

<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
<b>MCCS R.1 Key Ideas and Details</b>	<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
<b>MCCS R.2</b>	<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
<b>MCCS R.3</b>	<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
<b>MCCSK R.4 Craft and Structure</b>	<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
<b>MCCS R.5</b>	<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
<b>MCCS R.6</b>	<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
<b>MCCS R.7 Integration of Knowledge and Ideas</b>	<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
<b>MCCS R.8</b>	<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.
<b>MCCS R.9</b>	<b>RL.K.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> ~ 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
<b>MCCS R.10 Range of Reading and Level of Text</b>	<b>RL.K..10</b> Actively engage in group reading activities with purpose and understanding	<b>I Can.....</b> ~ 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
MCCS L.1 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
MCCS L.2	<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
MCCS L.3	<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
MCCS L.4 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
MCCS L.5	<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
MCCS L.6	<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
MCCS L.7 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
MCCS L.8	<b>RL.1.8</b> (Not applicable to literature)	<b>I Can.....</b> (Not applicable to literature)
MCCS L.9	<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
MCCS L.10 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> (Not applicable to literature)	<b>I Can.....</b> (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.
<b>MCCS L.9 Research to Build and Present Knowledge</b>	<b>RL.2.9</b> 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.	<b>I Can.....</b> ~ Compare & contrast (find similarities, differences) 2 or more versions of the same story. ® RL2.9
<b>MCCS L.10 Range of Writing</b>	<b>RL.2.10</b> 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.	<b>I Can.....</b> ~ 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>	<b>I Can.....</b>
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	~ 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>	<b>I Can.....</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.	~ 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>	<b>I Can.....</b>
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	~ 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>	<b>I Can.....</b>
	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	~ 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>	<b>I Can.....</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.	~ 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>	<b>I Can.....</b>
	Distinguish their own point of view from that of the narrator or those of the characters. Include works by and about American Indians.	~ 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>	<b>I Can.....</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).	~ Identify and explain how illustrations contribute (add meaning) to the words in the story L3.7

