, drama and prose. RL.4.5
<b>MCCS RL.6</b>	<b>RL.4.6</b>	<b>I Can.....</b>
	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Include works by and about American Indians.	~ Compare contrast the point of view from which different stories are narrated RL.4.6
<b>MCCS RL.7</b> Integration of Knowledge and Ideas	<b>RL.4.7</b>	<b>I Can.....</b>
	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	~ Make connections to a variety of text using visual or oral presentations. RL.4.7
<b>MCCS RL.8</b>	<b>RL.4.8</b>	<b>I Can.....</b>
	(Not applicable to literature)	(Not applicable to literature)
<b>MCCS RL.9</b>	<b>RL.4.9</b>	<b>I Can.....</b>
	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including those by and about American Indians.	~ Compare and contrast the treatment of themes, topics and patterns in the stories, myths, and traditional literature from different cultures. RL.4.9
<b>MCCS RL.10</b> Range of Reading and Level of Text	<b>RL.4.10</b>	<b>I Can.....</b>
	By the end of year, read and comprehend literature, including stories dramas and poems in the 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	~ Increase my reading range by at least one grade level. RL.4.10

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	K-5 Reading Literature Band Grade Five	K-5 Learner Targets (I Can Statements) Grade Five
MCCS RL.1 Key Ideas and Details	<b>RL.5.1</b>	<b>I Can.....</b>
	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	~ Define inference and find evidence from the text to support the inferences. RL5.1 ~ Read closely to find and quote answers directly in the text. RL5.1
MCCS RL.2	<b>RL.5.2</b>	<b>I Can.....</b>
	Retell stories, including key details, and demonstrate understanding of their central message or lesson. Include stories by and about American Indians.	~ Define and compose a summary stating the key points of the text. RL5.2 ~ Analyze details in a text to determine a Central idea. RL5.2
MCCS RL.3	<b>RL.5.3</b>	<b>I Can.....</b>
	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). RL5.3	~ Compare and contrast two or more characters, settings, or events using specific details from the text. RL5.3 ~ Use various strategies such as context clues, root words, and affixes to determine the meaning of words and phrases. RF5.3 ~ Identify characters, settings, and events in a story or drama. RL5.3
MCCS RL.4 Craft and Structure	<b>RL.5.4</b>	<b>I Can.....</b>
	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	~ Define and identify various forms of figurative language such as simile and metaphor, etc. RL5.4 ~ Distinguish between literal and figurative language. RL5.4
MCCS RL.5	<b>RL.5.5</b>	<b>I Can.....</b>
	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	~ Recognize and explain how chapters, scenes, and stanzas fit together to form stories, dramas, or poems. RL5.5
MCCS RL.6	<b>RL.5.6</b>	<b>I Can.....</b>
	Describe how a narrator's or speaker's point of view influences how events are described, including perspectives of American Indians.	~ Describe how a narrator's or speaker's point of view influences how events are described. (IEFA) RL5.6
MCCS RL.7 Integration of Knowledge and Ideas	<b>RL.5.7</b>	<b>I Can.....</b>
	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	~ Analyze how visual and multimedia elements add meaning and contribute to the tone or beauty of a text. RL5.7
MCCS RL.8	<b>RL.5.8</b>	<b>I Can.....</b>
	(Not applicable to literature)	(Not applicable to literature)
MCCS RL.9	<b>RL.5.9</b>	<b>I Can.....</b>
	Compare and contrast stories in the same genre (e.g., traditional and contemporary stories by and about American Indians, mysteries and adventure stories) on their approaches to similar themes and topics.	~ Compare and contrast stories in the same genre on their approaches to similar themes and topics. (IEFA) RL5.9
MCCS RL.10 Range of Reading and Level of Text	<b>RL.5.10</b>	<b>I Can.....</b>
	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	~ Independently read and comprehend grade level literature proficiently. RL5.10

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education

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	6-8 Reading Literature Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
MCCS RL.1 Key Ideas and Details	<b>RL.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>I Can.....</b> ~ Use evidence from the text to support my analysis of what the text says and inferences I make. RL6.1
	<b>RL.6.2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>I Can.....</b> ~ Determine and identify the theme. RL6.2 ~ Analyze plot to determine a theme. RL6.2 ~ Compose a summary stating the key points of the text without adding my own opinions or feelings. RL6.2
MCCS RL.3	<b>RL.6.3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	<b>I Can.....</b> ~ Define and identify the elements of plot structure. RL6.3 ~ How plot is developed by key events and episodes experienced by the characters. RL6.3 ~ Determine qualities of characters in a text based on an author's direct and indirect characterization. RL6.3 ~ Distinguish between a static and dynamic characters change as the plot moves toward a resolution. RL6.3 ~ Explain how dynamic characters change as the plot moves toward a resolution. RL6.3
	<b>RL.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	<b>I Can.....</b> ~ Define and identify various forms of figurative language (e.g., simile, metaphor, hyperbole, personification, alliteration, onomatopoeia.) RL6.4 ~ Determine the figurative and literal meaning of words and phrases based on how they are used in a text. RL6.4 ~ Recognize the difference between denotative meanings and connotative meanings. RL6.4 ~ Analyze the impact of specific word choice on the meaning, tone and mood of a passage. RL6.4
MCCS RL.5	<b>RL.6.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	<b>I Can.....</b> ~ Locate and explain textual evidence that supports the theme, setting, or plot development. RL6.5 ~ Recognize how a particular sentence, chapter, scene, or stanza contributes the overall text and its meaning. RL6.5

## 6-8 Reading Literature

	6-8 Reading Literature Band Grade Six Cont.....	6-8 Learner Targets (I Can Statements) Grade Six Cont.....
MCCS RL.6	RL.6.6	I Can.....
	Explain how an author develops the point of view of the narrator or speaker in a text.	~ Classify point of view RL6.6 * first person (narrator tells about her/himself: "I") * second person (narrator speaks directly to reader, "you.") * third person limited (narrator tells about others he/she/it.) * third person omniscient (narrator tells the story about the others and knows the thoughts of all characters.) ~ Analyze how an author develops the narrator's point of view by revealing thoughts, feelings, actions, and spoken words. RL6.6
MCCS RL.7 Integration of Knowledge and Ideas	RL.6.7	I Can.....
	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	~ Compare and contrast the experience of reading a text to viewing or listening to the same text. RL6.7
MCCS RL.8	RL.6.8	I Can.....
	(Not applicable to literature)	(Not applicable to literature)
MCCS RL.9	RL.6.9	I Can.....
	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics.	~ Explain the characteristics of different forms of text (e.g., stories, poems, dramas.) RL6.9 ~ Explain the characteristics of different genres (e.g., historical fiction, fantasy, science fiction, traditional and contemporary stories by and about American Indians.) RL6.9 ~ Compare and contrast how two forms or genres of texts can communicate the same theme or topic. RL6.9
MCCS RL.10 Range of Reading and Level of Text	RL.6.10	I Can.....
	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	~ Use reading strategies to help me comprehend grade level and difficult complex text (eg., ask questions, make connections, take notes, make inferences, visualize, re- read, QAR - Question-Answer-Relationship.) RL6.10

## 6-8 Reading Literature

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Reading Literature Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
MCCS RL.1 Key Ideas and Details	<b>RL.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>I Can.....</b> ~ Analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. RL7.1
MCCS RL.2	<b>RL.7.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>I Can.....</b> ~ Define theme, central idea, and summary; analyze plot, and determine key events over the course of the text that contributes to the theme. I can compose an objective summary stating the key points of the text without adding my own opinions or feelings. RL7.2
MCCS RL.3	<b>RL.7.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	<b>I Can.....</b> ~ Explain how the elements of a story or drama interact and effect one another and recognize how making a change to one element of the story or drama could affect the other elements. RL7.3
MCCS RL.4 Craft and Structure	<b>RL.7.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	<b>I Can.....</b> ~ Define and identify forms of figurative language and literal language and distinguish the difference between the two. I can recognize the difference between denotative meanings and connotative meanings. I can analyze the impact of rhyme and repetition of sounds in a poem, story, or drama. RL7.4
MCCS RL.5	<b>RL.7.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	<b>I Can.....</b> ~ Recognize the differences between the form/structure used in stories, dramas, and poems. I can analyze and explain how the form/structure affects the overall meaning of the text. RL7.5
MCCS RL.6	<b>RL.7.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<b>I Can.....</b> ~ Classify point of view (first, second, third, third limited, third omniscient), analyze how an author develops the points of view, explain why authors develop the points of view, and contrast the points of view of different characters or narrators in a text. RL7.6
MCCS RL.7 Integration of Knowledge and Ideas	<b>RL.7.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	<b>I Can.....</b> ~ Explain, compare, and contrast mental images created while reading and viewing various versions (media or staged) of the same text. I can identify and analyze techniques used in media versions of a text and explain their impact on the audience. RL7.7
MCCS RL.8	<b>RL.7.8</b> (Not applicable to literature)	<b>I Can.....</b> (Not applicable to literature)

## 6-8 Reading Literature

	6-8 Reading Literature Band Grade Seven Cont.....	6-8 Learner Targets (I Can Statements) Grade Seven Cont.....
MCCS RL.9	<b>RL.7.9</b>	<b>I Can.....</b>
	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. Include texts that contain portrayals and/or accounts by and about American Indians.	~ Define, compare, and contrast historical fiction versus accurate historical events. I can analyze how authors use or alter historical facts to develop their own fictional stories. RL7.9
MCCS RL.10 Range of Reading and Level of Text	<b>RL.7.10</b>	<b>I Can.....</b>
	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	~ Use reading strategies to read and comprehend various texts at grade level or above. RL7.10

## 6-8 Reading Literature

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	6-8 Reading Literature Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
<b>MCCS RL.1 Key Ideas and Details</b>	<b>RL.8.1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>I Can.....</b> ~ Define citation/cite RL8.1 ~ Find evidence for strong support RL8.1 ~ Make inferences RL8.1
<b>MCCS RL.2</b>	<b>RL.8.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<b>I Can.....</b> ~ Determine theme RL8.2 ~ Analyze theme development RL8.2 ~ Explain how the theme relates to the characters, setting, and plot RL8.2 ~ Write an unbiased summary RL8.2
<b>MCCS RL.3</b>	<b>RL.8.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	<b>I Can.....</b> ~ Explain how dialogue and incidents moves the action, develops a character, and provokes decisions RL8.3
<b>MCCS RL.4 Craft and Structure</b>	<b>RL.8.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<b>I Can.....</b> ~ Define figurative language RL8.4 ~ Define connotative meaning RL8.4
<b>MCCS RL.5</b>	<b>RL.8.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	<b>I Can.....</b> ~ Explain how structure affects meaning of two or more texts RL8.5 ~ Explain the impact of figurative language on a literary piece RL8.5 ~ Determine the meaning of a word RL8.5
<b>MCCS RL.6</b>	<b>RL.8.6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	<b>I Can.....</b> ~ Define point of view RL8.6 ~ Explain the similarities and differences of characters' points of view and how they create suspense or humor. RL8.6
<b>MCCS RL.7 Integration of Knowledge and Ideas</b>	<b>RL.8.7</b> 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.	<b>I Can.....</b> ~ Explain the similarities and differences between a written work and an audio/visual presentation of the same work. RL8.7 ~ Evaluate the choices made by the director and actors RL8.7
<b>MCCS RL.8</b>	<b>RL.8.8</b> (Not applicable to literature)	<b>I Can.....</b> (Not applicable to literature)

## 6-8 Reading Literature

	6-8 Reading Literature Band Grade Eight Cont.....	6-8 Learner Targets (I Can Statements) Grade Eight Cont.....
MCCS RL.9	<b>RL.8.9</b>	<b>I Can.....</b>
	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. Include texts by and about American Indians.	~Explain how a modern piece is affected by or draws from myths, traditional stories, or religious works RL8.9
MCCS RL.10 Range of Reading and Level of Text	<b>RL.8.10</b>	<b>I Can.....</b>
	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	~ Independently comprehend many genres of literature (e.g. stories, dramas and poems) using reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) at grade level. RL8.10

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## 6-8 Reading Literature

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	9-10 Reading Literature Band	11-12 Reading Literature Band
<b>MCCS RL.1 Key Ideas and Details</b>	<b>RL.9-10.1</b> Cite strong RL and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including works by and about American Indians.	<b>RL.11-12.1</b> 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.
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Define textual evidence.</li> <li>- Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</li> <li>- Read closely and find answers explicitly in text and answers that require an inference.</li> <li>- Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</li> </ul>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Define textual evidence.</li> <li>- Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</li> <li>- Read closely and find answers explicitly in text and answers that require an inference.</li> <li>- Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</li> <li>- Determine places in the text that leave matters uncertain.</li> </ul>
<b>MCCS RL.2</b>	<b>RL.9-10.2</b> Determine a theme or central idea of a text, including those by and about American Indians, 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.	<b>RL.11-12.2</b> Determine two or more themes or central ideas of a text, including those by and about American Indians, 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.
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Define theme.</li> <li>- Analyze plot to determine a theme.</li> <li>- Determine how specific details in the text reveal and continually refine a theme.</li> <li>- Define summary.</li> <li>- Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</li> </ul>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Define theme.</li> <li>- Analyze plot to determine two or more themes.</li> <li>- Determine how multiple themes in a text develop and interact to build on one another and produce a complex account.</li> <li>- Define summary.</li> <li>- Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</li> </ul>

## 9-12 Reading Literature



	9-10 Reading Literature Band	11-12 Reading Literature Band
<b>MCCS RL.3</b>	<b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, including those of American Indians, interact with other characters, and advance the plot or develop the theme.	<b>RL.11-12.3</b> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, or oral or written history (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Identify and explain the role of complex characters in a text.</li> <li>- Analyze how complex characters develop over the course of a text.</li> <li>- Analyze how characters develop through their interactions with others.</li> <li>- Analyze how complex characters advance the plot of a text and/or contribute to the development of the theme.</li> </ul>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Identify elements of a story or drama.</li> <li>- Analyze how elements of a story or drama are developed and/or interrelated.</li> <li>- Analyze the impact of an author's choices in presenting elements of a story or drama.</li> </ul>
<b>MCCS RL.4 Craft and Structure</b>	<b>RL.9-10.4</b> 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).	<b>RL.11-12.4</b> 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, works by American Indian authors, as well as other authors.)
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> <ul style="list-style-type: none"> <li>- define and identify various forms of figurative language.</li> <li>- Distinguish between literal language and figurative language.</li> <li>- Recognize the difference between denotative meanings, and connotative meanings.</li> <li>- Analyze why authors choose specific words to evoke a particular meaning or tone.</li> <li>- Analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.</li> </ul>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Define and identify various forms of figurative language.</li> <li>- Distinguish between literal language and figurative language.</li> <li>- Recognize the difference between denotative meanings, and connotative meanings.</li> <li>- Analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect.</li> <li>- Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.</li> </ul>
<b>MCCS RL.5</b>	<b>RL.9-10.5</b> 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.	<b>RL.11-12.5</b> 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.
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Identify different literary text structures.</li> <li>- Analyze a text and determine why an author chose to present his/her text using a particular structure.</li> <li>- Analyze a text and determine why an author organized events in a particular order.</li> <li>- Analyze a text and determine how an author manipulates time.</li> <li>- Analyze how an author's choice of text structure creates such effects as mystery, tension, or surprise.</li> </ul>	<b>I can...</b> <ul style="list-style-type: none"> <li>- Determine how an author chose to structure specific parts of a text.</li> <li>- Analyze specific parts of text and explain how the individual parts fit into the overall structure.</li> <li>- Analyze how an author's choice of structuring specific parts of a text affects the overall meaning.</li> <li>- Analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact.</li> </ul>

## 9-12 Reading Literature

	9-10 Reading Literature Band	11-12 Reading Literature Band
<b>MCCS RL.6</b>	<b>RL.9-10.6</b> Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	<b>RL.11-12.6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) within diverse cultural contexts, including those of American Indians.
<b>Learner Target (I Can Statements)</b>	<b>I can...</b> - Explain how the point of view or cultural experience found in various works of world literature differs from works of literature written in the United States. - Analyze multiple texts of world literature to gain insight into the point of view of other societies and cultures.	<b>I can...</b> - Identify an author's point of view in a text. - Analyze words stated directly in a text and determine when an author is requiring the reader to make an inference as to what is really meant. - Recognize when authors use literary techniques to shape the content and style of a text.
<b>MCCS RL.7 Integration of Knowledge and Ideas</b>	<b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus. Painting: American Progress, by John Gast (circa 1872) with "Birthright," a poem, by M. L. Smoker in Another Attempt at Rescue.	<b>RL.11-12.7</b> Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), or traditional American Indian oral histories, evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> - Identify a subject or key scene that is portrayed in two different artistic mediums. - determine what is emphasized or absent in each artistic medium. - Analyze the impact of a particular subject or key scene from another artistic medium.	<b>I can...</b> - Identify multiple interpretations for the same source text. - Analyze how authors interpret a source text in different mediums. - Evaluate various works that have drawn on or transformed the same source material and explain the varied interpretation of different authors.
<b>MCCS RL.8</b>	<b>RL.9-10.8</b> (Not applicable to literature)	<b>RL.11-12.8</b> (Not applicable to literature)
<b>MCCS RL.9</b>	<b>RL.9-10.9</b> Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch's, Fools Crow, the author retells the Pikuni traditional story, "Star Boy".	<b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including American Indian works, including how two or more texts from the same period treat similar themes or topics.
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> - Identify source material from one author found in the work of another. - Analyze how authors interpret and transform themes, events, topics, etc. from source material. - Critique various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.	<b>I can...</b> - Identify various foundational works of American literature from different time periods. - Identify two or more texts from the same time period that contain similar themes or topics. - Analyze how authors of two or more texts from the same time period treat similar themes or topics. - Analyze how the point of view of an author impact his/her approach to a theme or topic found in a particular time period.

## 9-12 Reading Literature

	9-10 Reading Literature Band	11-12 Reading Literature Band
<b>MCCS RL.10 Range of Reading and Level of Text</b>	<b>RL.9-10.10</b> By the end of grade nine, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade ten, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	<b>RL.11-12.10</b> By the end of grade eleven, 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 twelve, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11 – CCR text complexity band independently and proficiently.
<b>Learner Targets (I Can Statements)</b>	<b>I can...</b> - Closely read complex grade level texts. - Reread a text to find more information or clarify ideas. - Use reading strategies to help me understand difficult complex text.	<b>I can...</b> - Closely read complex grade level texts. - Reread a text to find more information or clarify ideas. - Use reading strategies to help me understand difficult complex texts.

