

Curriculum, Instruction, and Innovation Team

Student-Friendly Language Arts Standards

Based upon the 2009 Nebraska State Language Arts Standards



READING

LA 0.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by using what I have learned.
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Knowledge of Print

LA 0.1.1	Knowledge of Print: Students will demonstrate knowledge of the concepts of print.	I can show what I know about books.
LA 0.1.1.a	Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	I can tell the difference between many kinds of letters and words.
LA 0.1.1.b	Explain that the purpose of print is to carry information (e.g., environmental print, names)	I can explain that words on paper tell me something.
LA 0.1.1.c	Demonstrate voice to print match (e.g., student points to print as someone reads)	I can point to words as I read.
LA 0.1.1.d	Demonstrate understanding that words are made up of letters	I can show that words are made up of letters.
LA 0.1.1.e	Identify parts of a book (e.g., cover, pages, title, author, illustrator)	I can find the parts of a book.
LA 0.1.1.f	Demonstrate knowledge that print reads from left to right and top to bottom	I can read from left to right and top to bottom.
LA 0.1.1.g	Identify punctuation (e.g., period, exclamation mark, question mark)	I can identify different punctuation.

Phonological Awareness (word sounds)

LA 0.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	I can tell the different sounds that letters, word parts, and words make.
LA 0.1.2.a	Segment spoken sentences into words	I can tell how many words are in a sentence.
LA 0.1.2.b	Identify and produce oral rhymes	I can identify, say and make rhymes.
LA 0.1.2.c	Blend and segment syllable sounds in spoken words (e.g., cupcake, birthday)	I can say a word by hearing the syllables. I can hear a word and say the syllables.
LA 0.1.2.d	Blend spoken onsets and rimes to form simple words (e.g., v-an, gr-ab)	I can put together beginning sounds with word families.
LA 0.1.2.e	Segment onsets and rimes orally (e.g., v-an, gr-ab)	I can break apart beginning sounds from word families.
LA 0.1.2.f	Blend phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	I can put sounds together to make words.
LA 0.1.2.g	Segment phonemes in spoken words (e.g., beginning, middle, and ending sounds; recognize same sounds in different words)	I can take sounds apart in words.



Word Analysis

LA 0.1.3	Word Analysis: Students will acquire phonetic knowledge as they learn to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 0.1.3.a	Identify upper and lower case letters	I can identify the upper and lower case letters.
LA 0.1.3.b	Match consonant and short vowel sounds to appropriate letters (e.g., matching letters to sounds while writing)	I can match letters to sounds.
LA 0.1.3.c	Read at least 25 basic high frequency words from a commonly used list	I can read at least 25 sight* words.
LA 0.1.3.d	Use phonetic knowledge to write (e.g., approximated spelling)	I can use sounds to write words.
LA 0.1.3.e	Recognize known words in connected text (e.g., big book, environmental print, class list, labels)	I can find words I know.
LA 0.1.3.f	Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written	I can show how words are the same and different.

Fluency

LA 0.1.4	Fluency: Students will develop accuracy, phrasing, and expression during grade level reading experiences.	I can read smoothly and correctly so that it sounds like I am talking.
LA 0.1.4.a	Imitate adult's expression, reflecting meaning with voice (e.g., pause, stress, phrasing)	I can sound like a teacher when I read.
LA 0.1.4.b	Imitate repeating language patterns during reading (e.g., modeled reading, choral reading)	I can repeat what a teacher reads.
LA 0.1.4.c	Read familiar text with others, maintaining an appropriate pace	I can read out loud with others.

Vocabulary

LA 0.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can learn new words.
LA 0.1.5.a	Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds)	I can figure out what words mean.
LA 0.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can use new words to talk about things in my world.
LA 0.1.5.c	Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features (e.g., titles, bold print, illustrations) that may be used to infer the meaning of unknown words	I can find clues to figure out the meaning of new words.



LA 0.1.5.d	Identify and sort pictures of objects into conceptual categories (e.g., colors, shapes)	I can sort pictures into groups.
LA 0.1.5.e	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer(s), teacher)	I can find the meaning of words by using things in the classroom or by asking someone else.