# K-5 Reading Literature

	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 Key Ideas and Details</b>	<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 Craft and Structure</b>	<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, foreshowing and allusion RL4.4
<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 Integration of Knowledge and Ideas</b>	<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. RL4.9
<b>MCCS RL.10 Range of Reading and Level of Text</b>	<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
<b>MCCS RL.1 Key Ideas and Details</b>	<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
<b>MCCS RL.2</b>	<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
<b>MCCS RL.3</b>	<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). RL.5.3	~ 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
<b>MCCS RL.4 Craft and Structure</b>	<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
<b>MCCS RL.5</b>	<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
<b>MCCS RL.6</b>	<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
<b>MCCS RL.7 Integration of Knowledge and Ideas</b>	<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
<b>MCCS RL.8</b>	<b>RL.5.8</b>	<b>I Can.....</b>
	(Not applicable to literature)	(Not applicable to literature)
<b>MCCS RL.9</b>	<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
<b>MCCS RL.10 Range of Reading and Level of Text</b>	<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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	K-5 Reading Informational Text Band Kindergarten	K-5 Learner Targets (I Can Statements) Kindergarten
<b>MCCS RI.1</b> Key Ideas and Details	<b>RI.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 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>	<b>RI.K.2</b>	<b>I Can.....</b>
	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>	<b>RI.K.3</b>	<b>I Can.....</b>
	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</b> Craft and Structure	<b>RI.K.4</b>	<b>I Can.....</b>
	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>	<b>RI.K.5</b>	<b>I Can.....</b>
	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>	<b>RI.K.6</b>	<b>I Can.....</b>
	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</b> Integration of Knowledge and Ideas	<b>RI.K.7</b>	<b>I Can.....</b>
	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
<b>MCCS RI.1 Key Ideas and Details</b>	<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
<b>MCCS RI.2</b>	<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
<b>MCCS RI.3</b>	<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
<b>MCCS RI.4 Craft and Structure</b>	<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
<b>MCCS RI.5</b>	<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
<b>MCCS RI.6</b>	<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
<b>MCCS RI.7 Integration of Knowledge and Ideas</b>	<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
<b>MCCS RI.8</b>	<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
<b>MCCS RI.9</b>	<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
<b>MCCS RI.10 Range of Reading and Level of Text</b>	<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
<b>MCCS RI.1 Text Types and Purposes</b>	<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
<b>MCCS RI.2 Text Types and Purposes</b>	<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
<b>MCCS RI.3 Text Types and Purposes</b>	<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
<b>MCCS RI.4 Production and Distribution of Writing</b>	<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
<b>MCCS RI.5 Production and Distribution of Writing</b>	<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
<b>MCCS RI.6 Production and Distribution of Writing</b>	<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
<b>MCCS RI.7 Production and Distribution of Writing</b>	<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
<b>MCCS RI.8 Research to Build and Present Knowledge</b>	<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
<b>MCCS RI.9 Research to Build and Present Knowledge</b>	<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
<b>MCCS RI.10 Range of Writing</b>	<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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	K-12 Reading Informational Text Band Grade Three	K-5 Learner Targets (I Can Statements) Grade Three
<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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	K-5 Reading Informational Text Band Grade Four	K-5 Learner Targets (I Can Statements) Grade Four
<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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	K-5 Reading Informational Text Band Grade Five	K-5 Learner Targets (I Can Statements) Grade Five
MCCS RI.1 Key Ideas and Details	<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
MCCS RI.2	<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
MCCS RI.3	<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
MCCS RI.4 Craft and Structure	<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
MCCS RI.5	<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
MCCS RI.6	<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
MCCS RI.7 Integration of Knowledge and Ideas	<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
MCCS RI.8	<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
MCCS RI.9	<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
MCCS RI.10 Range of Reading and Level of Text	<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>	<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 Kindergarten	K-5 Learner Targets (I Can Statements) Kindergarten
<b>MCCS RF.1 Print Concepts</b>	<p><b>RF.K.1</b></p> <p>Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p><b>I Can.....</b></p> <p>~ Hold a book correctly. RF.1</p> <p>~ Recognize books read left to right, top to bottom. RF.1</p> <p>~ Turn pages front to back. RF.1</p> <p>~ Read the left page before the right page. RF.1</p> <p>~ Recognize that words are separated by spaces before and after them. RF.1</p> <p>~ Recognize the difference between upper and lowercase letters. RF.1</p> <p>~ Name all uppercase and lowercase letters in the alphabet. RF.1</p> <p>~ Recognize that words are created by putting letters together in a specific order. RF.1 RF.2</p>
<b>MCCS RF.2 Phonological Awareness</b>	<p><b>RF.K.2</b></p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><b>I Can.....</b></p> <p>~ Recognize words with the same end sound. RF.2</p> <p>~ Recognize words that rhyme. RF.2</p> <p>~ Rhyme one word with another. RF.2</p> <p>~ Recognize that a syllable has one vowel sound. RF.2</p> <p>~ Break words into syllables by clapping, snapping, or counting. RF.2</p> <p>~ Say each syllable sound in a word. RF.2</p> <p>~ Blend syllables to say a complete word. RF.2</p> <p>~ Identify the beginning sound, vowel sound, and ending sound of words (three-phoneme words). RF.2</p> <p>~ Add or change beginning, middle, or end sounds to create new words. RF.2</p> <p>~ Identify the letter sound when one letter has been changed in a three-letter word. RF.2</p> <p>~ Retell the story that I read. RF.2</p> <p>~ Blend letter sounds to say a single-syllable word. RF.2 RF.3</p>

# K-5 Reading Foundation

	K-5 Reading Foundation Band Kindergarten Cont.	K-5 Learner Targets (I Can Statements) Kindergarten Cont.
<p><b>MCCS RF.3 Phonics and Word Recognition</b></p>	<p><b>RF.K.3</b> 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><b>I Can.....</b></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>
<p><b>MCCS RF.4 Fluency</b></p>	<p><b>RF.K.4</b> Read emergent-reader texts with purpose and understanding</p>	<p><b>I Can.....</b></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>	<p><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).</p>	<p><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</p>
<b>MCCS RF.2 Phonological Awareness</b>	<p><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).</p>	<p><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</p>
<b>MCCS RF.3 Phonics and Word Recognition</b>	<p><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.</p>	<p><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</p>
<b>MCCS RF.4 Fluency</b>	<p><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.</p>	<p><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</p>