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## 9-12 Reading Literature

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.	
	K-5 Reading Informational Text Band Kindergarten	K-5 Learner Targets (I Can Statements) Kindergarten
<b>MCCS RI.1 Key Ideas and Details</b>	RI.K.1	I Can.....
	With prompting and support, ask and answer questions about key details in a text.	~ Explain that a key detail is an important part of a text. RI.1 RK.1 ~ Ask and answer questions about what is being read. RI.1 RK.1 SL.2 ~ Ask and answer questions before, during, and after reading a text. RI.1 RK.1 SL.2 ~ Ask and answer questions about the key details of a text (e.g., who, what, where, when, why, and how). RI.1 SL.2
<b>MCCS RI.2</b>	RI.K.2	I Can.....
	With prompting and support, identify the main topic and retell key details of a text.	~ Define main topic (who or what the text is mostly about). RI.2 ~ Identify the main topic of a text. RI.2 ~ Retell the key details of a text. RI.2 RL.2
<b>MCCS RI.3</b>	RI.K.3	I Can.....
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. Include texts by and about American Indians.	~ Describe a connection between two individuals in a text (e.g., Clifford is Emily Elizabeth's dog.). RI.3 ~ Identify individuals, events, ideas, or pieces of information in a text. RI.3 RK.3 ~ Describe a connection between two ideas or pieces of information in a text (e.g., The sun and the moon are both in the sky). RI.3 ~ Describe a connection between two events in a text (e.g., The Pilgrims come to America; the first Thanksgiving is celebrated.). RI.3
<b>MCCS RI.4 Craft and Structure</b>	RI.K.4	I Can.....
	With prompting and support, ask and answer questions about unknown words in a text. Recognize words and phrases within cultural contexts, including those of Montana American Indians.	~ Identify words I do not know in a text. RI.4 RL.4 ~ Ask questions about words I do not know in a text. RI.4 RL.4 SL.3 ~ Answer questions about words I do not know in a text. RI.4 RL.4
<b>MCCS RI.5</b>	RI.K.5	I Can.....
	Identify the front cover, back cover, and title page of a book.	~ Identify the front cover, back cover, title page, and spine of a book. RI.5
<b>MCCS RI.6</b>	RI.K.6	I Can.....
	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	~ Define author and illustrator. RI.6 RL.6 ~ Name the author and the illustrator of a text. RI.6
<b>MCCS RI.7 Integration of Knowledge and Ideas</b>	RI.K.7	I Can.....
	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	~ Look at the illustrations in a text and describe what I see. RI.7 RL.7 ~ Identify the part of the text shown by the illustration. RI.7 RL.7 ~ Explain how illustrations help me understand a text. RI.7 RL.7

## K-5 Reading Informational

	K-5 Reading Informational Text Band Kindergarten Cont.....	K-5 Learner Targets (I Can Statements) Kindergarten Cont.....
MCCS RI.8	<b>RI.K.8</b>	<b>I Can.....</b>
	With prompting and support, identify the reasons an author gives to support points in a text.	~ Identify the author's reasons to support main points. (e.g., Everyone should recycle because landfills are becoming full.) RI.8 ~ Identify why an author wrote a text. RI.8
MCCS RI.9	<b>RI.K.9</b>	<b>I Can.....</b>
	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	~ Identify the points an author makes in a text (e.g., Everyone should recycle.) ~ Identify how texts on the same topic are alike. RI.9 ~ Identify how two texts on the same topic are different. RI.9
MCCS RI.K.10 Range of Reading and Level of Text	<b>RI.K.10</b>	<b>I Can.....</b>
	Actively engage in group reading activities with purpose and understanding.	~ Follow the rules my teacher gives for listening attentively. RI.10 SL.1

## K-5 Reading Informational

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Reading Informational Text Band Grade One	K-5 Learner Targets (I Can Statements) Grade One
MCCS RI.1 Key Ideas and Details	<b>RI.1.1</b>	<b>I Can.....</b>
	Ask and answer questions about key details in a text.	~ Explain what a key detail is RI.1.1 ~ Tell who, what, when, where, why, and how after reading a text RI.1.1 ~ Ask and answer questions about a text RI.1.1
MCCS RI.2	<b>RI.1.2</b>	<b>I Can.....</b>
	Identify the main topic and retell key details of a text.	~ Tell you the main idea of a text RI.1.2 ~ Retell the key details of a text RI.1.2
MCCS RI.3	<b>RI.1.3</b>	<b>I Can.....</b>
	Describe the connection between two individuals, events, ideas, or pieces of information in a text. [Include texts by and about American Indians]	~ Identify individuals, events, ideas, or pieces of information in a text RI.1.3 ~ Describe a relationship (idea, person(s) or event) within a text RI.1.3
MCCS RI.4 Craft and Structure	<b>RI.1.4</b>	<b>I Can.....</b>
	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. Recognize words and phrases within cultural contexts, including those of Montana American Indians	~ Make sense of words and sentences by asking and answering questions RI.1.4
MCCS RI.5	<b>RI.1.5</b>	<b>I Can.....</b>
	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	~ Tell how headings, table of contents, glossaries, electronic menu, and graphs help me find information RI.1.5 ~ Use text features (e.g. headings, table of contents, glossaries, electronic menu, and graphs) to find information RI.1.5
MCCS RI.6	<b>RI.1.6</b>	<b>I Can.....</b>
	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	~ Find pictures and illustrations in a text RI.1.6 ~ Tell what I learn from looking at an illustration in a text RI.1.6 ~ Retell from what I learn from reading or hearing a text RI.1.6 ~ Compare what I learned from illustrations and what I learned from words RI.1.6
MCCS RI.7 Integration of Knowledge and Ideas	<b>RI.1.7</b>	<b>I Can.....</b>
	Use the illustrations and details in a text to describe its key ideas.	~ Describe an illustration in a text RI.1.7 ~ Identify details in a text RI.1.7 ~ Use the illustrations and details in a text to describe the key ideas RI.1.7
MCCS RI.8	<b>RI.1.8</b>	<b>I Can.....</b>
	Identify the reasons an author gives to support points in a text.	~ Tell why an author wrote a text RI.1.8 ~ Tell the point of an author's text RI.1.8 ~ Tell the reasons an author gives to support the points in a text RI.1.8
MCCS RI.9	<b>RI.1.9</b>	<b>I Can.....</b>
	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	~ Compare two texts on the same topic by telling how they are alike RI.1.9 ~ Contrast two texts on the same topic by telling how they are different RI.1.9
MCCS RI.10 Range of Reading and Level of Text	<b>RI.1.10</b>	<b>I Can.....</b>
	With prompting and support read informational texts appropriately complex for grade 1.	~ Read sight words RI.1.10 ~ Read short informational texts and ask for help when needed RI.1.10

## K-5 Reading Informational

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Reading Informational Text Band Grade Two	K-5 Learner Targets (I Can Statements) Grade Two
MCCS RI.1 Text Types and Purposes	<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>I Can.....</b> ~ Ask and answer questions about who, where, when, why, and how before, during, and after reading text. (K, S) RI2.1
MCCS RI.2 Text Types and Purposes	<b>RI.2.2</b> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	<b>I Can.....</b> ~ Identify the main idea (who or what the text is mostly about) of a text and specific paragraphs. (K, R) RI2.2
MCCS RI.3 Text Types and Purposes	<b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians	<b>I Can.....</b> ~ Identify and explain scientific ideas or concepts in text. (K, R) RI2.3 ~ Identify and explain historical events in text.(K,R) RI2.3 ~ Identify and explain the steps in a process and how they connect. (K, R) RI2.3
MCCS RI.4 Production and Distribution of Writing	<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases within cultural contexts, including those of Montana American Indians.	<b>I Can.....</b> ~ Identify word and phrases specific to topic or subject of text. (K) RI2.4 ~ Use information in a text to determine the meaning of words and phrases about the topic/subject of the text (s) RI2.4
MCCS RI.5 Production and Distribution of Writing	<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>I Can.....</b> ~ Identify, explain, and locate examples of text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons). (K, R, S) RI2.5
MCCS RI.6 Production and Distribution of Writing	<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>I Can.....</b> ~ Identify the author's main purpose for writing a specific piece. (S) RI2.6 ~ Identify purposes for reading (e.g., to inform, to explain, to describe). (K) RI2.6
MCCS RI.7 Production and Distribution of Writing	<b>RI.2.7</b> Explain how specific images (e.g. a diagram showing how a machine works) contribute to and clarify a text.	<b>I Can.....</b> ~ Use the images and words in text to help me understand what I am reading. (S) RI2.7 ~ Explain how the images in text add meaning to the words. (R) RI2.7
MCCS RI.8 Research to Build and Present Knowledge	<b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.	<b>I Can.....</b> ~ Identify specific points the author makes in text. (S) RI2.8 ~ Describe the supporting details the author uses to make a point. (R) RI2.8
MCCS RI.9 Research to Build and Present Knowledge	<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.	<b>I Can.....</b> ~ Compare (find similarities) and contrast (find differences) the most important points found in two texts on the same topic. (R) RI2.9 ~ Identify the most important points found in two texts on the same topic. (K) RI2.9
MCCS RI.10 Range of Writing	<b>RI.2.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>I Can.....</b> ~ Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand grade level (420-820 lexile) informational text. (S) RI2.10 ~ Read complex grade level informational text. (S) RI2.10 ~ Reread grade level informational text to find more information or clarify ideas. (S) RI2.10

## K-5 Reading Informational

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	<b>K-12 Reading Informational Text Band Grade Three</b>	<b>K-5 Learner Targets (I Can Statements) Grade Three</b>
<b>MCCS RI.1 Comprehension and Collaboration Key Ideas and Details</b>	<b>RI.3.1</b>  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>I Can.....</b>  ~ Locate words and details to answer question in a text RI3.1 ~ Ask and answer questions before, during and after reading by using details from the text RI3.1
<b>MCCS RI.2</b>	<b>RI.3.2</b>  Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>I Can.....</b>  ~ Identify the most important points and key details that support the main idea RI 3.2
<b>MCCS RI.3</b>	<b>RI.3.3</b>  Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. Include texts by and about American Indians.	<b>I Can.....</b>  ~ Use various strategies (e.g., context clues, root/base words, prefixes, suffixes) to determine the meaning of general academic and content-specific words and phrases in a text RI3.3  ~ Identify general academic words or phrases (different ways to say the same thing, e.g., stated instead of said) in a text and analyze how specific word choices shape the meaning or tone of the text RI3.3  ~ Identify and explain how connection words (e.g., comparison words, sequence words, transition words, signal words) help me understand a text RI3.3
<b>MCCS RI.4 Presentation of Knowledge and Ideas</b>	<b>RI.3.4</b>  Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area	<b>I Can.....</b>  ~ Identify subject specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text RI3.4
<b>MCCS RI.5</b>	<b>RI.3.5</b>  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>I Can.....</b>  ~ Locate and use resources (e.g., glossary, guide word, dictionary) to help me determine the meaning of unknown words and phrases RI3.5 ~ Identify and use text features (bolded words, sidebars, captions, hyperlinks) and search tools (table of contents, index) RI3.5
<b>MCCS RI.6</b>	<b>RI.3.6</b>  Distinguish their own point of view from that of the author of a text.	<b>I Can.....</b>  ~ Determine the point of view of an author and identify/describe how my view is similar or different RI3.6 ~ Define point of view (someone's view or attitude about a situation) RI3.6
<b>MCCS RI.7 Integration of Knowledge and Ideas</b>	<b>RI.3.7</b>  Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>I Can.....</b>  ~ Use illustrations (e.g., maps, tables, and photographs) and the words in a text to help me understand and explain what I am reading RI3.7

## K-5 Reading Informational



	K-12 Reading Informational Text Band Grade Three Cont.....	K-5 Learner Targets (I Can Statements) Grade Three Cont.....
MCCS RI.8	<b>RI.3.8</b>	<b>I Can.....</b>
	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	~ Identify words authors use to help me make logical connections between sentences and paragraphs (eg.g similar, different, because , if first, last) (K) RI3.8 ~ Explain how connection words (e.g. transition words, signal words) help me understand a text RI3.8 ~ Describe connectinos an author makes between sentences and paragraphs (K) RI3.8
MCCS RI.9	<b>RI.3.9</b>	<b>I Can.....</b>
	Compare and contrast the most important points and key details presented in two texts on the same topic.	~ Compare (find similarities) and contrast (find differences) the most important points and key details in two texts on the same topic RI3.9
MCCS RI.10 Range of Reading and Level of Text Complexity	<b>RI.3.10</b>	<b>I Can.....</b>
	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	~ Thoroughly read complex grade level texts using reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand RI3.10

## K-5 Reading Informational

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Reading Informational Text Band Grade Four</b>	<b>K-5 Learner Targets (I Can Statements) Grade Four</b>
<b>MCCS RI.1 Key Ideas and Details</b>	<b>RI.4.1</b>	<b>I Can.....</b>
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	~ Refer to details and examples from the text to explain explicit and inferential questions RI.4.1 ~ Explain how a reader uses direct quotes from a text to reach and support a logical conclusion RI.4.1 ~ Read closely and find answers explicitly in text RI.4.1 ~ Reread a text to find more information or clarify ideas RI.4.1 ~ Read closely and find answers that require an inference RI.4.1 ~ Analyze an author's words and find details and examples to support both explicit and inferential questions RI.4.1
<b>MCCS RI.2</b>	<b>RI.4.2</b>	<b>I Can.....</b>
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	~ Define main idea, key detail, and summary RI.4.2 ~ Determine the main idea of a text RI.4.2 ~ Identify key details and explain how they support the main ideas RI.4.2 ~ Write a summary stating the key points of a text RI.4.2
<b>MCCS RI.3</b>	<b>RI.4.3</b>	<b>I Can.....</b>
	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Include texts by and about Montana American Indians.	~ Identify events in different types of text RI.4.3 ~ Identify procedures in different types of text RI.4.3 ~ Use specific information in a text to explain what happened and why RI.4.3
<b>MCCS RI.4 Craft and Structure</b>	<b>RI.4.4</b>	<b>I Can.....</b>
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	~ Define inference RI.4.4 ~ Define explicit answers RI.4.4 ~ Identify different ways to say the same thing (e.g. stroll instead of walk) RI.4.4 ~ Locate and use resources (e.g. glossary, dictionary, etc.) L4.4a ~ Use context clues to understand the meaning of vocabulary L4.4c
<b>MCCS RI.5</b>	<b>RI.4.5</b>	<b>I Can.....</b>
	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	~ Identify ideas and/or concepts in different types of text RI.4.5 ~ Identify and describe different text structures RI.4.5
<b>MCCS RI.6</b>	<b>RI.4.6</b>	<b>I Can.....</b>
	Compare and contrast a firsthand and secondhand account of the same event or topic including those of American Indians; describe the differences in focus and the information provided.	~ Compare and contrast a firsthand and secondhand account of the same event or topic RI.4.6 ~ Explain how a firsthand or secondhand focus affects the information provided RI.4.6 ~ Locate information from two texts on the same topic RI.4.6 RI4.7
<b>MCCS RI.7 Integration of Knowledge and Ideas</b>	<b>RI.4.7</b>	<b>I Can.....</b>
	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears	~ Identify information presented in formats other than words RI.4.7

## K-5 Reading Informational

	K-5 Reading Informational Text Band Grade Four Cont.....	K-5 Learner Targets (I Can Statements) Grade Four Cont....
MCCS RI.8	<b>RI.4.8</b>	<b>I Can.....</b>
	Explain how an author uses reasons and evidence to support particular points in a text	~ Explain how an author uses reasons and evidence to support particular points in a text RI.4.8
MCCS IL.9	<b>RI.4.9</b>	<b>I Can.....</b>
	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	~ Determine which pieces of information best support my topic RI.4.9 ~ Integrate information from two texts to display my knowledge of the topic when writing or speaking RI.4.9
MCCS RI.10 Range of Reading and Level of Text	<b>RI.4.10</b>	<b>I Can.....</b>
	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	~ Use reading strategies (e.g. ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text RI.4.10

## K-5 Reading Informational

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	<b>K-5 Reading Informational Text Band Grade Five</b>	<b>K-5 Learner Targets (I Can Statements) Grade Five</b>
<b>MCCS RI.1 Key Ideas and Details</b>	<b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<b>I Can.....</b> ~ Quote accurately from a text, use quotes from text to support conclusions. Use an author's writing and quotes to support questions. 5.1
<b>MCCS RI.2</b>	<b>RI.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>I Can.....</b> ~ Define and determine main ideas of a text, give key details from a text and explain how they support the main ideas as well as summarize including the key points of a text. 5.2
<b>MCCS RI.3</b>	<b>RI.5.3</b> 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. Include texts by and about Montana American Indians.	<b>I Can.....</b> ~ Identify individuals, events, ideas, and/or concepts in different types of text and use information in text to show relationships between two or more individuals, events, ideas, and/or concepts. 5.3
<b>MCCS RI.4 Craft and Structure</b>	<b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>I Can.....</b> ~ Identify different words and phrases to say the same thing. Identify specific vocabulary words from a text. Use resources (dictionary, glossary, footnotes) to find the meaning of words and phrases. 5.4
<b>MCCS RI.5</b>	<b>RI.5.5</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.	<b>I Can.....</b> ~ Explain compare and contrast, cause and effect, problem/solution of events, ideas, concepts, or information in two or more texts. 5.5
<b>MCCS RI.6</b>	<b>RI.5.6</b> Analyze multiple accounts of the same event or topic, including those of historical and contemporary American Indian events and topics, noting important similarities and differences in the point of view they represent	<b>I Can.....</b> ~ Recognize and analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.6
<b>MCCS RI.7 Integration of Knowledge and Ideas</b>	<b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>I Can.....</b> ~ Identify and use information presented in other formats (graphs, pictures, diagrams, charts) and find information from multiple print or digital sources. 5.7
<b>MCCS RI.8</b>	<b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>I Can.....</b> ~ Locate, identify and explain the reasons and evidence that support the particular points in a text. 5.8
<b>MCCS RI.9</b>	<b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>I Can.....</b> ~ Locate, evaluate, and combine information from more than one text in order to write or speak on the topic. 5.9
<b>MCCS RI.10 Range of Reading and Level of Text</b>	<b>RI.5.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently	<b>I Can.....</b> ~ Thoughtfully read and comprehend challenging informational grade level text and reread text to clarify ideas. 5.10

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

# K-5 Reading Informational

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	6-8 Reading Informational Text Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
MCCS RI.1 Key Ideas and Details	<b>RI.6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>I Can.....</b> ~ Use evidence from the text to support my analysis of what the text says and inferences I make. RI6.1
MCCS RI.2	<b>RI.6.2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>I Can.....</b> ~ Determine the main idea of a text and explain how it is supported by key details. RI6.2 ~ Summarize informational text while leaving out my personal opinion. RI6.2
MCCS RI.3	<b>RI.6.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	<b>I Can.....</b> I can analyze how an individual, even, or idea is introduced and elaborated upon in informational text. RI6.3
MCCS RI.4 Craft and Structure	<b>RI.6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	<b>I Can.....</b> ~ Distinguish among figurative, literal, connotative, or technical meaning of words or phrases in grade 6. RI6.4
MCCS RI.5	<b>RI.6.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	<b>I Can.....</b> ~ Analyze how a sentence/chapter fits into the structure of a text and contributes to the development of the ideas. RI6.5
MCCS RI.6	<b>RI.6.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about Montana American Indians.	<b>I Can.....</b> ~ Determine the author's point of view and explain how it is conveyed through the text. RI6.6 ~ Determine the author's point of view in Montana American Indian informational text. RI6.6
MCCS RI.7 Integration of Knowledge and Ideas	<b>RI.6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	<b>I Can.....</b> ~ Utilize media or graphics to develop a coherent understanding of a topic. RI6.7
MCCS RI.8	<b>RI.6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Include texts by and about Montana American Indians.	<b>I Can.....</b> ~ Trace and evaluate the argument and claims in a text. RI6.8 ~ Identify claims that are supported with reasons and those that are not. RI6.8
MCCS RI.9	<b>RI.6.9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Include texts by and about Montana American Indians.	<b>I Can.....</b> ~ Compare and contrast two authors' presentation of the same event or topic. RI6.9
MCCS RI.10 Range of Reading and Level of Text	<b>RI.6.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>I Can.....</b> ~ Read and comprehend informational text appropriate for sixth grade. RI6.10

## 6-8 Reading Informational

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	6-8 Reading Informational Text Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
<b>MCCS RI.1 Key Ideas and Details</b>	<b>RI.7.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>I Can.....</b> ~ Define and use textual evidence to explicitly answer questions that require an inference. I can analyze an author's words and determine multiple pieces of textual evidence needed to support both explicit and inferential questions. RI7.1
<b>MCCS RI.2</b>	<b>RI.7.2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	<b>I Can.....</b> ~ Define and compose an objective summary and analyze central idea developed throughout a text. RI7.2
<b>MCCS RI.3</b>	<b>RI.7.3</b> Analyze the interactions between individuals, events within a cultural context, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	<b>I Can.....</b> ~ Explain, analyze, and infer interactions between individuals, events, and/or ideas in a text relating to cultural context when necessary. RI7.3
<b>MCCS RI.4 Craft and Structure</b>	<b>RI.7.4</b> 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.	<b>I Can.....</b> ~ Interpret words and phrases used in a text, differentiating between technical, connotative, and figurative meanings, and analyze word choices on meaning and tone. RI7.4
<b>MCCS RI.5</b>	<b>RI.7.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>I Can.....</b> ~ Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. RI7.5
<b>MCCS RI.6</b>	<b>RI.7.6</b> Determine an author's point of view or purpose in a text, including those by and about Montana American Indians, and analyze how the author distinguishes his or her position from that of others.	<b>I Can.....</b> ~ Determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others. RI7.6
<b>MCCS RI.7 Integration of Knowledge and Ideas</b>	<b>RI.7.7</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	<b>I Can.....</b> ~ Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). RI7.7
<b>MCCS RI.8</b>	<b>RI.7.8</b> 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. Include texts by and about Montana American Indians.	<b>I Can.....</b> ~ 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 including texts by and about American Indians. RI7.8
<b>MCCS RI.9</b>	<b>RI.7.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Include texts by and about Montana American Indians.	<b>I Can.....</b> ~ Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts, include texts by and about American Indians. RI7.9
<b>MCCS RI.10 Range of Reading and Level of Text</b>	<b>RI.7.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>I Can.....</b> ~ Read and comprehend literary nonfiction in the grade 7 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI7.10

## 6-8 Reading Informational

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	<b>6-8 Reading Informational Text Band Grade Eight</b>	<b>6-8 Learner Targets (I Can Statements) Grade Eight</b>
<b>MCCS RI.1 Key Ideas and Details</b>	<b>RI.8.1</b>  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	<b>I Can.....</b>  ~ Define citation/cite RI8.1 ~ Find evidence for strong support RI8.1 ~ Make inferences RI8.1
<b>MCCS RI.2</b>	<b>RI.8.2</b>  Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<b>I Can.....</b>  ~ Determine the central idea RI8.2 ~ Explain how a central idea develops throughout the text RI8.2 ~ Write an unbiased summary RI8.2
<b>MCCS RI.3</b>	<b>RI.8.3</b>  Analyze how a text makes connections among and distinctions between individuals, ideas, cultures, or events (e.g., through comparisons, analogies, or categories).	<b>I Can.....</b>  ~ Explain how people, ideas, and situations are connected in a text RI8.3
<b>MCCS RI.4 Craft and Structure</b>	<b>RI.8.4</b>  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts	<b>I Can.....</b>  ~ Determine the meaning of words and phrases RI8.4 ~ Define figurative language RI8.4 ~ Define connotative meaning RI8.4 ~ Define technical meanings RI8.4 ~ Explain how specific words impact meaning and tone RI8.4 ~ Explain the impact of analogies and allusions RI8.4
<b>MCCS RI.5</b>	<b>RI.8.5</b>  Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	<b>I Can.....</b>  ~ Explain in detail how an author uses the structure to develop concepts RI8.5
<b>MCCS RI.6</b>	<b>RI.8.6</b>  Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	<b>I Can.....</b>  ~ Define point of view RI8.6 ~ Determine the author's point of view in a text RI8.6 ~ Explain how an author responds to others' points of view RI8.6
<b>MCCS RI.7 Integration of Knowledge and Ideas</b>	<b>RI.8.7</b>  Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	<b>I Can.....</b>  ~ Explain the advantages and disadvantages of using different mediums RI8.7
<b>MCCS RI.8</b>	<b>RI.8.8</b>  Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Include texts by and about Montana American Indians.	<b>I Can.....</b>  ~ Define delineate RI8.8 ~ Determine if the support is relevant RI8.8 ~ Determine if the support is sufficient RI8.8 ~ Recognize irrelevant evidence RI8.8

## 6-8 Reading Informational

	6-8 Reading Informational Text Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
MCCS RI.9	<b>RI.8.9</b>	<b>I Can.....</b>
	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Include texts by and about Montana American Indians.	~ Explain the similarities and differences between two written works on the same topic on matter of fact or interpretation RI8.9
MCCS RI.10 Range of Reading and Level of Text	<b>RI.8.10</b>	<b>I Can.....</b>
	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently	~ Independently comprehend nonfiction writing using reading strategies (e.g. ask question, make connections, take notes, make inferences, visualize, re-read) at grade level RI8.10

## References

Holmes, M., &amp; Meyers, L. (2011).

The Common Core: Clarifying expectations  
for teachers & students, English Language Arts,  
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## 6-8 Reading Informational



<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.	
	9-10 Reading Informational Text Band	11-12 Reading Informational Text Band
<b>MCCS RI.1</b> <b>Key Ideas and Details</b>	<b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>RI.11-12.1</b> 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.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> - Define textual evidence - Define inference and explain how a reader uses textual evidence to reach a logical conclusion. - Read closely and find answers explicitly in text and answers that require an inference. - Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.	<b>I can.....</b> - Define textual evidence - Define inference and explain how a reader uses textual evidence to reach a logical conclusion. - Read closely and find answers explicitly in text and answers that require an inference. - Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. - Determine places in the text that leave matters uncertain.
<b>MCCS RI.2</b>	<b>RI.9-10.2</b> 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.	<b>RI.11-12.2</b> Determine two or 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.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> - Define central idea. - Analyze how specific details developed over the course of a text shape and refine a central idea. - Compose an objective summary stating the key points of the text without adding my own opinions or feelings.	<b>I can.....</b> - Define central idea. - Determine two or more central ideas of a text. - Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning. - Analyze how central ideas develop over the course of a text. - Compose an objective summary stating the key points of the text without adding my own opinions or feelings.
<b>MCCS RI.3</b>	<b>RI.9-10.3</b> 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.	<b>RI.11-12.3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> - Determine the overall analysis, ideas or events being conveyed by an author. - Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.	<b>I can.....</b> - Determine a complex set of ideas or sequence of events conveyed in a text. - Analyze how specific individuals interact and develop within a complex set of ideas or sequence of events. - Analyze how specific ideas interact and develop within a complex set of ideas or sequence of events. - Analyze how specific events interact and develop within a complex set of ideas or sequence of events.

## 9-12 Reading Informational

	9-10 Reading Informational Text Band	11-12 Reading Informational Text Band
<b>MCCS RI.4</b> <b>Craft and Structure</b>	<b>RI.9-10.4</b> 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, or how American Indian treaty language differs from everyday speech).	<b>RI.11-12.4</b> 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 (e.g., how Madison defines faction in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship).
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define and identify various forms of figurative language.</li> <li>- Distinguish between literal language and figurative language.</li> <li>- Recognize the difference between denotative meanings and connotative meanings.</li> <li>- Recognize words that have technical meaning and understand their purpose in a specific text.</li> <li>- Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define and identify various forms of figurative language.</li> <li>- Distinguish between literal language and figurative language.</li> <li>- Recognize the difference between denotative meanings and connotative meanings.</li> <li>- Recognize words that have technical meaning and understand their purpose in a specific text.</li> <li>- Analyze how a key term or terms are used and refined over the course of a text.</li> </ul>
<b>MCCS RI.5</b>	<b>RI.9-10.5</b> 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).	<b>RI.11-12.5</b> 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.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify particular sentences, paragraphs, or larger portions of a text that support an author's ideas or claims.</li> <li>- Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Determine how an author chose to structure his/her exposition or argument.</li> <li>- Analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.</li> <li>- Determine if an author's structure is effective in making his/her points clear, convincing, and engaging.</li> <li>- Evaluate how an author's choice of structure impacts his/her audience.</li> </ul>
<b>MCCS RI.6</b>	<b>RI.9-10.6</b> Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, and analyze how an author uses rhetoric to advance that point of view or purpose.	<b>RI.11-12.6</b> Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define point of view as how the author feels about the situation/topic of a text.</li> <li>- Determine an author's point of view and explain his/her purpose for writing the text.</li> <li>- Define rhetoric.</li> <li>- Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define point of view as how the author feels about the situation/topic of a text.</li> <li>- Determine an author's point of view and explain his/her purpose for writing the text.</li> <li>- Define rhetoric.</li> <li>- Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</li> <li>- Analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</li> </ul>

## 9-12 Reading Informational

	9-10 Reading Informational Text Band	11-12 Reading Informational Text Band
<b>MCCS RI.7</b> <b>Integration of Knowledge and Ideas</b>	<b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia, paying specific attention to cultural nuances), determining which details are emphasized in each account.	<b>RI.11-12.7</b> 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.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify various accounts of the same subject that are presented in different mediums.</li> <li>- Analyze various accounts of the same subject and determine which details are emphasized in each medium.</li> <li>- Evaluate the advantages and disadvantages of presenting a subject in different mediums.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify multiple sources of information presented in different media or formats as well as in words to assist me in addressing a question or solving a problem.</li> <li>- Evaluate information I have gathered and determine its effectiveness in assisting me to address a question or solve a problem.</li> <li>- Integrate effective information I have gathered to answer a question or solve a problem.</li> </ul>
<b>MCCS RI.8</b>	<b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<b>RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. texts including those that deal with American Indians, 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, American Indian policies).
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify the side of an argument an author presents in a text.</li> <li>- Determine the credibility of the author and his/her purpose.</li> <li>- Identify claims that are supported by fact(s) and those that are opinion(s).</li> <li>- Recognize when an author introduces irrelevant evidences, false statements, and/or fallacious reasoning to his/her argument.</li> <li>- Delineate and evaluate an argument using the evidence an author provides and determine if the evidence provided is relevant and sufficient enough to support the claim.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Determine the purpose behind the creation of seminal U.S. texts.</li> <li>- Identify constitutional principles and and/or legal reasoning found in seminal U.S. texts.</li> <li>- Delineate and evaluate the application of constitutional principles and the use of legal reasoning in seminal U.S. texts.</li> <li>- Identify the premises, purposes, and arguments found in works of public advocacy.</li> <li>- Delineate and evaluate the premises, purposes, and arguments found in works of public advocacy.</li> </ul>
<b>MCCS RI.9</b>	<b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Onondaga Chief Canassatego's address "On Colonizing Education"), including how they address related themes and concepts.	<b>RI.11-12.9</b> 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, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify seminal U.S. documents that have related themes and concepts.</li> <li>- Analyze how different documents address related themes and concepts.</li> <li>- Determine how the time period and point of view of an author affects his/her perspective on a theme or concept.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify various foundational U.S. documents of historical and literary significance from different time periods.</li> <li>- Identify themes, purposes and rhetorical features used in various foundational U.S. documents of historical and literary significance.</li> <li>- Analyze how different foundational U.S. documents utilize themes.</li> <li>- Analyze how different foundational U.S. documents utilize rhetorical features.</li> </ul>

## 9-12 Reading Informational

	9-10 Reading Informational Text Band	11-12 Reading Informational Text Band
<b>MCCS RI.10</b> <b>Range of Reading and Level of Text</b>	<b>RI.9-10.10</b> By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	<b>RI.11-12.10</b> By the end of grade 11, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
<b>Learner Targets</b> <b>(I Can Statements)</b>	<b>I can.....</b> - Closely read complex grade level texts. - Reread a text to find more information or clarify ideas. - Use reading strategies to help me understand difficult complex text.	<b>I can.....</b> - Closely read complex grade level texts. - Reread a text to find more information or clarify ideas. - Use reading strategies to help me understand difficult complex text.

## References

Holmes, M., & Meyers, L. (2011).  
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## 9-12 Reading Informational

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Reading Foundation Band Kindergarten</b>	<b>K-5 Learner Targets (I Can Statements) Kindergarten</b>
<b>MCCS RF.1 Print Concepts</b>	<b>RF.K.1</b> Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	<b>I Can.....</b> ~ Hold a book correctly. RF.1 ~ Recognize books read left to right, top to bottom. RF.1 ~ Turn pages front to back. RF.1 ~ Read the left page before the right page. RF.1 ~ Recognize that words are separated by spaces before and after them. RF.1 ~ Recognize the difference between upper and lowercase letters. RF.1 ~ Name all uppercase and lowercase letters in the alphabet. RF.1 ~ Recognize that words are created by putting letters together in a specific order. RF.1 RF.2
	<b>RF.K.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<b>I Can.....</b> ~ Recognize words with the same end sound. RF.2 ~ Recognize words that rhyme. RF.2 ~ Rhyme one word with another. RF.2 ~ Recognize that a syllable has one vowel sound. RF.2 ~ Break words into syllables by clapping, snapping, or counting. RF.2 ~ Say each syllable sound in a word. RF.2 ~ Blend syllables to say a complete word. RF.2 ~ Identify the beginning sound, vowel sound, and ending sound of words (three-phoneme words). RF.2 ~ Add or change beginning, middle, or end sounds to create new words. RF.2 ~ Identify the letter sound when one letter has been changed in a three-letter word. RF.2 ~ Retell the story that I read. RF.2 ~ Blend letter sounds to say a single-syllable word. RF.2 RF.3

## K-5 Reading Foundation

	K-5 Reading Foundation Band Kindergarten Cont.	K-5 Learner Targets (I Can Statements) Kindergarten Cont.
MCCS RF.3 Phonics and Word Recognition	<b>RF.K.3</b>	<b>I Can.....</b>
	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. 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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ</p>	<p>~ Say the most common sound of each consonant. RF.3</p> <p>~ Recognize the common spellings of long and short vowel sounds. For example – silent e, word with two vowels together usually first vowel says its name and second vowel is silent. RF.3</p> <p>~ Say the long and short sounds of vowels. RF.3</p> <p>~ Recognize common words found in text. RF.3</p> <p>~ Identify the five vowels. RF.3</p> <p>~ Read common words without having to sounding them out. RF.3</p> <p>~ Identify words with similar spellings. RF.3</p> <p>~ Recognize common sight words in a text. RF.3</p>
MCCS RF.4 Fluency	<b>RF.K.4</b>	<b>I Can.....</b>
	<p>Read emergent-reader texts with purpose and understanding</p>	<p>~ Recognize common site words in a text. (K) RfK.4</p> <p>~ Read a text with common sight words. RF.4</p> <p>~ Use the pictures in a text to help me understand it . (S) RfK.4</p> <p>~ Retell a story I read (S) RfK.4</p>