# K-5 Reading Foundation

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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>	<p><b>RF.2.1</b></p> <p>(Kinder and first grade only)</p>	<p><b>I Can.....</b></p> <p>(Kinder and first grade only)</p>
<b>MCCS RF.2 Phonological Awareness</b>	<p><b>RF.2.2</b></p> <p>(Kinder and first grade only)</p>	<p><b>I Can.....</b></p> <p>(Kinder and first grade only)</p>
<b>MCCS RF.3 Phonics and Word Recognition</b>	<p><b>RF.2.3</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Decode regularly spelled two-syllable words with long vowels.</p> <p>d. Decode words with common prefixes and suffixes.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Recognize and read grade-appropriate irregularly spelled words.</p>	<p><b>I Can.....</b></p> <p>~ Read the most common short vowel patterns (CVC) (K) RF2.3</p> <p>~ Read the most common long vowel patterns (CVCe and VCE) (K) RF2.3</p> <p>~ Know the difference between words with short and long vowel patterns (R) RF2.3</p> <p>~ Read common vowel combinations (eg, ea, oi, oo) (K) RF2.3</p> <p>~ Say the individual sounds a vowel combination creates (S) RF2.3</p> <p>~ Identify two-syllable words (K) RF2.3</p> <p>~ Decode two-syllable words with long vowels (S) RF2.3</p> <p>~ Identify &amp; read words with common prefixes and suffixes (K) RF2.3</p> <p>~ Decode words by breaking them into units of meaning (eg, un+happy=unhappy) (S) RF2.3</p> <p>~ Identify words with similar patterns that create different sounds (eg, bead/head, doll/roll, hint/pint) (K) RF2.3</p> <p>~ Recognize irregularly spelled words (rule breakers) (K) RF2.3</p> <p>~ Read irregular words without having to sound them out (S) RF2.3</p>
<b>MCCS RF.4 Fluency</b>	<p><b>RF.2.4</b></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>I Can.....</b></p> <p>~ Read second grade text (420-820 lexile) fluently and show comprehension through voice, timing, and expression (S) RF2.4</p> <p>~ Self-correct misread or misunderstood words using context clues (S) RF2.4</p> <p>~ Reread with corrections when necessary (S) RF2.4</p> <p>~ Read fluently (easy, smooth, and automatic) (S) RF2.4</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 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>	<p style="background-color: #e6e6fa;"><b>RF.3.3</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multi-syllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p style="background-color: #e6e6fa;"><b>I Can.....</b></p> <p>~ Define prefix and suffix RF3.3</p> <p>~ Identify common prefixes and suffixes (e.g., un-, re-, pre-, -er, -est, -ful) RF3.3</p> <p>~ Read irregularly spelled words without having to sound them out RF3.3</p> <p>~ Determine the meaning of words with common Latin suffixes (e.g., -able, -ment, -tion) RF3.3</p> <p>~ Break apart words into syllable segments to help me decode words I do not know RF3.3</p> <p>~ Recognize irregularly spelled words (rule breakers) RF3.3</p> <p>~ Explain the meaning of common prefixes and suffixes and understand how they change the meaning of the root word RF3.3</p>
<b>MCCS RF.4 Fluency</b>	<p style="background-color: #e6e6fa;"><b>RF.3.4</b></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="background-color: #e6e6fa;"><b>I Can.....</b></p> <p>~ Read grade-level text fluently and show comprehension through voice, timing, and expression RF3.4</p> <p>~ Use context clue to recognize when a word does not make sense, self-correct and reread with corrections RF3.4</p>

# K-5 Reading Foundation

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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>	<p style="background-color: #e6e6fa;"><b>RF.4.3</b></p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p style="background-color: #e6e6fa;"><b>I Can.....</b></p> <p>~ Recognize that letters and combinations of letters (graphemes) make different sounds (phonemes) RF4.3</p> <p>~ Read and understand root words that also have prefixes or suffixes RF4.3</p> <p>~ Read unfamiliar words that have more than one syllable RF4.3</p> <p>~ Use my knowledge of consonant blends, long-vowel patterns and short-vowel patterns to decode words RF4.3</p>
<b>MCCS RF.4 Fluency</b>	<p style="background-color: #e6e6fa;"><b>RF.4.4</b></p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p style="background-color: #e6e6fa;"><b>I Can.....</b></p> <p>~ Read grade level text fluently and show comprehension through voice, timing and expression RF4.4a &amp; b, RF4.4.10</p> <p>~ Recognize when a word I have read does not make sense within the text RF4.4c</p> <p>~ Self-correct misread or misunderstood words using context clues RF4.4c</p> <p>~ Read fluently (easy, smooth, and automatic) RF4.4a-c</p> <p>~ Reread with corrections when necessary RF4.4c</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 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

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	K-5 Writing Band Kindergarten	K-5 Learner Targets (I Can Statements) Kindergarten
<b>MCCS W.1 Text Types and Purposes</b>	<b>W.K.1</b>	<b>I Can.....</b>
	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
<b>MCCS W.2</b>	<b>W.K.2</b>	<b>I Can.....</b>
	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
<b>MCCS W.3</b>	<b>W.K.3</b>	<b>I Can.....</b>
	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
<b>MCCS W.4 Production and Distribution of Writing</b>	<b>W.K.4</b>	<b>I Can.....</b>
	(Begins in grade 3)	(Begins in grade 3)
<b>MCCS W.5</b>	<b>W.K.5</b>	<b>I Can.....</b>
	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
<b>MCCS W.6</b>	<b>W.K.6</b>	<b>I Can.....</b>
	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
<b>MCCS W.7 Research to Build and Present Knowledge</b>	<b>W.K.7</b>	<b>I Can.....</b>
	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
<b>MCCS W.8</b>	<b>W.K.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.	~ Answer questions using information recalled or gathered. WK.8
<b>MCCS W.9</b>	<b>W,K.9</b>	<b>I Can.....</b>
	(Begins in grade 3)	(Begins in grade 3)
<b>MCCS W.10 Range of Writing</b>	<b>W.K.10</b>	<b>I Can.....</b>
	(Begins in grade 3)	(Begins in grade 3)

# 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 One	K-5 Learner Targets (I Can Statements) Grade One
<b>MCCS W.1 Text Types and Purposes</b>	<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
<b>MCCS W.2</b>	<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
<b>MCCS W.3</b>	<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
<b>MCCS W.4 Production and Distribution of Writing</b>	<b>W.1.4</b>	<b>I Can.....</b>
	(Begins in grade 3)	(Begins in grade 3)
<b>MCCS W.5</b>	<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
<b>MCCS W.6</b>	<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
<b>MCCS W.7 Research to Build and Present Knowledge</b>	<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
<b>MCCS W.8</b>	<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 (Begins in grade 4)	I Can..... (Begins in grade 4)
MCCS W.10 Range of Writing	W.1.10 (Begins in grade 3)	I Can..... (Begins in grade 3)

# 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 Two	K-5 Learner Targets (I Can Statements) Grade Two
<b>MCCS W.1 Text Types and Purposes</b>	<p><b>W.2.1</b></p> <p>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.</p>	<p><b>I Can.....</b></p> <p>~ 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</p>
<b>MCCS W.2</b>	<p><b>W.2.2</b></p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>I Can.....</b></p> <p>~ 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</p>
<b>MCCS W.3</b>	<p><b>W.2.3</b></p> <p>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.</p>	<p><b>I Can.....</b></p> <p>~ 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</p>
<b>MCCS W.4 Production and Distribution of Writing</b>	<p><b>W.2.4</b></p> <p>(Begins in grade 3)</p>	<p><b>I Can.....</b></p> <p>(Begins in grade 3)</p>
<b>MCCS W.5</b>	<p><b>W.2.5</b></p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p><b>I Can.....</b></p> <p>~ 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</p>
<b>MCCS W.6</b>	<p><b>W.2.6</b></p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p><b>I Can.....</b></p> <p>~ 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</p>
<b>MCCS W.7 Research to Build and Present Knowledge</b>	<p><b>W.2.7</b></p> <p>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.</p>	<p><b>I Can.....</b></p> <p>~ 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</p>
<b>MCCS W.8</b>	<p><b>W.2.8</b></p> <p>Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.</p>	<p><b>I Can.....</b></p> <p>~ Answer questions using information recalled or gathered. W2.8                      ~ Remember what I learned to help answer questions. (S) W2.8</p>

# 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 (Begins in grade 4)	I Can..... (Begins in grade 4)
MCCS W.10 Range of Writing	W.2.10 (Begins in grade 3)	I Can..... (Begins in grade 3)