## K-5 Reading Foundation

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Reading Foundation Band Grade One	K-5 Learner Targets (I Can Statements) Grade One
<b>MCCS RF.1 Print Concepts</b>	<b>RF.1.1</b> 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).	<b>I Can.....</b> ~ Identify letters, words, and sentences. R.F.1.1 ~ Recognize that words are combined to make a sentence. R.F.1.1 ~ Recognize that the first word in a sentence is capitalized. R.F.1.1 ~ Recognize that words are separated by spaces. R.F.1.1 ~ Recognize that a sentence ends with a punctuation mark. R.F.1.1
<b>MCCS RF.2 Phonological Awareness</b>	<b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally 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).	<b>I Can.....</b> ~ Identify short vowel sounds in single-syllable words. (e.g. cat, sit, hop) R.F.1.2 ~ Identify long vowel sounds in single-syllable words. (e.g. bake, mine, hope) R.F.1.2 ~ Tell the difference between long and short vowel sounds. R.F.1.2 ~ Identify the sound for each letter. R.F.1.2 ~ Blend letters to make new sounds. R.F.1.2 ~ Sound out words by blending letters sounds. R.F.1.2 ~ Break words into beginning, middle, and ending sounds. R.F.1.2
<b>MCCS RF.3 Phonics and Word Recognition</b>	<b>RF.1.3</b> 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 word.	<b>I Can.....</b> ~ Identify and create the sounds common digraphs make. (e.g. sh, ph, th) R.F.1.3 ~ Decode one-syllable words by sounding out each letter. R.F.1.3 ~ Recognize that final e and common vowel teams represent long vowel sounds. R.F.1.3 ~ Recognize that all syllables have a vowel sound. R.F.1.3 ~ Tell the number of syllables in a word by counting the vowel sounds. R.F.1.3 ~ Decode two syllable words by breaking them into syllables. R.F.1.3 ~ Identify words with common endings (e.g.- s,- ed,-ing) R.F.1.3 ~ Read words with common endings. (e.g. -s, -ed, -ing) R.F.1.3 ~ Recognize and read irregularly spelled words. R.F.1.3
<b>MCCS RF.4 Fluency</b>	<b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-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.	<b>I Can.....</b> ~ Explain that reading fluently means my reading is easy, smooth, and automatic. R.F.1.4 ~ Read grade-level text fluently using meaningful voice, timing and expression. R.F.1.4 ~ Demonstrate my comprehension when I read grade-level text with meaningful voice, timing, and expression. R.F.1.4 ~ Recognize when a word I have read does not make sense. R.F.1.4 ~ Self-correct misread or misunderstood words using context clues. R.F.1.4 ~ Reread with corrections when necessary. R.F.1.4

## K-5 Reading Foundation

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Reading Foundation Band Grade Two	K-5 Learner Targets (I Can Statements) Grade Two
<b>MCCS RF.1 Print Concepts</b>	<b>RF.2.1</b>  (Kinder and first grade only)	<b>I Can.....</b>  (Kinder and first grade only)
<b>MCCS RF.2 Phonological Awareness</b>	<b>RF.2.2</b>  (Kinder and first grade only)	<b>I Can.....</b>  (Kinder and first grade only)
<b>MCCS RF.3 Phonics and Word Recognition</b>	<b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in 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.	<b>I Can.....</b> ~ Read the most common short vowel patterns (CVC) (K) RF2.3 ~ Read the most common long vowel patterns (CVCe and VCE) (K) RF2.3 ~ Know the difference between words with short and long vowel patterns (R) RF2.3 ~ Read common vowel combinations (eg, ea, oi, oo) (K) RF2.3 ~ Say the individual sounds a vowel combination creates (S) RF2.3 ~ Identify two-syllable words (K) RF2.3 ~ Decode two-syllable words with long vowels (S) RF2.3 ~ Identify & read words with common prefixes and suffixes (K) RF2.3 ~ Decode words by breaking them into units of meaning (eg, un+happy=unhappy) (S) RF2.3  ~ Identify words with similar patterns that create different sounds (eg, bead/head, doll/roll, hint/pint) (K) RF2.3 ~ Recognize irregularly spelled words (rule breakers) (K) RF2.3 ~ Read irregular words without having to sound them out (S) RF2.3
<b>MCCS RF.4 Fluency</b>	<b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-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.	<b>I Can.....</b> ~ Read second grade text (420-820 lexile) fluently and show comprehension through voice, timing, and expression (S) RF2.4 ~ Self-correct misread or misunderstood words using context clues (S) RF2.4 ~ Reread with corrections when necessary (S) RF2.4  ~ Read fluently (easy, smooth, and automatic) (S) RF2.4

## K-5 Reading Foundation



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	K-5 Reading Foundation Band Grade Three	K-5 Learner Targets (I Can Statements) Grade Three
<b>MCCS RF.1 Print Concepts</b>	<b>RF.3.1</b> (Kinder and first grade only)	<b>I Can.....</b> (Kinder and first grade only)
<b>MCCS RF.2 Phonological Awareness</b>	<b>RF.3.2</b> (Kinder and first grade only)	<b>I Can.....</b> (Kinder and first grade only)
<b>MCCS RF.3 Phonics and Word Recognition</b>	<b>RF.3.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	<b>I Can.....</b> ~ Define prefix and suffix RF3.3 ~ Identify common prefixes and suffixes (e.g., un-, re-, pre-, -er, -est, -ful) RF3.3 ~ Read irregularly spelled words without having to sound them out RF3.3 ~ Determine the meaning of words with common Latin suffixes (e.g., -able, -ment, -tion) RF3.3 ~ Break apart words into syllable segments to help me decode words I do not know RF3.3 ~ Recognize irregularly spelled words (rule breakers) RF3.3 ~ Explain the meaning of common prefixes and suffixes and understand how they change the meaning of the root word RF3.3
<b>MCCS RF.4 Fluency</b>	<b>RF.3.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry 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.	<b>I Can.....</b> ~ Read grade-level text fluently and show comprehension through voice, timing, and expression RF3.4 ~ Use context clue to recognize when a word does not make sense, self-correct and reread with corrections RF3.4

## K-5 Reading Foundation

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Reading Foundation Band Grade Four	K-5 Learner Targets (I Can Statements) Grade Four
<b>MCCS RF.1 Print Concepts</b>	<b>RF.4.1</b> (Kinder and first grade only)	<b>I Can.....</b> (Kinder and first grade only)
<b>MCCS RF.2 Phonological Awareness</b>	<b>RF.4.2</b> (Kinder and first grade only)	<b>I Can.....</b> (Kinder and first grade only)
<b>MCCS RF.3 Phonics and Word Recognition</b>	<b>RF.4.3</b>  Know and apply grade-level phonics and word analysis skills in 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.	<b>I Can.....</b>  ~ Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes) RF4.3  ~ Read and understand root words that also have prefixes or suffixes RF4.3  ~ Read unfamiliar words that have more than one syllable RF4.3 ~ Use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words RF4.3
<b>MCCS RF.4 Fluency</b>	<b>RF.4.4</b>  Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry 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.	<b>I Can.....</b>  ~ Read grade level text fluently and show comprehension through voice, timing and expression RF4.4a & b, RF4.4.10 ~ Recognize when a word I have read does not make sense within the text RF4.4c ~ Self-correct misread or misunderstood words using context clues RF4.4c  ~ Read fluently (easy, smooth, and automatic) RF4.4a-c ~ Reread with corrections when necessary RF4.4c

## K-5 Reading Foundation

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	K-5 Reading Foundation Band Grade Five	K-5 Learner Targets (I Can Statements) Grade Five
<b>MCCS RF.1 Print Concepts</b>	<b>RF.5.1</b> (Kinder and first grade only)	<b>I Can.....</b> (Kinder and first grade only)
<b>MCCS RF.2 Phonological Awareness</b>	<b>RF.5.2</b> (Kinder and first grade only)	<b>I Can.....</b> (Kinder and first grade only)
<b>MCCS RF.3 Phonics and Word Recognition</b>	<b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.	<b>I Can.....</b> ~ Recognize that letters and combinations of letters make different sounds. 5.3 ~ Use my knowledge of consonants and vowels to decode words. 5.3 ~ Identify compound words, roots, prefixes, suffixes, and syllables. 5.3 ~ Decode unfamiliar multi-syllabic words. 5.3 ~ Use various strategies such as context clues, root words and affixes to determine the meaning of words and phrases 5.3
<b>MCCS RF.4 Fluency</b>	<b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry 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.	<b>I Can.....</b> ~ Read grade-level text with purpose and understanding. 5.4 ~ Self-correct using context clues and reread when necessary. 5.4 ~ Read a variety of genres fluently with appropriate expression. 5.4

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## K-5 Reading Foundation

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Writing Band Kindergarten	K-5 Learner Targets (I Can Statements) Kindergarten
MCCS W.1 Text Types and Purposes	W.K.1	I Can.....
	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	~ Identify the topic of a book. WK.1 ~ Determine my opinion or preference about a topic and/or book. WK.1 ~ Use drawings and words to share my opinion or preference about a topic and/or book. WK.1
MCCS W.2	W.K.2	I Can.....
	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.	~ Select a topic and information to share. WK.2 ~ Use drawings and words to name and give information about a topic. WK.2 SL.5
MCCS W.3	W.K.3	I Can.....
	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	~ Tell a story about something that happened. WK.3 ~ Tell what happened first, next, and last. WK.3 ~ Create drawings to show what happened in my story. WK.3 SL.5 ~ Describe how I feel about what happened in my story. WK.3
MCCS W.4 Production and Distribution of Writing	W.K.4	I Can.....
	(Begins in grade 3)	(Begins in grade 3)
MCCS W.5	W.K.5	I Can.....
	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed	~ Answer questions about my writing. WK.5 RI.1 SL.2 ~ Listen to ideas my teachers and peers have about my writing. WK.5 SL.1 ~ Add details that will help the reader understand my writing. WK.5
MCCS W.6	W.K.6	I Can.....
	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	~ Work with my teacher and others to learn about digital tools that produce and publish writing. WK.6
MCCS W.7 Research to Build and Present Knowledge	W.K.7	I Can.....
	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). Include sources by and about American Indians.	~ Define research and explain how it is different from other types of writing. WK.7 ~ Research a topic with others. WK.7 ~ Work with others to write about a researched topic. WK.7
MCCS W.8	W.K.8	I Can.....
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.	~ Answer questions using information recalled or gathered. WK.8
MCCS W.9	W.K.9	I Can.....
	(Begins in grade 3)	(Begins in grade 3)
MCCS W.10 Range of Writing	W.K.10	I Can.....
	(Begins in grade 3)	(Begins in grade 3)

## K-5 Writing

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	K-5 Writing Band Grade One	K-5 Learner Targets (I Can Statements) Grade One
MCCS W.1 Text Types and Purposes	<b>W.1.1</b>	<b>I Can.....</b>
	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	~ Give my opinion on a topic or book W.1.1 ~ Tell a reason for my opinion W.1.1 ~ Write an opinion piece with a beginning, an opinion, a reason and an ending W.1.1
MCCS W.2	<b>W.1.2</b>	<b>I Can.....</b>
	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	~ Pick a topic and find facts to share W.1.2 ~ Write an informative paper with a topic, facts and an ending sentence W.1.2
MCCS W.3	<b>W.1.3</b>	<b>I Can.....</b>
	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	~ Place story events in the correct order W.1.3 ~ Write a story with events placed in the correct order W.1.3 ~ Use details to describe what happened in my story W.1.3 ~ Use words (e.g. before, during, after) to show event order in my story W.1.3 ~ Write an ending for my story that provides a sense of closure (ties up all loose ends) W.1.3
MCCS W.4 Production and Distribution of Writing	<b>W.1.4</b>	<b>I Can.....</b>
	(Begins in grade 3)	(Begins in grade 3)
MCCS W.5	<b>W.1.5</b>	<b>I Can.....</b>
	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.	~ Write about a topic W.1.5 ~ Answer questions about my writing W.1.5 ~ Listen to ideas my teacher and classmates have about my writing W.1.5 ~ Add details that will help the reader understand my topic W.1.5
MCCS W.6	<b>W.1.6</b>	<b>I Can.....</b>
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	~ With support, use digital tools to produce and publish my writing W.1.6 ~ With support, identify digital tools (e.g. Word, Publisher, PowerPoint) that will help me produce and publish my writing W.1.6 ~ With support, use digital tools to work with others W.1.6
MCCS W.7 Research to Build and Present Knowledge	<b>W.1.7</b>	<b>I Can.....</b>
	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). Include sources by and about American Indians.	~ Define research and explain how research is different from other types of writing W.1.7 ~ Research a topic with others W.1.7 ~ Work with others to write about a research topic W.1.7
MCCS W.8	<b>W.1.8</b>	<b>I Can.....</b>
	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians	~ With support, answer questions using information recalled or gathered from provided sources and/or experiences W.1.8

## K-5 Writing

	K-5 Writing Band Grade One Cont.....	K-5 Learner Targets (I Can Statements) Grade One Cont.....
MCCS W.9	W.1.9	I Can.....
	(Begins in grade 4)	(Begins in grade 4)
MCCS W.10 Range of Writing	W.1.10	I Can.....
	(Begins in grade 3)	(Begins in grade 3)

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	K-5 Writing Band Grade Two	K-5 Learner Targets (I Can Statements) Grade Two
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.2.1</b>	<b>I Can.....</b>
	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	~ State my opinion on a topic or book. (K) W2.1 ~ Support my opinion with reasons. (S) W2.1 ~ Use connecting words (e.g. because, and, also) to link opinions and reasons. (S) W2.1 ~ Write an opinion piece with an introduction, reasons, and conclusion. (P) W2.1
<b>MCCS W.2</b>	<b>W.2.2</b>	<b>I Can.....</b>
	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	~ Pick a topic and identify information to share. (S) W2.2 ~ Use facts and definitions to share ideas about my topic. (S) W2.2 ~ Write about a topic using an introduction, details and conclusion. (P) W2.2
<b>MCCS W.3</b>	<b>W.2.3</b>	<b>I Can.....</b>
	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	~ Write my own story with events placed in the correct order. (P) W2.3 ~ Describe actions, thoughts and feelings in my story. (R) W2.3 ~ Use words to show changes in time (e.g. before, during, after). (S) W2.3 ~ Place story events in the correct order. W2.3 ~ Create an ending for my story. (P) W2.3
<b>MCCS W.4 Production and Distribution of Writing</b>	<b>W.2.4</b>	<b>I Can.....</b>
	(Begins in grade 3)	(Begins in grade 3)
<b>MCCS W.5</b>	<b>W.2.5</b>	<b>I Can.....</b>
	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	~ Edit my writing by checking for errors in capitalization, punctuation, spelling, etc. (S) W2.5 ~ Recognize that a good piece of writing requires more than one draft. W2.5 ~ Revise my writing (e.g. read aloud, add or take out details, check to see if it makes sense) with the help of others. (S) W2.5 ~ Write a new draft with improvements. (S) W2.5
<b>MCCS W.6</b>	<b>W.2.6</b>	<b>I Can.....</b>
	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	~ Use technology to collaborate/work with others. (S) W2.6 ~ Identify digital tools to publish my writing W2.6 ~ Use technology with adult guidance (e.g. Word, Publisher, PowerPoint) to help me create and publish my writing. (K) W2.6
<b>MCCS W.7 Research to Build and Present Knowledge</b>	<b>W.2.7</b>	<b>I Can.....</b>
	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.	~ Define research and explain how it is different from other types of writing. (R) W2.7 ~ Research a topic with others. (S) W2.7 ~ Work with others to write about a research topic. (P) W2.7
<b>MCCS W.8</b>	<b>W.2.8</b>	<b>I Can.....</b>
	Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.	~ Answer questions using information recalled or gathered. W2.8 ~ Remember what I learned to help answer questions. (S) W2.8

## K-5 Writing

	K-5 Writing Band Grade Two Cont.....	K-5 Learner Targets (I Can Statements) Grade Two Cont.....
MCCS W.9	W.2.9	I Can.....
	(Begins in grade 4)	(Begins in grade 4)
MCCS W.10 Range of Writing	W.2.10	I Can.....
	(Begins in grade 3)	(Begins in grade 3)



<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Writing Band Grade Three	K-5 Learner Targets (I Can Statements) Grade Three
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.3.1</b>	<b>I Can.....</b>
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>~ Write opinion pieces on topics or texts W3.1</p> <p>~ Support a point of view with reasons W3.1</p> <p>~ Introduce the topic or text I am writing about W3.1</p> <p>~ State an opinion W3.1</p> <p>~ Create an organizational structure that lists reasons W3.1</p> <p>~ Provide reasons that support an opinion W3.1</p> <p>~ Provide a concluding statement W3.1</p> <p>~ Use linking words and phrases to connect opinions and reasons (e.g., because, therefore, since, for example) W3.1</p>
<b>MCCS W.2</b>	<b>W.3.2</b>	<b>I Can.....</b>
	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>~ Write informative/explanatory texts to examine a topic and convey ideas and information clearly W3.2</p> <p>~ Introduce the topic and group related information together W3.2</p> <p>~ Include illustrations when useful to aiding comprehension W3.2</p> <p>~ Develop the topic with facts, definitions and details W3.2</p> <p>~ Define research and explain how research is different from other types of writing.W4.2a-d</p>
<b>MCCS W.3</b>	<b>W.3.3</b>	<b>I Can.....</b>
	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p>	<p>~ Establish a situation and introduce a narrator and/or characters W3.3</p> <p>~ Write narratives to develop real or imagined experiences or events W3.3</p> <p>~ Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but) W3.3</p> <p>~ Organize a sequence of events that unfolds naturally W3.3</p> <p>~ Use dialogue and descriptions to show the response of characters to situations W3.3</p> <p>~ Use temporal words (e.g., first, next, then, after that, finally) to signal event order W3.3</p>
<b>MCCS W.4 Production and Distribution of Writing</b>	<b>W.3.4</b>	<b>I Can.....</b>
	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>~ Identify the writing style (e.g., opinion, informative/explanatory, or narrative) that best fits my task and purpose W3.4</p> <p>~ Create a piece of writing that shows my understanding of a specific writing style W3.4</p>