# 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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	<b>K-5 Writing Band Grade Three</b>	<b>K-5 Learner Targets (I Can Statements) Grade Three</b>
<b>MCCS W.1 Text Types and Purposes</b>	<p><b>W.3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.</p>	<p><b>I Can.....</b> ~ Write opinion pieces on topics or texts W3.1 ~ Support a point of view with reasons W3.1 ~ Introduce the topic or text I am writing about W3.1 ~ State an opinion W3.1 ~ Create an organizational structure that lists reasons W3.1 ~ Provide reasons that support an opinion W3.1 ~ Provide a concluding statement W3.1 ~ 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>	<p><b>W.3.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.</p>	<p><b>I Can.....</b> ~ Write informative/explanatory texts to examine a topic and convey ideas and information clearly W3.2 ~ Introduce the topic and group related information together W3.2 ~ Include illustrations when useful to aiding comprehension W3.2 ~ Develop the topic with facts, definitions and details W3.2 ~ Define research and explain how research is different from other types of writing.W4.2a-d</p>
<b>MCCS W.3</b>	<p><b>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>	<p><b>I Can.....</b> ~ Establish a situation and introduce a narrator and/or characters W3.3 ~ Write narratives to develop real or imagined experiences or events W3.3 ~ Use linking words and phrases to connect ideas within categories of information (e.g., also, another, and, more, but) W3.3 ~ Organize a sequence of events that unfolds naturally W3.3 ~ Use dialogue and descriptions to show the response of characters to situations W3.3 ~ 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>	<p><b>W.3.4</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.)</p>	<p><b>I Can.....</b> ~ Identify the writing style (e.g., opinion, informative/explanatory, or narrative) that best fits my task and purpose W3.4 ~ 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>	<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>I Can.....</b> ~ Support my opinion with facts and details. W4.1b ~ Select a topic and gather information (facts, definitions, concrete details, quotations, examples) to share with my audience. W4.1b W4.2b ~ Write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section. W4.1a-d ~ Connect my opinions and reasons with words and phrases. W4.1c</p>
<b>MCCS W.2</b>	<p><b>W.4.2</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p>	<p><b>I Can.....</b> ~ Define and use different types of formatting, and select the best one(s) for my purpose. W4.2a ~ Organize and group related ideas in my written work. W4.2a ~ Organize my topic into paragraphs and sections that group related information. W4.2a ~ Use formatting and multimedia to clarify my topic. W4.2a ~ Effectively connect my information. W4.2a W4.2c ~ Explain my topic using precise language and topic-related vocabulary. W4.2d  ~ Present my information and provide a concluding statement or section that relates to the information presented. W4.2e</p>
<b>MCCS W.3</b>	<p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>I Can.....</b> ~ Sequence the events in my story so that one event logically leads to the next. W4.3a ~ Define narrative and describe the basic parts of plot (exposition, rising action, climax, falling action, and resolution). W4.3a ~ Develop events and show how characters respond to situations using dialogue and description. W4.3b ~ Use a variety of words and phrases, both concrete and descriptive, to help my reader understand and visualize. W4.3d ~ Signal changes in time and place by using transition words, phrases, and clauses. W4.3c ~ Write a logical conclusion that provides a sense of closure. W4.3e ~ 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

# 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 Five	K-5 Learner Targets (I Can Statements) Grade Five
<b>MCCS W.1 Text Types and Purposes</b>	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</p>	<p>I Can.....</p> <p>~ Write to express opinion or persuade. W5.1</p>
<b>MCCS W.2</b>	<p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>I Can.....</p> <p>~ Write to inform or instruct W5.2</p>
<b>MCCS W.3</b>	<p><b>W.5.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>I Can.....</p> <p>~ Write to tell a story W5.3</p>

# K-5 Writing

	K-5 Writing Band Grade Five Cont.	K-5 Learner Targets (I Can Statements) Grade Five Cont.
MCCS W.4 Production and Distribution of Writing	<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
MCCS W.5	<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
MCCS W.6	<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
MCCS W.7 Research to Build and Present Knowledge	<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
MCCS W.8	<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
MCCS W.9	<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
MCCS W.10 Range of Writing	<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>	<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.....
<p><b>MCCS L.5</b></p>	<p><b>L.K.5</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.</p>	<p><b>I Can.....</b>                      ~ 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</p>
	<p><b>MCCS L.6</b></p>	<p><b>L.K.6</b>                      Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

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

# 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.
<p><b>MCCS L.4</b> <b>Vocabulary Acquisition and Use</b></p>	<p><b>L.2.4</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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 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> ~ Recognize compound words and predict the meaning using the individual words L2.4 ~ Use print and digital dictionaries and glossaries to help understand word meaning. (S) L2.4 ~ Use context clues to help me understand unknown words. (R) L2.4 ~ Use prefixes to help me learn unknown words. (K) L2.4 ~ Use root words to help me learn unknown words. (R) L2.4</p>
<p><b>MCCS L.5</b></p>	<p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p><b>I Can.....</b> ~ Make a real-life connection to words I hear and read. (S) L2.5 ~ Recognize verbs and adjectives that have similar meaning and choose the one that best fits L2.5</p>
<p><b>MCCS L.6</b></p>	<p><b>L.2.6</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).</p>	<p><b>I Can.....</b> ~ Use adjectives and adverbs when speaking and writing. (S) L2.6 ~ 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</p>