## K-5 Writing

	K-5 Writing Band Grade Three Cont.	K-5 Learner Targets (I Can Statements) Grade Three Cont.
MCCS W.5	<b>W.3.5</b>	<b>I Can.....</b>
	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 up to and including grade 3 on page 30.)	~ Recognize that a good piece of writing requires more than one draft W3.5 ~ Use prewriting strategies to formulate ideas (e.g., graphic organizers, brainstorming, lists) W3.5 ~ Edit my writing by checking for errors in capitalization, punctuation, spelling, etc. W3.5 ~ Revise my writing (e.g., reading aloud, checking for misunderstandings, adding and deleting details) with the help of others W3.5 ~ Prepare a new draft with changes that strengthens my writing W3.5
MCCS W.6	<b>W.3.6</b>	<b>I Can.....</b>
	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	~ Identify technology that will help me produce and publish my writing W3.6 ~ Use keyboarding skills to prepare my writing for publication W3.6 ~ Use technology to produce, publish and collaborate/work with others in my writing W3.6
MCCS W.7 Research to Build and Present Knowledge	<b>W.3.7</b>	<b>I Can.....</b>
	Conduct short research projects that build knowledge about a topic. Include sources and/or topics by and about American Indians.	~ Research a topic to answer questions and/or gain information W3.7
MCCS W.8	<b>W.3.8</b>	<b>I Can.....</b>
	Recall information from experiences or gather information from oral, print and digital sources; take brief notes on sources and sort evidence into provided categories.	~ Recall information from experiences or gather information from print and digital sources about a topic W3.8 ~ Take notes (write down short pieces of important information) about a topic W3.8 ~ Sort the information from my notes into provided categories W3.8
MCCS W.9	<b>W.3.9</b>	<b>I Can.....</b>
	(Begins in grade 4)	(Begins in grade 4)
MCCS W.10 Range of Writing	<b>W.3.10</b>	<b>I Can.....</b>
	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 for a variety of reasons and choose a writing structure to fit my task, purpose, and/or audience (e.g., to inform, to describe, to persuade, to entertain, to share an experience) W3.10 ~ Write for long or short periods of time, depending on my task W3.10

## K-5 Writing

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Writing Band Grade Four	K-5 Learner Targets (I Can Statements) Grade Four
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.4.1</b>	<b>I Can.....</b>
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>~ Support my opinion with facts and details. W4.1b</p> <p>~ Select a topic and gather information (facts, definitions, concrete details, quotations, examples) to share with my audience. W4.1b W4.2b</p> <p>~ Write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section. W4.1a-d</p> <p>~ Connect my opinions and reasons with words and phrases. W4.1c</p>
<b>MCCS W.2</b>	<b>W.4.2</b>	<b>I Can.....</b>
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>~ Define and use different types of formatting, and select the best one(s) for my purpose. W4.2a</p> <p>~ Organize and group related ideas in my written work. W4.2a</p> <p>~ Organize my topic into paragraphs and sections that group related information. W4.2a</p> <p>~ Use formatting and multimedia to clarify my topic. W4.2a</p> <p>~ Effectively connect my information. W4.2a W4.2c</p> <p>~ Explain my topic using precise language and topic-related vocabulary. W4.2d</p> <p>~ Present my information and provide a concluding statement or section that relates to the information presented. W4.2e</p>
<b>MCCS W.3</b>	<b>W.4.3</b>	<b>I Can.....</b>
	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>~ Sequence the events in my story so that one event logically leads to the next. W4.3a</p> <p>~ Define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). W4.3a</p> <p>~ Develop events and show how characters respond to situations using dialogue and description. W4.3b</p> <p>~ Use a variety of words and phrases, both concrete and descriptive, to help my reader understand and visualize. W4.3d</p> <p>~ Signal changes in time and place by using transition words, phrases, and clauses. W4.3c</p> <p>~ Write a logical conclusion that provides a sense of closure. W4.3e</p> <p>~ Set the scene for the reader by introducing the narrator, characters, and the event/situation that starts the story. W4.3a</p>

## K-5 Writing

	K-5 Writing Band Grade Four Cont.	K-5 Learner Targets (I Can Statements) Grade Four Cont.
MCCS W.4 Production and Distribution of Writing	<b>W.4.4</b>	<b>I Can.....</b>
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	~ Use formatting and organization to develop my writing ideas. W4.4 ~ Identify the writing style (argument, informative/explanatory/, narrative) that best fits my task, purpose, and audience. W4.4 ~ Produce clear, developed, and organized writing. W4.4 ~ Write for different purposes, audiences, and topics. W4.4
MCCS W.5	<b>W.4.5</b>	<b>I Can.....</b>
	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 up to and including grade 4 on page 30.)	~ Use prewriting skills to come up with ideas. W4.5 ~ Plan, revise, and edit my writing with the help of peers and adults. W4.5
MCCS W.6	<b>W.4.6</b>	<b>I Can.....</b>
	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	~ Use appropriate keyboarding skills. W4.6 ~ Use technology to create pieces of writing, and to interact and share ideas with others. W4.6
MCCS W.7 Research to Build and Present Knowledge	<b>W.4.7</b>	<b>I Can.....</b>
	Conduct short research projects that build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians	~ Conduct short research projects to help me learn about research-worthy topics. W4.7
MCCS W.8	<b>W.4.8</b>	<b>I Can.....</b>
	Recall relevant information from experiences or gather relevant information from oral, print and digital sources; take notes and categorize information, and provide a list of sources.	~ Choose credible websites on the Internet to gather information. W4.8 ~ Recall and gather information from digital and print sources. W4.8 ~ Take notes to help me organize the research in my writing. W4.8
MCCS W.9	<b>W.4.9</b>	<b>I Can.....</b>
	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	~ Cite the sources used during my research. W4.8 W4.9 ~ Define textual evidence (“word for word” support). W4.9 ~ Find and produce textual evidence that supports my ideas. W4.9
MCCS W.10 Range of Writing	<b>W.4.10</b>	<b>I Can.....</b>
	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 for short or long periods of time depending on my task. W4.10 ~ Write for a variety of reasons. W4.10

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	K-5 Writing Band Grade Five	K-5 Learner Targets (I Can Statements) Grade Five
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.5.1</b>	<b>I Can.....</b>
	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	~ Write to express opinion or persuade. W5.1
<b>MCCS W.2</b>	<b>W.5.2</b>	<b>I Can.....</b>
	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	~ Write to inform or instruct W5.2
<b>MCCS W.3</b>	<b>W.5.3</b>	<b>I Can.....</b>
	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	~ Write to tell a story W5.3

## K-5 Writing

	K-5 Writing Band Grade Five Cont.	K-5 Learner Targets (I Can Statements) Grade Five Cont.
<b>MCCS W.4</b> <b>Production and Distribution of Writing</b>	<b>W.5.4</b>	<b>I Can.....</b>
	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	~ Write structurally coherent pieces W5.4 ~ Write for different purposes, audiences, and topics W5.4
<b>MCCS W.5</b>	<b>W.5.5</b>	<b>I Can.....</b>
	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 30.)	~ Follow the writing process from prewriting to final product. W5.5
<b>MCCS W.6</b>	<b>W.5.6</b>	<b>I Can.....</b>
	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	~ Use technology to produce and publish writing, using support as needed W5.6
<b>MCCS W.7</b> <b>Research to Build and Present Knowledge</b>	<b>W.5.7</b>	<b>I Can.....</b>
	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. Include sources and/or topics by and about American Indians.	~ Conduct short research projects using several credible sources. W5.7
<b>MCCS W.8</b>	<b>W.5.8</b>	<b>I Can.....</b>
	Recall relevant information from experiences or gather relevant information from oral, print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	~ Use personal experience and various media types to research and gather information. W5.8 ~ Properly cite sources W5.8
<b>MCCS W.9</b>	<b>W.5.9</b>	<b>I Can.....</b>
	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	~ Directly quote text. Gather literary or informational evidence to support a position W5.9
<b>MCCS W.10</b> <b>Range of Writing</b>	<b>W.5.10</b>	<b>I Can.....</b>
	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.	~ Recognize that the completion time varies for different types of writing. W5.10

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## K-5 Writing

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	6-8 Writing Band Grade Six	6-8 Learner Targets (I Can Statements) Grade Six
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.6.1</b>  Write arguments to support claims with clear reasons and relevant evidence.  a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including oral sources, and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented	<b>I Can.....</b>  ~ Write an argument with clear reasons and relevant evidence where I can introduce claims and organize the reasons and evidence clearly. W6.1 ~ Support claims with clear and relevant reasons and use credible sources and demonstrate understanding of the topic. W6.1 ~ Use words, phrases and clauses to clarify relationships among claims and reasons. W6.1 ~ Establish and maintain a formal style and provide a concluding statement or section that flows from the presented argument. W6.1
	<b>W.6.2</b>  Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented	<b>I Can.....</b>  ~ Write an informative piece which examines a topic and conveys ideas where I can introduce a topic, organize ideas with appropriate structure, including formatting and graphics when useful. W6.2 ~ Use facts, definitions, details and quotations or other examples to develop the topic and use appropriate transitions to clarify relationships among ideas. W6.2 ~ Use precise language and vocabulary to explain a topic and establish and maintain a formal style and provide a concluding statement or section. W6.2

## 6-8 Writing

	6-8 Writing Band Grade Six Cont.	6-8 Learner Targets (I Can Statements) Grade Six Cont.
MCCS W.3	<b>W.6.3</b>	<b>I Can.....</b>
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	~ Write real or imagined narrative with descriptive details and effective techniques where I can establish a context, introduce a character or narrator, and organize a logical event sequence. W6.3  ~ Use dialogue, descriptions, and pacing to develop events and characters. W6.3  ~ Use transitional words, phrases and clauses to convey sequence and signal shifts. W6.3  ~ Use precise words and phrases and sensory details and language to convey experience and events and provide a conclusion. W6.3
MCCS W.4 Production and Distribution of Writing	<b>W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>I Can.....</b> ~ Provide clear, coherent writing in which the development, organization and style are appropriate for 6th grade audiences and purpose. W6.4
MCCS W.5	<b>W.6.5</b> 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 53.)	<b>I Can.....</b> ~ Use guidance from my peers and adults to plan, revise and edit my writing. W6.5
MCCS W.6	<b>W.6.6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	<b>I Can.....</b> ~ Use technology (including the internet) to produce and publish my work. W6.6 ~ Demonstrate a command of keyboarding skills to type three pages in a single sitting. W6.6 ~ Use the internet to interact and collaborate with my peers on writing projects. W6.6
MCCS W.7 Research to Build and Present Knowledge	<b>W.6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Include sources and/or topics by and about American Indians.	<b>I Can.....</b> ~ Conduct short research projects, that use several sources, to answer a specific question. W6.7
MCCS W.8	<b>W.6.8</b> Gather relevant information from multiple oral, print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources	<b>I Can.....</b> ~ Gather relevant information from multiple sources (print and digital) and access the credibility of these sources. W6.8 ~ Quote and paraphrase information that is found for my finished work. W6.8 ~ Provide basic bibliographic information for my sources. W6.8

## 6-8 Writing



	6-8 Writing Band Grade Six Cont.	6-8 Learner Targets (I Can Statements) Grade Six Cont.
<b>MCCS W.9</b>	<b>W.6.9</b>	<b>I Can.....</b>
	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	~ Use textual evidence from literature to support analysis, reflection, and research in my writing. W6.9 ~ Use evidence from informational text to support analysis, reflection and research in my writing. W6.9
<b>MCCS W.10 Range of Writing</b>	<b>W.6.10</b>	<b>I Can.....</b>
	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.	~ Recognize that different writing tasks require varied time frames to complete. W6.10 ~ Determine a writing format/style to fit my task, purpose and audience. W6.10 ~ Write for a variety of reasons (to inform, persuade, entertain, describe or to convey and experience) W6.10

## 6-8 Writing

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	6-8 Writing Band Grade Seven	6-8 Learner Targets (I Can Statements) Grade Seven
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>I Can.....</b>  ~ Write arguments to support claims with clear reasons and relevant evidence. W7.1
<b>MCCS W.2</b>	<b>W.7.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>I Can.....</b>  ~ Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. W7.2

## 6-8 Writing

	6-8 Writing Band Grade Seven Cont.....	6-8 Learner Targets (I Can Statements) Grade Seven Cont.....
<b>MCCS W.3</b>	<b>W.7.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	<b>I Can.....</b> ~ Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. W7.3
<b>MCCS W.4 Production and Distribution of Writing</b>	<b>W.7.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>I Can.....</b> ~ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W7.4
<b>MCCS W.5</b>	<b>W.7.5</b> 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 53.)	<b>I Can.....</b> ~ 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, focusing on how well purpose and audience have been addressed. W7.5
<b>MCCS W.6</b>	<b>W.7.6</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	<b>I Can.....</b> ~ Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. W7.6
<b>MCCS W.7 Research to Build and Present Knowledge</b>	<b>W.7.7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Include sources and/or topics by and about American Indians.	<b>I Can.....</b> ~ Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation, including sources and/or topics by and about American Indians. W7.7
<b>MCCS W.8</b>	<b>W.7.8</b> Gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	<b>I Can.....</b> ~ Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W7.8

## 6-8 Writing

	6-8 Writing Band Grade Seven Cont.	6-8 Learner Targets (I Can Statements) Grade Seven Cont.
<b>MCCS W.9</b>	<b>W.7.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., “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”). b. Apply grade 7 Reading standards to literary nonfiction (e.g. “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”).	<b>I Can.....</b>  ~ Draw evidence from literary or informational texts to support analysis, reflection, and research. W7.9
	<b>W.7.10</b> 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.	<b>I Can.....</b>  ~ 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. W7.10

## 6-8 Writing

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	6-8 Writing Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>I Can.....</b> ~ Write an argumentative paper W8.1 ~ Define claims W8.1 ~ Define arguments W8.1 ~ Create a strong claim W8.1 ~ Organize evidence to support a claim W8.1 ~ Include relevant evidence for and against an argument W8.1 ~ Use credible sources W8.1 W8.2 ~ Use a formal style W8.1 W8.2 ~ Use transitions W8.1 W8.2 W8.3 ~ Provide a conclusion W8.1 W8.2 W8.3
<b>MCCS W.2</b>	<b>W.8.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	<b>I Can.....</b> ~ Define cohesion W8.2 ~ Write an informative/explanatory paper W8.2 ~ Introduce a topic previewing the content W8.2 ~ Introduce a topic previewing the content W8.2 ~ Use multiple strategies to organize information W8.2 ~ Use graphic organizers W8.2 ~ Support the topic with facts, details, quotes and examples W8.2

## 6-8 Writing

	6-8 Writing Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
MCCS W.3	<b>W.8.3</b>	<b>I Can.....</b>
	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.  b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.  c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.  d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.  e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	~ Use descriptive vocabulary W8.3  ~ Write a narrative paper W8.3  ~ Develop a narrator and/or characters W8.3  ~ Develop point of view W8.3  ~ Develop a plot W8.3  ~ Use dialogue W8.3  ~ Use descriptive vocabulary and sensory language W8.3
MCCS W.4 Production and Distribution of Writing	<b>W.8.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>I Can.....</b>  ~ Produce grade-level appropriate writing W8.4
MCCS W.5	<b>W.8.5</b> 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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 53.)	<b>I Can.....</b>  ~ Use revision strategies W8.5 ~ Use editing strategies W8.5 ~ Revise for a specific purpose and audience W8.5 ~ Use feedback from teachers and/or peers W8.5 ~ Use technology to publish writing W8.5
MCCS W.6	<b>W.8.6</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	<b>I Can.....</b>  ~ Show relationships between information and ideas W8.6  ~ Use technology to collaborate W8.6
MCCS W.7 Research to Build and Present Knowledge	<b>W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Include sources and/or topics by and about American Indians.	<b>I Can.....</b>  ~ Develop a research project W8.7 ~ Use several sources to answer a question W8.7 ~ Generate focused questions for research W8.7

## 6-8 Writing

	6-8 Writing Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
<b>MCCS W.8</b>	<b>W.8.8</b>	<b>I Can.....</b>
	Gather relevant information from multiple oral, print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	~ Define credible W8.8 ~ Find information from multiple oral, print and digital sources W8.8 ~ Decide if a source is credible W8.8 ~ Define plagiarism W8.8 ~ Paraphrase information W8.8 ~ Include quotes W8.8 ~ Cite sources correctly W8.8 ~ Produce a works cited page W8.8
<b>MCCS W.9</b>	<b>W.8.9</b>	<b>I Can.....</b>
	Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 8 Reading standards to literature (e.g., “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”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	~ Use pieces from literary texts to support my writing W8.9 ~ Use pieces from informational texts to support my writing W8.9
<b>MCCS W.10 Range of Writing</b>	<b>W.8.10</b>	<b>I Can.....</b>
	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 for many reasons W8.10

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## 6-8 Writing

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.	
<b>MCCS W.1 Text Types and Purposes</b>	9-10 Writing Band	11-12 Writing Band
	<b>W.9-10.1</b>  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. 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. b. 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. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	<b>W.11-12.1</b>  Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims 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. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
<b>Learner Targets (I Can Statements)</b>	<b>I can.....</b> - Analyze substantive topics or texts to determine an argument that causes or has cause debate in society. - Present choose a side of the argument and identify claims that support my choice and claims that oppose my choice. - Support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence found in credible sources. - Present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.	<b>I can.....</b> - Analyze substantive topics or texts to determine an argument that causes or has cause debate in society. - Present choose a side of the argument and identify claims that support my choice and claims that oppose my choice. - Identify alternate or opposing claims that counter my argument. - Anticipate my audience's knowledge level, concerns, values, and possible biases and develop my claims and counterclaims by point out the most relevant strengths and limitation of both. - Present my argument in a formal style and objective tone. - Create cohesion and clarify relationships among claims and counterclaims using transition as well as varied syntax. - Provide a concluding statement/section that supports my argument.

## 9-12 Writing



	9-10 Writing Band	11-12 Writing Band
<b>MCCS W.2 Text Types and Purposes</b>	<b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<b>W.11-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. 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 (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	<b>I can.....</b>  - Select a topic and identify and gather relevant information to share with my audience.  - Define common organization/formatting structures and determine the structure(s) that will allow me to organize my complex ideas best.  - Analyze the information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and a concluding statement/section that supports the information presented.	<b>I can.....</b>  - Choose a topic and identify and select the most significant and relevant information to develop and share with my audience.-I can define common organizational/formatting structures that will allow me to organize my complex ideas so that each new element builds on what precedes it. - Analyze the information, identify domain-specific vocabulary for my topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using my chosen structure(s). - Present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transition and syntax and a concluding statement/section that supports the information presented.

## 9-12 Writing

	9-10 Writing Band	11-12 Writing Band
<b>MCCS W.3 Text Types and Purposes</b>	<b>W.9-10.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  a. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<b>W.11-12.3</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. 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 (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	<b>I can.....</b> - Define narrative and describe the basic parts of plot. - Engage the reader by introducing one or more point(s) of view, the narrator, characters, setting, and the event that starts the story in motion. - Use narrative techniques to develop experiences, events and/or characters where one event logically leads to another. - Use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters. - Signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events. - Write a logical conclusion that reflects on the experiences/events and provides a sense of closure.	<b>I can.....</b> - Define narrative and describe the basic parts of plot. - Engage the reader by introducing one or more point(s) of view, the narrator, characters, setting, and the event that starts the story in motion. - Use narrative techniques to develop experiences, events and/or characters where one event logically leads to another. - Use descriptive words and phrases that reveal details, appeal to the senses, and help convey a vivid picture of the experiences, events, setting, and/or characters. - Sequence events and signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events. - Create a coherent whole and build toward a particular tone and outcome using a variety of techniques. - Write a logical conclusion that reflects on the experiences/events and provides a sense of closure.
<b>MCCS W.4 Production and Distribution of Writing</b>	<b>W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<b>W.11-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	<b>I can.....</b> - Identify the writing style that best fits my task, purpose, and audience. - Use organization/formatting structures to develop my writing ideas. - Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.	<b>I can.....</b> - Identify the writing style that best fits my task, purpose, and audience. - Use organization/formatting structures to develop my writing ideas. - Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

## 9-12 Writing

	9-10 Writing Band	11-12 Writing Band
<b>MCCS W.5 Production and Distribution of Writing</b>	<b>W.9-10.5</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 55.)	<b>W.11-12.5</b>  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 55.)
<b>Learner Targets (I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Use prewriting strategies to formulate ideas.</li> <li>- Recognize that a well-developed piece of writing requires more than one draft.</li> <li>- Apply revision strategies with the help of others.</li> <li>- Edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</li> <li>- Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</li> <li>- Prepare multiple drafts using revisions and edits to develop and strengthen my writing.</li> <li>- Recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Use prewriting strategies to formulate ideas.</li> <li>- Recognize that a well-developed piece of writing requires more than one draft.</li> <li>- Apply revision strategies with the help of others.</li> <li>- Edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</li> <li>- Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</li> <li>- Prepare multiple drafts using revisions and edits to develop and strengthen my writing.</li> <li>- Recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</li> </ul>
<b>MCCS W.6 Production and Distribution of Writing</b>	<b>W.9-10.6</b>  Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<b>W. 11-12.6</b>  Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Learner Target (I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify technology that will help me produce, publish, and update my individual or shared writing products.</li> <li>- Determine the most efficient technology medium to complete my writing task.</li> <li>- Use technology to enhance my writing product by linking to other information and/or displaying information flexibly and dynamically.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Identify technology that will help me produce, publish, and update my individual or shared writing products.</li> <li>- Determine the most efficient technology medium to complete my writing task.</li> <li>- Respond to ongoing feedback and/or new arguments or information to produce, publish and update my writing projects.</li> </ul>

## 9-12 Writing

	9-10 Writing Band	11-12 Writing Band
<b>MCCS W.7 Production and Distribution of Writing</b>	<b>W. 9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<b>W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<b>Learner Target (I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define research and distinguish how research differs from other types of writing.</li> <li>- Focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined.</li> <li>- Choose several sources and synthesize information to answer my research inquiry.</li> <li>- Determine if I need to narrow or broaden my inquiry based on the information gathered.</li> <li>- Demonstrate understanding of the subject under investigation.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define research and distinguish how research differs from other types of writing.</li> <li>- Focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined.</li> <li>- Choose several sources and synthesize information to answer my research inquiry.</li> <li>- Determine if I need to narrow or broaden my inquiry based on the information gathered.</li> <li>- Create a research paper/project to demonstrate understanding of the subject under investigation.</li> </ul>
<b>MCCS W.8 Research to Build and Present Knowledge</b>	<b>W.9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, and oral sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<b>W.11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, and oral sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>Learner Target (I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.</li> <li>- Assess the usefulness of my sources to determine those that contain the information that best answers my research question.</li> <li>- Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research.</li> <li>- Define plagiarism.</li> <li>- Avoid plagiarism by paraphrasing and/or summarizing my research findings.</li> <li>- Determine when my research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas.</li> <li>- Follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.</li> <li>- Assess the usefulness of my sources to determine those that contain the information that best answers my research question.</li> <li>- Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support my research.</li> <li>- Define plagiarism.</li> <li>- Avoid plagiarism by paraphrasing and/or summarizing my research findings.</li> <li>- Determine when my research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas.</li> <li>- Follow a standard format for citation to create a bibliography for sources that I paraphrased or quoted in my writing.</li> </ul>

## 9-12 Writing

	9-10 Writing Band	11-12 Writing Band
<b>MCCS W.9</b> <b>Research to Build and Present Knowledge</b>	<b>W.9-10.9</b>  Draw evidence from literary or informational texts (including American Indian texts) to support analysis, reflection, and research.  a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s <i>Fools Crow</i> , the author retells the Pikuni traditional story, “Star Boy”). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	<b>W.11-12.9</b>  Draw evidence from literary or informational texts (including American Indian texts) to support analysis, reflection, and research.  a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”] b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses, American Indian Policies]”).
	<b>I can.....</b> - Define textual evidence. - Determine textual evidence that supports my analysis, reflection, and/or research. - Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.	<b>I can.....</b> - Define textual evidence. - Determine textual evidence that supports my analysis, reflection, and/or research. - Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.
<b>MCCS W.10</b> <b>Range of Writing</b>	<b>W.9-10.10</b>  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 tasks, purposes, and audiences.	<b>W.11-12.10</b>  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 tasks, purposes, and audiences.
	<b>I can.....</b> - Recognize that different writing tasks require varied time frames to complete. - Determine a writing format/style to fit my task, purpose, and/or audience. - Write for a variety of reasons.	<b>I can.....</b> - Recognize that different writing tasks require varied time frames to complete. - Determine a writing format/style to fit my task, purpose, and/or audience. - Write for a variety of reasons.

## References

Holmes, M., & Meyers, L. (2011). *The Common Core: Clarifying expectations for teachers & students*, English Language Arts, Columbus, OH: McGraw-Hill Education.

## 9-12 Writing

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Language Band Kindergarten</b>	<b>K-5 Learner Targets (I Can Statements) Kindergarten</b>
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.K.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>f. Produce and expand complete sentences in shared language activities</p>	<p><b>I Can.....</b></p> <p>~ Identify the differences between upper and lowercase letters. LK.1</p> <p>~ Print upper and lowercase letters correctly. LK.1</p> <p>~ Use common nouns and verbs correctly when writing or speaking. LK.1</p> <p>~ Make the correct plural noun when speaking by adding -s or -es. LK.1</p> <p>~ Understand and use question words (e.g., who, what, where, when, why, how?). LK.1</p> <p>~ Use common prepositions when speaking (e.g., to, from, in, out, on, off, for, of, by, with). LK.1</p>
<b>MCCS L.2</b>	<p><b>L.K.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships</p>	<p><b>I Can.....</b></p> <p>~ Share my ideas and respond to questions using complete sentences. LK.1 SL.6</p> <p>~ Capitalize the first word in a sentence and the pronoun I. LK.2</p> <p>~ Recognize and name end punctuation (e.g., question mark, exclamation point, and period). LK.2</p> <p>~ Recognize the common sounds made by letters. LK.2</p> <p>~ Write the letter or letters for consonant and vowel sounds. LK.2</p> <p>~ Spell words by matching sounds to letters. LK.2</p>
<b>MCCS L.3 Knowledge of Language</b>	<p><b>L.K.3</b></p> <p>(Begins in grade 2)</p>	<p><b>I Can.....</b></p> <p>(Begins in grade 2)</p>
<b>MCCS L.4 Vocabulary Acquisition and Use</b>	<p><b>L.K.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>b. 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.</p>	<p><b>I Can.....</b></p> <p>~ Identify words that have more than one meaning. LK.4</p> <p>~ Use a word that has more than one meaning correctly. LK.4</p> <p>~ Identify the affixes (e.g., prefix, suffix) of unknown words. LK.4</p> <p>~ Use the affixes (e.g. prefix, suffix) to help me define unknown words. LK.4</p>

## K-5 Language

	K-5 Language Band Kindergarten Cont.....	K-5 Learner Targets (I Can Statements) Kindergarten Cont.....
MCCS L.5	<b>L.K.5</b>	<b>I Can.....</b>
	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	~ Sort common objects into categories (groups). LK.5 ~ Use words to explain what the objects in my categories have in common. LK.5 ~ Identify the opposite of a word (verb or adjective). LK.5 ~ Connect words I hear and read to the real world. LK.5 ~ Recognize verbs that have similar meanings and act out the meanings to show their differences. LK.5
MCCS L.6	<b>L.K.6</b>	<b>I Can.....</b>
	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	~ Discover new words and phrases through reading, listening, and conversation. LK.6 ~ Use my new words and phrases when speaking and writing LK.6

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Language Band Grade First</b>	<b>K-5 Learner Targets (I Can Statements) Grade First</b>
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.1.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p> <p>e. 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).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p><b>I Can.....</b></p> <p>~ Print all upper- and lowercase letters correctly. L1.1</p> <p>~ Explain that a common noun is a person, place, thing or animal. L1.1</p> <p>~ Explain that a proper noun is a specific person, place, or thing. L1.1</p> <p>~ Explain that a possessive noun is a noun that shows ownership. L1.1</p> <p>~ Identify common nouns correctly. L1.1</p> <p>~ Write common nouns correctly with a lowercase letter. L1.1</p> <p>~ Identify proper nouns correctly. L1.1</p> <p>~ Write proper nouns correctly with an uppercase letter. L1.1</p> <p>~ Identify possessive nouns correctly. L1.1</p> <p>~ Write possessive nouns correctly with an apostrophe. L1.1</p> <p>~ Write basic sentences that use singular nouns with singular verbs. L1.1</p> <p>~ Write basic sentences that use plural nouns with plural verbs. L1.1</p> <p>~ Define a pronoun. L1.1</p> <p>~ Identify personal, possessive, and indefinite pronouns correctly (e.g., I, me, my; they, them, their; anyone, everything). L1.1</p> <p>~ Use personal, possessive, and indefinite pronouns correctly. L1.1</p> <p>~ Identify that verbs change when showing actions that happened in the past, present, or future and use verbs correctly. L1.1</p> <p>~ Identify common conjunctions and use them correctly to combine words and phrases (and, but, etc). L1.1</p> <p>~ Identify and use common adjectives. L1.1</p> <p>~ Identify common prepositions. L1.1</p> <p>~ Use common determiners correctly in my writing. L1.1</p> <p>~ Use prepositions correctly. L1.1</p> <p>~ Explain that determiners are words that introduce nouns and use common determiners (e.g., a, an, the, this, etc). L1.1</p> <p>~ Write simple and compound sentences that make a statement, ask a question, make a command or request, or make an exclamation in response to a prompt. L1.1</p>

## K-5 Language



	K-5 Language Band Grade First Cont.....	K-5 Learner Targets (I Can Statements) Grade First Cont.....
MCCS L.2	<b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. 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.	<b>I Can.....</b> ~ Capitalize days of the week, months, and names of people when writing. L1.2 ~ Identify end punctuation marks. L1.2 ~ Use the correct end punctuation in my writing. L1.2 ~ Use common spelling patterns (word families, vowel patterns, etc) when writing words. L1.2 ~ Use a comma to separate three or more words in a series. L1.2 ~ Use a comma between the day and the year of a date. L1.2 ~ Spell new words by sounding out letters and using known spelling rules. L1.2
MCCS L.3 Knowledge of Language	<b>L.1.3</b> (Begins in grade 2)	<b>I Can.....</b> (Begins in grade 2)
MCCS L.4 Vocabulary Acquisition and Use	<b>L.1.4</b> 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. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>I Can.....</b> ~ Use context clues (definitions, examples, restatements, etc) in a sentence to determine the meaning of unknown words. L1.4 ~ Identify common affixes (pre-, un-, -less) of unknown words. L1.4 ~ Use affixes to help me define new words. L1.4 ~ Identify root words and understand that adding -s, -ed, and -ing changes the meaning of a root word. L1.4
MCCS L.5	<b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. 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.	<b>I Can.....</b> ~ Sort words into categories. L1.5 ~ Define words by categories using common traits (e.g., a duck is a bird that swims). L1.5 ~ Connect words I hear and read to the real world (e.g., note places at home that are cozy). L1.5 ~ Tell the difference between similar verbs (synonyms) by defining, choosing, or acting out the meanings (e.g., look, peek, glance, stare). L1.5 ~ Tell the difference between similar adjectives (synonyms) by defining, choosing, or acting out the meanings (e.g., large, gigantic). L1.5
MCCS L.6	<b>L.1.6</b> 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).	<b>I Can.....</b> ~ Use my new words and phrases when speaking and writing. L1.6 ~ Use conjunctions when speaking and writing (e.g., because). L1.6 ~ Discover new words and phrases through reading, listening, and conversation. L1.6

## K-5 Language

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Language Band Grade Two</b>	<b>K-5 Learner Targets (I Can Statements) Grade Two</b>
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.2.1</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p>	<p><b>I Can.....</b></p> <p>~ Identify and use collective nouns. (e.g. group) (K,S) L2.1</p> <p>~ Change singular irregular nouns to the plural form and use them correctly. (S) L2.1</p> <p>~ Identify and correctly use reflexive pronouns (personal pronouns together with -self or -selves) (K,S) L2.1</p> <p>~ Identify and correctly use irregular verbs in the past tense (past tense verbs that are not formed by adding ed) (K,S) L2.1</p> <p>~ Identify and correctly use adjectives and adverbs. (K, S) L2.1</p> <p>~ Identify and create simple sentences. (K,P) L2.1</p> <p>~ Expand and rearrange simple and compound sentences L2.1</p> <p>~ Identify and create compound sentences. (K, P) L2.1</p>
<b>MCCS L.2</b>	<p><b>L.2.2</b></p> <p>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>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>I Can.....</b></p> <p>~ Recognize &amp; capitalize proper nouns. S L2.2</p> <p>~ Use commas in greetings and closings of letters. S L2.2</p> <p>~ Use apostrophes in contractions. S L2.2</p> <p>~ Use apostrophes in possessives S L2.2</p> <p>~ Use common spelling patterns when writing words. S L2.2</p> <p>~ Use reference materials including beginning dictionaries to check and correct spelling. S L2.2</p>
<b>MCCS L.3 Knowledge of Language</b>	<p><b>L.2.3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p><b>I Can.....</b></p> <p>~ Recognize and explain how formal English differs from informal English. L2.3</p> <p>~ Compare formal (e.g. written language) and informal (e.g. spoken language)uses of English R L2.3</p>

## K-5 Language

	K-5 Language Band Grade Two Cont.	K-5 Learner Targets (I Can Statements) Grade Two Cont.
<b>MCCS L.4 Vocabulary Acquisition and Use</b>	<b>L.2.4</b>	<b>I Can.....</b>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	~ Recognize compound words and predict the meaning using the individual words L2.4
	a. Use sentence-level context as a clue to the meaning of a word or phrase.	~ Use print and digital dictionaries and glossaries to help understand word meaning. (S) L2.4
	b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	~ Use context clues to help me understand unknown words. (R) L2.4
<b>MCCS L.5</b>	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	~ Use prefixes to help me learn unknown words. (K) L2.4
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	~ Use root words to help me learn unknown words. (R) L2.4
	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	
<b>MCCS L.6</b>	<b>L.2.5</b>	<b>I Can.....</b>
	Demonstrate understanding of word relationships and nuances in word meanings.	~ Make a real-life connection to words I hear and read. (S) L2.5
	a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	~ Recognize verbs and adjectives that have similar meaning and choose the one that best fits L2.5
	b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	
<b>MCCS L.6</b>	<b>L.2.6</b>	<b>I Can.....</b>
	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., When other kids are happy that makes me happy).	~ Use adjectives and adverbs when speaking and writing. (S) L2.26
		~ Discover new words and phrases through reading, listening, and conversation. (S) L2.6
		~ Use my new words and phrases when speaking and writing. (S) L2.6

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<b>MCCS L.1 Conventions of Standard English</b>	<b>K-5 Language Band Grade Three</b>	<b>K-5 Learner Targets (I Can Statements) Grade Three</b>
	<b>L.3.1</b> 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. 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.	<b>I Can.....</b> ~ Define noun and a pronoun and explain how they function in a sentence L3.1 ~ Define verb and explain how it functions in a sentence L3.1 ~ Define adjective and adverb and explain how they function in a sentence L3.1 ~ Define plural and form/use regular and irregular plural nouns correctly L3.1 ~ Define abstract nouns and use them correctly L3.1 ~ Explain the difference between regular verbs and irregular verbs and form/use them correctly L3.1 ~ Explain the difference between simple verb tenses and form/use them correctly ~ Define subject and verb and explain that a singular subject needs a singular verb and a plural subject needs a plural verb L3.1 ~ Define antecedent (the word or group of words a pronoun replaces) and make sure a pronoun agrees with the antecedent L3.1 ~ Identify comparative adjectives/adverbs & superlative adjectives/adverbs & choose the correct form when speaking/writing L3.1
<b>MCCS L.2</b>	<b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. 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.	<b>I Can.....</b> ~ Identify words in a title that should and should not be capitalized L3.2 ~ Identify and create simple, compound and complex sentences L3.1 ~ Identify coordinating conjunctions (for, and, nor, but or, yet, so) & subordinating conjunctions (after, because, if, since, while) & use them correctly L3.1 ~ Use a comma to separate the city and the state in an address L3.2 ~ Punctuate dialogue by using commas before/after speaker tags and placing quotation marks around spoken words L3.2 ~ Define possessives and form singular and plural possessives L3.2 ~ Spell high-frequency words correctly L3.2 ~ Recognize when I need to double consonants, drop e or change y to i when adding suffixes to base words L3.2 ~ Write words correctly using common spelling patterns and generalizations L3.2 ~ Identify misspelled words and use resources to assist me in spelling correctly L3.2