<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 Language Band Grade Three	K-5 Learner Targets (I Can Statements) Grade Three
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.3.1</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 nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p><b>I Can.....</b></p> <p>~ Define noun and a pronoun and explain how they function in a sentence L3.1</p> <p>~ Define verb and explain how it functions in a sentence L3.1</p> <p>~ Define adjective and adverb and explain how they function in a sentence L3.1</p> <p>~ Define plural and form/use regular and irregular plural nouns correctly L3.1</p> <p>~ Define abstract nouns and use them correctly L3.1</p> <p>~ Explain the difference between regular verbs and irregular verbs and form/use them correctly L3.1</p> <p>~ Explain the difference between simple verb tenses and form/use them correctly</p> <p>~ Define subject and verb and explain that a singular subject needs a singular verb and a plural subject needs a plural verb L3.1</p> <p>~ Define antecedent (the word or group of words a pronoun replaces) and make sure a pronoun agrees with the antecedent L3.1</p> <p>~ Identify comparative adjectives/adverbs &amp; superlative adjectives/adverbs &amp; choose the correct form when speaking/writing L3.1</p>
<b>MCCS L.2</b>	<p><b>L.3.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.</p> <p>b. Use commas in addresses.</p> <p>c. Use commas and quotation marks in dialogue.</p> <p>d. Form and use possessives.</p> <p>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p><b>I Can.....</b></p> <p>~ Identify words in a title that should and should not be capitalized L3.2</p> <p>~ Identify and create simple, compound and complex sentences L3.1</p> <p>~ Identify coordinating conjunctions (for, and, nor, but or, yet, so) &amp; subordinating conjunctions (after, because, if, since, while) &amp; use them correctly L3.1</p> <p>~ Use a comma to separate the city and the state in an address L3.2</p> <p>~ Punctuate dialogue by using commas before/after speaker tags and placing quotation marks around spoken words L3.2</p> <p>~ Define possessives and form singular and plural possessives L3.2</p> <p>~ Spell high-frequency words correctly L3.2</p> <p>~ Recognize when I need to double consonants, drop e or change y to i when adding suffixes to base words L3.2</p> <p>~ Write words correctly using common spelling patterns and generalizations L3.2</p> <p>~ Identify misspelled words and use resources to assist me in spelling correctly L3.2</p>

# K-5 Language

	K-5 Language Band Grade Three Cont.	K-5 Learner Targets (I Can Statements) Grade Three Cont.
<p><b>MCCS L.3</b> <b>Knowledge of Language</b></p>	<p><b>L.3.3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.</p>	<p><b>I Can.....</b></p> <p>~ Identify words or phrases in a story that bring it to life and create effect or interest L3.3</p> <p>~ Choose words and phrases to add effect or interest when writing or speaking L3.3</p> <p>~ Explain how spoken language differs from written language L3.3</p> <p>~ Follow standard English rules when writing L3.3</p>
<p><b>MCCS L.4</b> <b>Vocabulary Acquisition and Use</b></p>	<p><b>L.3.4</b></p> <p>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.</p>	<p><b>I Can.....</b></p> <p>~ Recognize and define common affixes (e.g., un-, dis-, -able, -less) L3.4</p> <p>~ Determine the meaning of unknown words using context clues (definitions, examples, restatements) in a sentence L3.4</p> <p>~ Break down unknown words into units of meaning (affix, root) to determine definitions L3.4</p> <p>~ Determine the meaning of an unknown word by consulting reference materials (e.g., dictionaries, glossaries, thesauruses) L3.4</p>
<p><b>MCCS L.5</b></p>	<p><b>L.3.5</b></p> <p>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).</p>	<p><b>I Can.....</b></p> <p>~ 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</p> <p>~ Recognize words that have similar meaning, and choose the word that best describes the mood/state of mind L3.5</p> <p>~ Make a real-life connection to words I hear and read L3.5</p> <p>~ Recognize when an author’s words, phrases are literal and nonliteral L3.5</p>
<p><b>MCCS L.6</b></p>	<p><b>L.3.6</b></p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p><b>I Can.....</b></p> <p>~ Acquire &amp; use grade-appropriate academic &amp; domain-specific words/phrases, including words that signal spatial &amp; temporal relationships L3.6</p> <p>~ 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</p>