## K-5 Language

	K-5 Language Band Grade Three Cont.	K-5 Learner Targets (I Can Statements) Grade Three Cont.
<b>MCCS L.3 Knowledge of Language</b>	<b>L.3.3</b>	<b>I Can.....</b>
	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	~ Identify words or phrases in a story that bring it to life and create effect or interest L3.3 ~ Choose words and phrases to add effect or interest when writing or speaking L3.3 ~ Explain how spoken language differs from written language L3.3 ~ Follow standard English rules when writing L3.3
<b>MCCS L.4 Vocabulary Acquisition and Use</b>	<b>L.3.4</b>	<b>I Can.....</b>
	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range 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 affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 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.	~ Recognize and define common affixes (e.g., un-, dis-, -able, -less) L3.4 ~ Determine the meaning of unknown words using context clues (definitions, examples, restatements) in a sentence L3.4 ~ Break down unknown words into units of meaning (affix, root) to determine definitions L3.4 ~ Determine the meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses) L3.4
<b>MCCS L.5</b>	<b>L.3.5</b>	<b>I Can.....</b>
	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 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).	~ Explain the difference between literal meaning (it means exactly what it says) and nonliteral meaning (sometimes what you say is not exactly what you mean) of words and phrases L3.5 ~ Recognize words that have similar meaning, and choose the word that best describes the mood/state of mind L3.5 ~ Make a real-life connection to words I hear and read L3.5 ~ Recognize when an author's words, phrases are literal and nonliteral L3.5
<b>MCCS L.6</b>	<b>L.3.6</b>	<b>I Can.....</b>
	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).	~ Acquire & use grade-appropriate academic & domain-specific words/phrases, including words that signal spatial & temporal relationships L3.6 ~ Recognize the difference between general academic words and phrases (Tier Two words are subtle or precise ways to say relatively precise things, e.g., saunter instead of walk) and domain-specific words and phrases (Tier Three words are often specific to content knowledge, e.g., lava, democracy, pulley) L3.6

## K-5 Language

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Language Band Grade Four</b>	<b>K-5 Learner Targets (I Can Statements) Grade Four</b>
<b>MCCS L.1 Conventions of Standard English</b>	<b>L.4.1</b> 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). 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., a small red bag rather than a red small bag). 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).*	<b>I Can.....</b> ~ Identify relative pronouns and use them correctly L.4.1a ~ Identify relative adverbs and use them correctly. L.4.1a ~ Define and form progressive verbs and use them correctly L.4.1b ~ Use verbs tense correctly L.4.1b ~ Recognize and use multiple adjectives correctly L.4.1d ~ Identify prepositions and form prepositional phrases L.4.1e ~ Write complete sentences L.4.1 ~ Recognize fragments L.4.1f ~ Recognize run-on sentences L.4.1f ~ Recognize that some words sound alike but have different spellings L.4.1g ~ Identify and correctly use frequently confused words L.4.1g
<b>MCCS L.2</b>	<b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	<b>I Can.....</b> ~ Correctly use capitalization in all of my writing L.4.2a ~ Correctly punctuate dialog L.4.1b L.4.2b ~ Correctly punctuate words taken directly from a text L.4.2b ~ Identify and punctuate a compound sentence L.4.2c ~ Identify misspelled words and use resources to assist me in spelling correctly L.4.2d
<b>MCCS L.3 Knowledge of Language</b>	<b>L.4.3</b> 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).	<b>I Can.....</b> ~ Clearly present my ideas to my reader L.4.3a ~ Use punctuation to create different moods L.4.3b ~ Correctly use formal or informal English when appropriate L.4.3c ~ Use context clues to determine meaning L.4.3c L.4.4a

## K-5 Language

	K-5 Language Band Grade Four Cont.	K-5 Learner Targets (I Can Statements) Grade Four Cont.
<b>MCCS L.4 Vocabulary Acquisition and Use</b>	<b>L.4.4</b>	<b>I Can.....</b>
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. 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). 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.	~ Use Greek and Latin affixes to determine the meaning of words L.4.4a L.4.4b  ~ Break down unknown words into units of meaning L.4.4b  ~ Verify meanings of unknown words by consulting reference L.4.4c
<b>MCCS L.5</b>	<b>L.4.5</b>	<b>I Can.....</b>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. 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).	~ Define and identify similes and metaphors L.4.5a  ~ Distinguish between literal and figurative language L.4.5  ~ Recognize and understand the meaning of idioms and adages and proverbs L.4.5b ~ Explain the difference between synonyms and antonyms L.4.5c  ~ Use synonyms and antonyms to demonstrate my understanding of words L.4.5c
<b>MCCS L.6</b>	<b>L.4.6</b>	<b>I Can.....</b>
	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 discussing animal preservation).	~ Figure out and use fourth grades words that show specific actions, emotions, or states of being L.4.6  ~ Figure out and use fourth grade words that are centered around a specific topic L.4.6

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Language Band Grade Five</b>	<b>K-5 Learner Targets (I Can Statements) Grade Five</b>
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.5.1</b></p> <p>grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>I Can.....</b></p> <p>~ Use Standard English when writing and speaking. L1</p> <p>~ Explain the use of conjunctions, prepositions, and interjections. L1</p> <p>~ Form and use the past, future and perfect verb tenses. L1</p> <p>~ Use verb tenses to show meaning. L1</p> <p>~ Fix verb tenses that are used incorrectly. L1</p> <p>~ Use either/or and neither/nor correctly. L1</p>
<b>MCCS L.2</b>	<p><b>L.5.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation to separate items in a series.</p> <p>b. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>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?).</p> <p>d. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>I Can.....</b></p> <p>~ Determine when to capitalize word. L.2</p> <p>~ Use commas correctly L.2</p> <p>~ Use underlining, quotation marks, or italics to indicate title of works. L.2</p> <p>~ Identify misspelled words and use resources to assist in spelling correctly. L.2</p>
<b>MCCS L.3 Knowledge of Language</b>	<p><b>L.5.3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>I Can.....</b></p> <p>~ Apply knowledge of language in different situations L.3</p> <p>~ Identify simple, compound and complex sentence structures and determine when to use</p> <p>~ Compare and contrast how authors use variations in English in stories, dramas or poems. L.3</p>
<b>MCCS L.4 Vocabulary Acquisition and Use</b>	<p><b>L.5.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</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><b>I Can.....</b></p> <p>~ Determine word meaning and use in context L.4</p> <p>~ Infer the meaning of unknown words using context clues. L.4</p> <p>~ Use affixes and roots to determine the meaning of a word. L.4</p> <p>~ Consult reference materials to find the precise meaning and pronunciation of key words. L.4</p>

## K-5 Language



	K-5 Language Band Grade Five Cont.	K-5 Learner Targets (I Can Statements) Grade Five Cont.
MCCS L.5	<b>L.5.5</b>	<b>I Can.....</b>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	~ Recognize, explain and interpret figurative language. L.5  ~ Use the relationship of synonyms, antonyms, and homographs to help to understand each word. L.5
MCCS L.6	<b>L.5.6</b>	<b>I Can.....</b>
	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	~ Acquire and use accurately grade-appropriate grade general academic and domain specific words and phrases. L.6

References  
Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>6-8 Language Band Grade Six</b>	<b>6-8 Learner Targets (I Can Statements) Grade Six</b>
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.6.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*</p>	<p><b>I Can.....</b></p> <p>~ Use pronouns in the proper case. Vocabulary: pronoun L 6.1a</p> <p>~ Use intensive pronouns. L 6.1b</p> <p>~ Correct inappropriate shifts in pronoun numbers and person pronouns. L 6.1c</p> <p>~ Correct vague pronouns. L 6.1d</p> <p>~ Recognize variation of standards English in writing and correct those areas. L 6.1e</p>
<b>MCCS L.2</b>	<p><b>L.6.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p><b>I Can.....</b></p> <p>~ Use punctuation to set off nonrestrictive elements. L 6.2a</p> <p>~ Spell. L 6.2b</p>
<b>MCCS L.3 Knowledge of Language</b>	<p><b>L.6.3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>b. Maintain consistency in style and tone.*</p>	<p><b>I Can.....</b></p> <p>~ Vary sentence patterns for meaning, interest and style. L 6.3a</p> <p>~ Maintain consistency in style and tone while writing and speaking. L 6.3b</p>
<b>MCCS L.4</b>	<p><b>L.6.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>I Can.....</b></p> <p>~ Use context clues to figure out words L 6.4a</p> <p>~ Use Greek and Latin affixes and roots to figure out word meanings. L 6.4b</p> <p>~ Use reference materials to determine pronunciation, meaning, or part of speech of a word. L 6.4c</p> <p>~ Verify what I think a word means by checking the inferred meaning in context or in a dictionary. L 6.4d</p>

## 6-8 Language

	6-8 Language Band Grade Six Cont.....	6-8 Learner Targets (I Can Statements) Grade Six Cont.....
<b>MCCS L.5</b>	<b>L.6.5</b>	<b>I Can.....</b>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty, battle, massacre).	~ Interpret figure of speech in context L 6.5a ~ Use the relationship between words to better understand each word's meaning. L 6.5b ~ Distinguish among connotations and denotations of words. L 6.5c
<b>MCCS L.6</b>	<b>L.6.6</b>	<b>I Can.....</b>
	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.	~ Use vocabulary appropriate to sixth grade topics. L.6.6 ~ Use resources to determine the meaning a word or phrase important for comprehension and /or expression. L 6.6

## 6-8 Language

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>6-8 Language Band Grade Seven</b>	<b>6-8 Learner Targets (I Can Statements) Grade Seven</b>
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.7.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*</p>	<p><b>I Can.....</b></p> <p>~ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.7.1</p> <p>~ Explain the function of phrases and clauses in specific sentences. L.7.1a</p> <p>~ Identify and use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. L.7.1b</p> <p>~ Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. L.7.1c</p>
<b>MCCS L.2</b>	<p><b>L.7.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>b. Spell correctly.</p>	<p><b>I Can.....</b></p> <p>~ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (e.g. comma to separate coordinate adjectives) L.7.2</p>
<b>MCCS L.3 Knowledge of Language</b>	<p><b>L.7.3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*</p>	<p><b>I Can.....</b></p> <p>~ Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.7.3</p> <p>~ Choose language that expresses ideas precisely and concisely L.7.3a</p>
<b>MCCS L.4</b>	<p><b>L.7.4</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p><b>I Can.....</b></p> <p>~ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. L.7.4</p>

## 6-8 Language

	6-8 Language Band Grade Seven Cont.	6-8 Learner Targets (I Can Statements) Grade Seven Cont.
<b>MCCS L.5</b>	<b>L.7.5</b>	<b>I Can.....</b>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar or denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). d. Recognize the influence time, culture, gender and social relationships have upon word meaning	~ Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L7.5
<b>MCCS L.6</b>	<b>L.7.6</b>	<b>I Can.....</b>
	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.	~ 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. L7.6

## 6-8 Language

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>6-8 Language Band Grade Eight</b>	<b>6-8 Learner Targets (I Can Statements) Grade Eight</b>
<b>MCCS L.1 Conventions of Standard English</b>	<b>L.8.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	<b>I Can.....</b> ~ Demonstrate proper usage of the eight parts of speech in writing and speaking L8.1 ~ Explain the function of verbals L8.1 ~ Recognize and correct inappropriate shifts in verb voice and mood L8.1
<b>MCCS L.2</b>	<b>L.8.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	<b>I Can.....</b> ~ Use capitalization and punctuation correctly L8.2 ~ Use punctuation to indicate a pause or break L8.2 ~ Use an ellipsis to indicate an omission L8.2 ~ Spell correctly L8.2
<b>MCCS L.3 Knowledge of Language</b>	<b>L.8.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	<b>I Can.....</b> ~ Use proper conventions L8.3 ~ Use verbs in multiple forms to achieve an effect L8.3
<b>MCCS L.4</b>	<b>L.8.4</b> Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>I Can.....</b> ~ Use context clues to determine the meaning of a word L8.4 ~ Use Greek or Latin roots to determine the meaning of a word L8.4 ~ Use print reference materials L8.4 ~ Use electronic reference materials L8.4

## 6-8 Language

	6-8 Language Band Grade Eight Cont.	6-8 Learner Targets (I Can Statements) Grade Eight Cont.
<b>MCCS L.5</b>	<b>L.8.5</b>	<b>I Can.....</b>
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). d. Recognize the influence time, culture, gender and social relationships have upon word meaning.	~ Interpret figurative language L8.5 ~ Use figurative language L8.5 ~ Find relationships between words to better understand them L8.5
<b>MCCS L.6</b>	<b>L.8.6</b>	<b>I Can.....</b>
	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.	~ Use grade appropriate vocabulary L8.6

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	9-10 Language Band	11-12 Language Band
<b>MCCS L.1</b> <b>Conventions of Standard English</b> <b>Key Ideas and Details</b>	<p><b>L.9-10.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.*</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p><b>L. 11-12.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p>
	<p><b>I can.....</b></p> <ul style="list-style-type: none"> <li>- Define and identify parallel structures (using similar patterns of words, phrase, or clauses to show the same level of importance).</li> <li>- Recognize when I have not used parallel structure in my writing (e.g., I would like to go skiing, hiking and on a bike ride. SHOULD BE I would like to go skiing, hiking and biking.).</li> <li>- Use parallel structure correctly in my writing.</li> <li>- Define and identify various types of phrases and clauses.</li> <li>- Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</li> </ul>	<p><b>I can.....</b></p> <ul style="list-style-type: none"> <li>- Recognize that the conventions of standard English usage can change over time.</li> <li>- Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper.</li> <li>- Consult reference materials to resolve issues of complex or contested usage of standard English.</li> </ul>
<b>MCCS L.2</b>	<p><b>L.9-10.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>	<p><b>L. 11-12.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions.</p> <p>b. Spell correctly</p>
	<p><b>I can.....</b></p> <ul style="list-style-type: none"> <li>- Determine when to capitalize words.</li> <li>- Identify and explain when to use semicolons.</li> <li>- Use a semicolon with a conjunctive adverb.</li> <li>- Identify and explain when to use a colon.</li> <li>- Identify misspelled words and use resources to assist me in spelling correctly.</li> </ul>	<p><b>I can.....</b></p> <ul style="list-style-type: none"> <li>- Determine when to capitalize words.</li> <li>- Apply common hyphenation conventions.</li> <li>- Recognize that there are many different rules concerning hyphens and use resources to assist me in hyphenating correctly.</li> <li>- Identify misspelled words and use resources assist me in spelling correctly.</li> </ul>

## 9-12 Language



	9-10 Language Band	11-12 Language Band
<b>MCCS L.3 Knowledge of Language</b>	<b>L.9-10.3</b> Apply knowledge of language to understand how language functions in different contexts, including cultural contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	<b>L.11-12.3</b> Apply knowledge of language to understand how language functions in different contexts, including cultural contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	<b>I can.....</b> - Identify how language functions in different contexts. - Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. - Apply the guidelines in a given style manual to write and edit work.	<b>I can.....</b> - Identify how language functions in different contexts. - Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. - Explain that syntax refers to how words are arranged to form sentences. - Identify regular/normal syntax. - Identify irregular/varied syntax. - Write using varied syntax and consult references for guidance as needed. - Recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc.
<b>MCCS L.4 Vocabulary Acquisition and Use</b>	<b>L.9-10.4</b> 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, recognizing the role culture plays in the development of language.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<b>L.11-12.4</b> 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, recognizing the role culture plays in the development of language.  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	<b>I can.....</b> - Infer the meaning of unknown words using context clues. - Recognize and define common affixes and roots. - Break down unknown words into units of meaning to infer the definition of the unknown word. - Use patterns of word changes to determine a word's meaning or part of speech. - Verify my inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference materials.	<b>I can.....</b> - Infer the meaning of unknown words using context clues. - Recognize and define common affixes and roots. - Break down unknown words into units of meaning to infer the definition of the unknown word. - Use patterns of word changes to determine a word's meaning or part of speech. - Verify my inferred meaning of an unknown word, its part of speech, its etymology, and/or its standard usage by consulting general and specialized reference materials.

## 9-12 Language

	9-10 Language Band	11-12 Language Band
<b>MCCS L.5</b>	<b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, cultural diversity, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	<b>L. 11-12.5</b> Demonstrate understanding of figurative language, word relationships, cultural diversity, and nuances in word meanings.  a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<b>Learner Targets (I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define and identify various forms of figurative language.</li> <li>- Interpret figures of speech and analyze their overall role in the text.</li> <li>- Recognize word relationships and use the relationships to further understand multiple words.</li> <li>- Recognize the difference between denotative meanings and connotative meanings.</li> <li>- Analyze how certain words and phrases that have similar denotations can carry different nuances.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Define and identify various forms of figurative language.</li> <li>- Interpret figures of speech and analyze their overall role in the text.</li> <li>- Recognize word relationships and use the relationships to further understand multiple words.</li> <li>- Recognize the difference between denotative meanings and connotative meanings.</li> <li>- Analyze how certain words and phrases that have similar denotations can carry different nuances.</li> </ul>
<b>MCCS L.6</b>	<b>L.9-10.6</b> 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.	<b>L.11-12.6</b> 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.
<b>Learner Target (I Can Statements)</b>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Recognize the difference between general academic words and phrases and subtle or precise ways to say relatively simple things and domain-specific words and phrases.</li> <li>- Acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking and listening.</li> <li>- Consider vocabulary knowledge including denotations, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</li> <li>- Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</li> </ul>	<b>I can.....</b> <ul style="list-style-type: none"> <li>- Recognize the difference between general academic words and phrases and domain-specific words and phrases.</li> <li>- Acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency to reading, writing, speaking and listening.</li> <li>- Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</li> <li>- Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</li> </ul>

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## 9-12 Language

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Speaking and Listening Band Kindergarten</b>	<b>K-5 Learner Targets (I Can Statements) Kindergarten</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	<b>I Can.....</b> ~ Identify and follow the agreed upon rules for discussion SL.1 RL.10 ~ Listen to the comments of others and share my own ideas SL.1
<b>MCCS SL.2</b>	<b>SL.K.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>I Can.....</b> ~ Identify key information presented in different formats SL.2 ~ Ask and answer questions about key details of information presented in multiple ways WK.5 SL.2 RI.1 ~ Identify and ask for clarification if I do not understand something SL.2
<b>MCCS SL.3</b>	<b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<b>I Can.....</b> ~ Ask and answer questions that help me get information or make something clear SL.3
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<b>I Can.....</b> ~ Identify familiar people, places, things and events (K) SLK.4 ~ Use details to describe familiar people, places, things and events (K) SLK.4
<b>MCCS SL.5</b>	<b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<b>I Can.....</b> ~ Identify and use details to describe familiar people, places, things and events SL.5 ~ Identify places in my work where I want to add more detail SL.5 ~ Create drawings or add visual displays to add detail to my presentations SL.5 WK.2
<b>MCCS SL.6</b>	<b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<b>I Can.....</b> ~ Explain why it is important to form my words clearly when speaking in a voice that others can hear and understand SL.6 ~ Share my thoughts, feelings, and ideas clearly when I speak in complete sentences SL.6 LK.1

## K-5 Speaking and Listening

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Speaking and Listening Band Grade One</b>	<b>K-5 Learner Targets (I Can Statements) Grade One</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	<b>I Can.....</b> ~ Identify and follow the agreed upon rules for discussion (SL.1.1) ~ Listen to the comments of others and share my own ideas (SL.1.1) ~ Ask questions when I do not understand (SL.1.1)
	<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>I Can.....</b> ~ Identify information from a text being read aloud (SL.1.2) ~ Ask questions about key details in a text or presentation (SL.1.2) ~ Answer questions about key details in a text or presentation (SL.1.2) ~ Identify information that is presented in different ways (e.g. media, charts, graphs, websites, speeches) (SL.1.2)
<b>MCCS SL.3</b>	<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>I Can.....</b> Answer questions about a speaker's presentation (SL.1.3) ~ Ask questions about a presentation when I do not understand or need more information (SL.1.3)
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	<b>I Can.....</b> ~ Use relevant details to describe people, places, things and events (SL.1.4) ~ Express ideas and feelings clearly (SL.1.4)
	<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>I Can.....</b> ~ Identify places in my presentation where ideas, thoughts or feelings are not clear (SL.1.5) ~ Add drawings or visual displays (e.g. illustrations, graphs, photos) to clarify my ideas, thoughts or feelings (SL.1.5)
<b>MCCS SL.6</b>	<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	<b>I Can.....</b> ~ Recognize a complete sentence (a group of words that expresses a complete thought) SL.1.6) ~ Use complete sentences (SL.1.6)

## K-5 Speaking and Listening

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Speaking and Listening Band Grade Two</b>	<b>K-5 Learner Targets (I Can Statements) Grade Two</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<p><b>SL.2.1</b></p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and 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><b>I Can.....</b></p> <p>~ Make corrections between the comments of others SL2.1</p> <p>~ Ask questions when I don't understand. SL2.1</p> <p>~ Identify and follow agreed-upon rules for discussions. P SL2.1</p>
<b>MCCS SL.2</b>	<p><b>SL.2.2</b></p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>I Can.....</b></p> <p>~ Identify information from text being read aloud. SL2.2</p> <p>~ Identify information that is presented in different formats. SL2.2</p> <p>~ Describe key ideas or details from a text or presentation. SL2.2</p>
<b>MCCS SL.3</b>	<p><b>SL.2.3</b></p> <p>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><b>I Can.....</b></p> <p>~ Ask questions about a presentation when I do not understand or need more information (S) SL2.3</p> <p>~ Answer questions about a speaker's presentation (K) SL2.3</p>
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<p><b>SL.2.4</b></p> <p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>I Can.....</b></p> <p>~ Tell a story or share an experience using complete sentences and speak in a clear voice. S SL2.4</p> <p>~ Tell a story or share an experience with facts using relevant descriptive details. S SL2.4</p>
<b>MCCS SL.5</b>	<p><b>SL.2.5</b></p> <p>Create audio 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.</p>	<p><b>I Can.....</b></p> <p>~ Read aloud stories or poems and use my voice to make them come to life. SL2.5</p> <p>~ Speak clearly and at an understandable pace when creating audio recordings. SL2.5</p> <p>~ Add drawings or visual displays to make my ideas, thoughts and feelings clear. SL2.5</p>
<b>MCCS SL.6</b>	<p><b>SL.2.6</b></p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 28 for specific expectations.)</p>	<p><b>I Can.....</b></p> <p>~ Recognize a complete sentence. K SL2.6</p> <p>~ Speak using complete sentences when asked to provide details or clarification. S SL2.6</p>

## K-5 Speaking and Listening

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Speaking and Listening Band Grade Three</b>	<b>K-5 Learner Targets (I Can Statements) Grade Three</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<p><b>SL.3.1</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</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 (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>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p><b>I Can.....</b></p> <p>~ Use what I've read or studied and other information known about the topic to be discussed. SL3.1</p> <p>~ Stay on topic by making comments about the information being discussed SL3.1</p> <p>~ Make connections between the comments of others. SL3.1</p> <p>~ Explain my own ideas and tell what I've learned from a discussion SL3.1</p> <p>~ Identify and follow the agreed upon rules for discussion SL3.1</p> <p>~ Read or study materials to be discussed SL3.1</p>
<b>MCCS SL.2</b>	<p><b>SL.3.2</b></p> <p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>I Can.....</b></p> <p>~ Use the information gathered to determine the main idea and support details of a presentation SL3.2</p> <p>~ Determine the main idea and support details of information that is read aloud or presented in different formats (e.g., media charts, graphs, websites, speeches) SL3.2</p>
<b>MCCS SL.3</b>	<p><b>SL.3.3</b></p> <p>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><b>I Can.....</b></p> <p>~ Ask questions about a speaker's presentation when I do not understand or need more information SL3.3</p> <p>~ Ask questions when I do not understand SL3.3</p> <p>~ Answer questions about a speaker's presentation by using appropriate elaboration and detail SL3.3</p>
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<p><b>SL.3.4</b></p> <p>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. Include sources by and about American Indians.</p>	<p><b>I Can.....</b></p> <p>~ Present a topic, text, story, or experience with facts and relevant (appropriate) descriptive details SL3.4</p> <p>~ Report my information by speaking clearly at an understandable pace SL3.4</p>

## K-5 Speaking and Listening

K-5 Speaking and Listening Band Grade Three Cont.....		K-5 Learner Targets (I Can Statements) Grade Three Cont.....
<b>MCCS SL.5</b>	<b>SL.3.5</b>	<b>I Can.....</b>
	Create audio 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.	~ Add visual displays (e.g., illustrations, graphs, photos) to highlight facts and details SL3.5 ~ Speak clearly and at an understandable pace (speed) when creating audio recordings of stories or poems SL3.5 ~ Identify information that is presented in different formats (e.g., media, charts, graphs, websites, speeches) SL3.5 ~ Read aloud stories or poems and use my voice to make them come to life (e.g., adjust the volume of my voice, make exclamations, change the pace) SL3.5
<b>MCCS SL.6</b>	<b>SL.3.6</b>	<b>I Can.....</b>
	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 30 for specific expectations.)	~ Recognize a complete sentence (a group of words that express a complete thought) SL3.6 ~ Speak using complete sentences when asked to provide details or clarification SL3.6

## K-5 Speaking and Listening

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Speaking and Listening Band Grade Four</b>	<b>K-5 Learner Targets (I Can Statements) Grade Four</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<b>SL.4.1</b>	<b>I Can.....</b>
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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 and carry out assigned roles. 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.	~ Come to discussions prepared to participate because I have studied appropriate materials. SL.4.1a ~ Use my preparation to explore new ideas about a topic and make connections during discussion. SL.4.1a ~ Effectively participate in different types of discussions and with different people. SL.4.1a-d ~ Follow agreed-upon rules for discussion and carry out my assigned role. SL.4.1b ~ Build on others' ideas and express my own ideas clearly. SL.4.1c ~ Ask and answer questions to help me understand discussions and stay on topic that contributes to others ideas and remarks. SL.4.1c ~ Think about what is discussed and explain any new thinking that I have. SL.4.1d
<b>MCCS SL.2</b>	<b>SL.4.2</b>	<b>I Can.....</b>
	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	~ Paraphrase text read aloud or information presented to me. SL.4.2
<b>MCCS SL.3</b>	<b>SL.4.3</b>	<b>I Can.....</b>
	Identify the reasons and evidence a speaker provides to support particular points.	~ Identify the reasons and evidence a speaker gives to support his/her points. SL.4.3
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<b>SL.4.4</b>	<b>I Can.....</b>
	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians	~ Speak clearly and at an understandable pace. SL.4.4 ~ Report on a relevant topic or tell a story with correct and appropriate facts and details to support my main ideas. SL.4.4
<b>MCCS SL.5</b>	<b>SL.4.5</b>	<b>I Can.....</b>
	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	~ Create engaging audio recordings or visual displays to help me show main ideas or themes when necessary SL.4.5
<b>MCCS SL.6</b>	<b>SL.4.6</b>	<b>I Can.....</b>
	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 30 for specific expectations.)	~ Figure out when to use standard formal English and when I can use informal English. SL.4.6

## K-5 Speaking and Listening



<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>K-5 Speaking and Listening Band Grade Five</b>	<b>K-5 Learner Targets (I Can Statements) Grade Five</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. 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 and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<b>I Can.....</b>  ~ Engage effectively in a range of collaborative discussions with different partners on grade 5 topics and texts, building on others' ideas and expressing own view clearly. SL5.1
<b>MCCS SL.2</b>	<b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>I Can.....</b> ~ Summarize information from text being read aloud or in other formats like media, charts, graphs, websites, speeches, etc. SL5.2
<b>MCCS SL.3</b>	<b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<b>I Can.....</b> ~ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL5.3
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include sources by and about American Indians.	<b>I Can.....</b> ~ Determine a logical sequence for presenting ideas and facts. SL5.4
<b>MCCS SL.5</b>	<b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<b>I Can.....</b> ~ Present ideas and/or opinion with facts and relevant (appropriate)descriptive details that support the main idea or theme. ( S ) SL5.5
<b>MCCS SL.6</b>	<b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation, demonstrating awareness of how culture affects speech communities (See grade 5 Language standards 1 and 3 on page 30 for specific expectations.)	<b>I Can.....</b> ~ Report information by speaking clearly at an appropriate pace. SL5.6

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## K-5 Speaking and Listening

<b>21st Century Foundation Skills</b>	<p><b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams.</p> <p><b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.</p> <p><b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts.</p> <p><b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.</p>
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	<b>6-8 Speaking and Listening Band Grade Six</b>	<b>6-8 Learner Targets (I Can Statements) Grade Six</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<p><b>SL.6.1</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p><b>I Can.....</b></p> <p>~ Prepare for a variety of class discussions (by reading and researching specific topics) and participate by referring to my findings during discussion. S.L.6.1a</p> <p>~ Follow agreed-upon rules for class discussion, carry out my role, and meet goals and deadlines. S.L. 6.1b</p> <p>~ Ask and answer questions during a discussion to elaborate on the remarks of others and contribute to the discussion. S.L. 6.1c</p> <p>~ Review ideas expressed and demonstrate understanding of multiple perspectives presented during the discussion by paraphrasing the presentation. S.L. 6.1d</p>
<b>MCCS SL.2</b>	<p><b>SL.6.2</b></p> <p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study</p>	<p><b>I Can.....</b></p> <p>~ Interpret information presented in a variety formats and explain how it contributes to the topic we are studying. S.L. 6.2</p>
<b>MCCS SL.3</b>	<p><b>SL.6.3</b></p> <p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>I Can.....</b></p> <p>~ Identify the difference between claims that are supported by evidence/reasons and claims that are not supported by evidence/reasons. S.L. 6.3</p> <p>~ Identify a speaker's argument and specific claims. S.L. 6.3</p>
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<p><b>SL.6.4</b></p> <p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>I Can.....</b></p> <p>~ Present claims in a logical order using descriptions, facts and details in order to focus on the main idea and/or theme of the presentation. S.L. 6.4</p> <p>~ Use appropriate eye contact, adequate volume, and clear pronunciation. S.L. 6.4</p>
<b>MCCS SL.5</b>	<p><b>SL.6.5</b></p> <p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information</p>	<p><b>I Can.....</b></p> <p>~ Include multimedia elements (i.e., Power Point, videos; etc.) when they will be helpful in clarifying information. S.L. 6.5</p>
<b>MCCS SL.6</b>	<p><b>SL.6.6</b></p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 54 for specific expectations.)</p>	<p><b>I Can.....</b></p> <p>~ Adapt my speech to a variety of tasks and contexts S.L. 6.6</p>

## 6-8 Speaking and Listening

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.		
	<b>6-8 Speaking and Listening Band Grade Seven</b>	<b>6-8 Learner Targets (I Can Statements) Grade Seven</b>	
<b>MCCS SL.1 Comprehension and Collaboration</b>	<b>SL.7.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	<b>I Can.....</b> ~ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL7.1	
	<b>MCCS SL.2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	<b>I Can.....</b> ~ Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. SL7.2	
	<b>MCCS SL.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	<b>I Can.....</b> ~ Understand a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. SL7.3	
	<b>MCCS SL.4 Presentation of Knowledge and Ideas</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	<b>I Can.....</b> ~ Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL7.4	
	<b>MCCS SL.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	<b>I Can.....</b> ~ Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL7.5	
	<b>MCCS SL.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 54 for specific expectations.)	<b>I Can.....</b> ~ Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. SL7.6	

## 6-8 Speaking and Listening

<b>21st Century Foundation Skills</b>	<b>Collaboration:</b> Demonstrate ability to work effectively and respectfully with diverse teams. <b>Communication:</b> Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. <b>Creativity:</b> Elaborate, refine, analyze and evaluate ideas in order to improve and maximize creative efforts. <b>Critical Thinking:</b> Use various types of reasoning to analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.
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	6-8 Speaking and Listening Band Grade Eight	6-8 Learner Targets (I Can Statements) Grade Eight
<b>MCCS SL.1 Comprehension and Collaboration</b>	<b>SL.8.1</b> 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. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	<b>I Can.....</b> ~ Participate in one-on-one discussions SL8.1 ~ Participate in group discussions SL8.1 ~ Participate in teacher-led discussions SL8.1 ~ Prepare for a discussion SL8.1 ~ Respond to questions posed by my group members SL8.1 ~ Summarize the group's discussion SL8.1 ~ Understand others' perspectives SL8.1
	<b>SL.8.2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	<b>I Can.....</b> ~ Explain the use and purpose of multiple forms of media SL8.2 ~ Evaluate why information was presented in a specific format SL8.2
<b>MCCS SL.3</b>	<b>SL.8.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	<b>I Can.....</b> ~ Evaluate the soundness, relevance, and sufficiency of evidence SL8.3
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<b>SL.8.4</b> 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.	<b>I Can.....</b> ~ Present claims logically SL8.4 ~ Define salient points SL8.4 ~ Use relevant descriptions, facts, and details with reasoning SL8.4 ~ Use appropriate eye contact, volume and pronunciation SL8.4
	<b>SL.8.5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	<b>I Can.....</b> ~ Use multimedia components in a presentation to strengthen claims SL8.5
<b>MCCS SL.6</b>	<b>SL.8.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 54 for specific expectations.)	<b>I Can.....</b> ~ Use formal language in a classroom setting SL8.6

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## 6-8 Speaking and Listening

## 9-12 Speaking and Listening Band

	9-10 Speaking and Listening Band	11-12 Speaking and Listening Band
<b>MCCS SL.2</b>	<b>SL.9-10.2</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<b>SL. 11-12.2</b> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
<b>Learner Targets (I Can Statements)</b>	<b>I can.....</b> - Identify various purposes for presenting information to a reader or audience. - Analyze the information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented. - Evaluate the credibility and accuracy of various presentations.	<b>I can.....</b> - Identify various purposes for presenting information to a reader or audience. - Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems. - Evaluate the credibility and accuracy of various presentations and note any discrepancies.
<b>MCCS SL.3</b>	<b>SL.9-10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, within culturally diverse contexts, identifying any fallacious reasoning or exaggerated or distorted evidence.	<b>SL.11-12.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, within culturally diverse contexts, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>Learner Targets (I Can Statements)</b>	<b>I can.....</b> - Define point of view as how the speaker feels about the situation/topic being presented. - Determine a speaker's point of view and explain his/her reasoning. - Define rhetoric. - Identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose. - Recognize when a speaker introduces distorted evidence to his/her argument.	<b>I can.....</b> - Define point of view as how the speaker feels about the situation/topic being presented. - Determine a speaker's point of view and explain his/her reasoning. - Define rhetoric. - Identify when a speaker uses evidence and/or rhetoric and analyze how these techniques strengthen his/her point of view or purpose. - Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<b>SL.9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<b>SL. 11-12.4</b> 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.
<b>Learner Targets (I Can Statements)</b>	<b>I can.....</b> - Present information, findings, and/or supporting evidence clearly, concisely, and logically. - Present my information in a sequence that allows the listener to follow my line of reasoning. - Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.	<b>I can.....</b> - Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective. - Present my information in a sequence that allows the listener to follow my line of reasoning. - Address alternative or opposing perspectives in my presentation. - Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.

## 9-12 Speaking and Listening Band

	9-10 Speaking and Listening Band	11-12 Speaking and Listening Band
<b>MCCS SL.5</b>	<b>SL.9-10.5</b> 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.	<b>SL. 11-12.5</b> 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.
<b>Learner Targets (I Can Statements)</b>	<b>I can.....</b> - Identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening and/or additional interest. - Integrate appropriate digital media in a strategic manner to improve my presentations.	<b>I can.....</b> - Identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening and/or additional interest. - Integrate appropriate digital media in a strategic manner to improve my presentations.
<b>MCCS SL.6</b>	<b>SL. 9-10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 56 for specific expectations.)	<b>SL.11-12.6</b> 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 on page 56 for specific expectations.)
<b>Learner Target (I Can Statements)</b>	<b>I can.....</b> - Identify various reasons for speaking. - Determine speaking tasks that will require a formal structure. - Compose a formal speech that demonstrates a command of grades 9-10 Language standards.	<b>I can.....</b> - Identify various reasons for speaking. - Determine speaking tasks that will require a formal structure. - Compose a formal speech that demonstrates a command of grades 11-12 Language standards.

## References

Holmes, M., & Meyers, L. (2011). The Common Core: Clarifying expectations for teachers & students, English Language Arts, Columbus, OH: McGraw-Hill Education.

## 9-12 Speaking and Listening Band