# 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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	K-5 Language Band Grade Four	K-5 Learner Targets (I Can Statements) Grade Four
<b>MCCS L.1 Conventions of Standard English</b>	<p><b>L.4.1</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<p><b>I Can.....</b></p> <p>~ Identify relative pronouns and use them correctly L.4.1a</p> <p>~ Identify relative adverbs and use them correctly. L.4.1a</p> <p>~ Define and form progressive verbs and use them correctly L.4.1b</p> <p>~ Use verbs tense correctly L.4.1b</p> <p>~ Recognize and use multiple adjectives correctly L.4.1d</p> <p>~ Identify prepositions and form prepositional phrases L.4.1e</p> <p>~ Write complete sentences L.4.1</p> <p>~ Recognize fragments L.4.1f</p> <p>~ Recognize run-on sentences L.4.1f</p> <p>~ Recognize that some words sound alike but have different spellings L.4.1g</p> <p>~ Identify and correctly use frequently confused words L.4.1g</p>
<b>MCCS L.2</b>	<p><b>L.4.2</b></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>I Can.....</b></p> <p>~ Correctly use capitalization in all of my writing L.4.2a</p> <p>~ Correctly punctuate dialog L.4.1b L.4.2b</p> <p>~ Correctly punctuate words taken directly from a text L.4.2b</p> <p>~ Identify and punctuate a compound sentence L.4.2c</p> <p>~ Identify misspelled words and use resources to assist me in spelling correctly L.4.2d</p>
<b>MCCS L.3 Knowledge of Language</b>	<p><b>L.4.3</b></p> <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.*</p> <p>b. Choose punctuation for effect.*</p> <p>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).</p>	<p><b>I Can.....</b></p> <p>~ Clearly present my ideas to my reader L.4.3a</p> <p>~ Use punctuation to create different moods L.4.3b</p> <p>~ Correctly use formal or informal English when appropriate L.4.3c</p> <p>~ Use context clues to determine meaning L.4.3c L.4.4a</p>

# 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> grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>I Can.....</b> ~ Use Standard English when writing and speaking. L1 ~ Explain the use of conjunctions, prepositions, and interjections. L1 ~ Form and use the past, future and perfect verb tenses. L1 ~ Use verb tenses to show meaning. L1 ~ Fix verb tenses that are used incorrectly. L1 ~ Use either/or and neither/nor correctly. L1</p>
<b>MCCS L.2</b>	<p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p><b>I Can.....</b> ~ Determine when to capitalize word. L.2 ~ Use commas correctly L.2 ~ Use underlining, quotation marks, or italics to indicate title of works. L.2 ~ 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> Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>I Can.....</b> ~ Apply knowledge of language in different situations L.3 ~ Identify simple, compound and complex sentence structures and determine when to use ~ 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> 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. a. Use context (e.g., cause/effect relationships and comparisons 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., photograph, photosynthesis). 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> ~ Determine word meaning and use in context L.4 ~ Infer the meaning of unknown words using context clues. L.4 ~ Use affixes and roots to determine the meaning of a word. L.4 ~ 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>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>	<b>I Can.....</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.	~ 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>	<b>I Can.....</b>
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	~ 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>	<b>I Can.....</b>
	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	~ 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>	<b>I Can.....</b>
	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	~ 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>	<b>I Can.....</b>
	Add drawings or other visual displays to descriptions as desired to provide additional detail.	~ 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>	<b>I Can.....</b>
	Speak audibly and express thoughts, feelings, and ideas clearly.	~ 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>	<p><b>SL.1.1</b></p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p><b>I Can.....</b></p> <p>~ Identify and follow the agreed upon rules for discussion (SL.1.1)</p> <p>~ Listen to the comments of others and share my own ideas (SL.1.1)</p> <p>~ Ask questions when I do not understand (SL.1.1)</p>
<b>MCCS SL.2</b>	<p><b>SL.1.2</b></p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>I Can.....</b></p> <p>~ Identify information from a text being read aloud (SL.1.2)</p> <p>~ Ask questions about key details in a text or presentation (SL.1.2)</p> <p>~ Answer questions about key details in a text or presentation (SL.1.2)</p> <p>~ Identify information that is presented in different ways (e.g. media, charts, graphs, websites, speeches) (SL.1.2)</p>
<b>MCCS SL.3</b>	<p><b>SL.1.3</b></p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>I Can.....</b></p> <p>Answer questions about a speaker’s presentation (SL.1.3)</p> <p>~ Ask questions about a presentation when I do not understand or need more information (SL.1.3)</p>
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<p><b>SL.1.4</b></p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>I Can.....</b></p> <p>~ Use relevant details to describe people, places, things and events (SL.1.4)</p> <p>~ Express ideas and feelings clearly (SL.1.4)</p>
<b>MCCS SL.5</b>	<p><b>SL.1.5</b></p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>I Can.....</b></p> <p>~ Identify places in my presentation where ideas, thoughts or feelings are not clear (SL.1.5)</p> <p>~ Add drawings or visual displays (e.g. illustrations, graphs, photos) to clarify my ideas, thoughts or feelings (SL.1.5)</p>
<b>MCCS SL.6</b>	<p><b>SL.1.6</b></p> <p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p><b>I Can.....</b></p> <p>~ Recognize a complete sentence (a group or words that expresses a complete though) SL.1.6)</p> <p>~ Use complete sentences (SL.1.6)</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 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> 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. 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> 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> 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> 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> 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> 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>	<b>SL.3.1</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 3 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 (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	~ Use what I've read or studied and other information known about the topic to be discussed. SL3.1  ~ Stay on topic by making comments about the information being discussed SL3.1  ~ Make connections between the comments of others. SL3.1  ~ Explain my own ideas and tell what I've learned from a discussion SL3.1  ~ Identify and follow the agreed upon rules for discussion SL3.1  ~ Read or study materials to be discussed SL3.1
	<b>MCCS SL.2</b>	<b>I Can.....</b>
	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.	~ Use the information gathered to determine the main idea and support details of a presentation SL3.2 ~ 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
	<b>MCCS SL.3</b>	<b>I Can.....</b>
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	~ Ask questions about a speaker's presentation when I do not understand or need more information SL3.3 ~ Ask questions when I do not understand SL3.3 ~ Answer questions about a speaker's presentation by using appropriate elaboration and detail SL3.3	
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<b>SL.3.4</b>	<b>I Can.....</b>
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.	~ Present a topic, text, story, or experience with facts and relevant (appropriate) descriptive details SL3.4 ~ Report my information by speaking clearly at an understandable pace SL3.4	

## 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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	K-5 Speaking and Listening Band Grade Four	K-5 Learner Targets (I Can Statements) Grade Four
<b>MCCS SL.1 Comprehension and Collaboration</b>	<p><b>SL.4.1</b></p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 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 and carry out assigned roles.</p> <p>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.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>I Can.....</b></p> <p>~ Come to discussions prepared to participate because I have studied appropriate materials. SL.4.1a</p> <p>~ Use my preparation to explore new ideas about a topic and make connections during discussion. SL.4.1a</p> <p>~ Effectively participate in different types of discussions and with different people. SL.4.1a-d</p> <p>~ Follow agreed-upon rules for discussion and carry out my assigned role. SL.4.1b</p> <p>~ Build on others' ideas and express my own ideas clearly. SL.4.1c</p> <p>~ Ask and answer questions to help me understand discussions and stay on topic that contributes to others ideas and remarks. SL.4.1c</p> <p>~ Think about what is discussed and explain any new thinking that I have. SL.4.1d</p>
<b>MCCS SL.2</b>	<p><b>SL.4.2</b></p> <p>Paraphrase portions 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>~ Paraphrase text read aloud or information presented to me. SL.4.2</p>
<b>MCCS SL.3</b>	<p><b>SL.4.3</b></p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p><b>I Can.....</b></p> <p>~ Identify the reasons and evidence a speaker gives to support his/her points. SL.4.3</p>
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<p><b>SL.4.4</b></p> <p>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</p>	<p><b>I Can.....</b></p> <p>~ Speak clearly and at an understandable pace. SL.4.4</p> <p>~ Report on a relevant topic or tell a story with correct and appropriate facts and details to support my main ides. SL.4.4</p>
<b>MCCS SL.5</b>	<p><b>SL.4.5</b></p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>I Can.....</b></p> <p>~ Create engaging audio recordings or visual displays to help me show main ideas or themes when necessary SL.4.5</p>
<b>MCCS SL.6</b>	<p><b>SL.4.6</b></p> <p>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.)</p>	<p><b>I Can.....</b></p> <p>~ Figure out when to use standard formal English and when I can use informal English. SL.4.6</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 Five</b>	<b>K-5 Learner Targets (I Can Statements) Grade Five</b>
<b>MCCS SL.1 Comprehension and Collaboration</b>	<p><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.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>I Can.....</b></p> <p>~ 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</p>
<b>MCCS SL.2</b>	<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>I Can.....</b></p> <p>~ Summarize information from text being read aloud or in other formats like media, charts, graphs, websites, speeches, etc. SL5.2</p>
<b>MCCS SL.3</b>	<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p><b>I Can.....</b></p> <p>~ Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. SL5.3</p>
<b>MCCS SL.4 Presentation of Knowledge and Ideas</b>	<p><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.</p>	<p><b>I Can.....</b></p> <p>~ Determine a logical sequence for presenting ideas and facts. SL5.4</p>
<b>MCCS SL.5</b>	<p><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.</p>	<p><b>I Can.....</b></p> <p>~ Present ideas and/or opinion with facts and relevant (appropriate)descriptive details that support the main idea or theme. ( S ) SL5.5</p>
<b>MCCS SL.6</b>	<p><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.)</p>	<p><b>I Can.....</b></p> <p>~ Report information by speaking clearly at an appropriate pace. SL5.6</p>

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