Comprehension

LA 0.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 0.1.6.a	Explain that the author and illustrator create books	I can tell who wrote the book and drew the pictures.
LA 0.1.6.b	Identify elements of the story including setting, character, and events	I can name the characters, tell where they are, and tell what happens in a story.
LA 0.1.6.c	Retell information from narrative text including characters, setting, and events	I can retell a story.
LA 0.1.6.d	Indicate that authors use words in different ways (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia, sensory details)	I can look for different ways authors use words.
LA 0.1.6.e	Retell main ideas from informational text	I can retell the main ideas from something I read.
LA 0.1.6.f	Identify text features in informational text (e.g., titles, bold print, illustrations)	I can find the text features in nonfiction.
LA 0.1.6.g	Demonstrate a basic knowledge of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	I can tell about different kinds of texts.
LA 0.1.6.h	Make connections between characters or events in narrative and informational text, to own life or other cultures	I can connect what I read to myself and other people.
LA 0.1.6.i	Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	I can ask and answer questions by using what I already know and have read.
LA 0.1.6.j	Identify different purposes for reading (e.g., information, pleasure)	I can tell why I read.
LA 0.1.6.k	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read and to the world around me.
LA 0.1.6.l	Make predictions about a text using prior	I can predict what will happen



	knowledge, pictures, and titles	next in the story.
LA 0.1.6.m	Respond to text verbally, in writing, or artistically	I can talk, write or draw about what I have read.

WRITING

LA 0.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 0.2.1	Writing Process: Students will use writing to communicate.	I can use the writing process to communicate with others.
LA 0.2.1.a	Demonstrate that writing communicates thoughts and ideas	I can write to share what I am thinking.
LA 0.2.1.b	Apply prewriting activities to generate ideas (e.g., brainstorming, discussions, drawing, literature, personal/classroom experiences)	I can plan before I write.
LA 0.2.1.c	Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences); select and organize ideas relevant to a topic	I can start a story by putting my ideas on paper.
LA 0.2.1.d	Revise writing by adding details	I can make my writing better by adding details.
LA 0.2.1.e	Edit writing for format and conventions (e.g., correct spelling of frequently used words, basic punctuation such as period, exclamation mark, question mark)	I can make my writing better by fixing my mistakes.
LA 0.2.1.f	Publish a legible document (e.g., handwritten)	I can publish a neat copy of my writing.
LA 0.2.1.g	Print all uppercase and lowercase letters, attending to the form of the letters	I can print uppercase and lowercase letters correctly.

Writing Genres

LA 0.2.2	Writing Genres: Student will write for a variety of purposes and audiences in multiple genres.	I can write for many reasons and for different people.
LA 0.2.2.a	Write for a specific purpose (e.g., lists, alphabet book, story with picture, label objects in classroom)	I can write for a certain reason.
LA 0.2.2.b	Write to known audience or specific reader (e.g., letter to a familiar person, note to teacher, thank note)	I can write for different people.

SPEAKING AND LISTENING

LA 0.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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SPEAKING

LA 0.3.1.a	Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 0.3.1.a	Communicate ideas orally in daily classroom activities and routines	I can share my ideas out loud in class.

Listening

LA 0.3.2	Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.	I can listen carefully to other people when they are speaking.
LA 0.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	I can listen to others.
LA 0.3.2.b	Complete a task after listening for information	I can listen and follow directions to do a job.
LA 0.3.2.c	Listen and retell main ideas of information	I can listen and repeat what I heard.

Reciprocal Communication

LA 0.3.3	Reciprocal Communication: Students will demonstrate reciprocal communication skills.	I can be kind when talking to others.
LA 0.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	I can be careful of the words I choose.
LA 0.3.3.b	Demonstrate conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	I can pay attention and take turns when I talk to someone.
LA 0.3.3.c	Participate in learning situations (e.g., small groups, show and share, cooperative problem solving, play)	I can work and play with others.

MULTIPLE LITERACIES (Electronic Communication)

LA 0.4	Students will identify, locate, and evaluate information.	I can find information and decide what I think about it.
LA 0.4.1	Multiple Literacies: Students will gain knowledge, identify main idea, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find information and use it in many ways.
LA 0.4.1.a	Identify resources to find information (e.g., print, electronic)	I can find information in many places.



LA 0.4.1.b	Demonstrate understanding of authorship of print and online resources	I can explain that an author is the owner of what they write.
LA 0.4.1.c	Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g. rules for internet use)	I can be safe when talking to others on the computer.
LA 0.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	I can learn from others using the computer.
LA 0.4.1.e	Gather and share information and opinions as a result of communication with others (e.g., computer applications, teacher controlled internet downloads, multimedia presentations)	I can gather and share information with others using the computer.



READING

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Knowledge of Print

LA 1.1.1	Knowledge of Print: Students will demonstrate knowledge of the concepts of print.	I can show what I know about books.
LA 1.1.1.a	Identify variations in print (e.g., font, size, bold, italic, upper/lower case)	I can tell the difference between many kinds of letters and words.
LA 1.1.1.b	Explain that the purpose of print is to carry information	I can explain that words on paper tell me information.
LA 1.1.1.c	Demonstrate voice to print match (e.g., student points to words while reads)	I can point to words as I read.
LA 1.1.1.d	Demonstrate understanding that words are made up of letters	I can show that words are made up of letters.
LA 1.1.1.e	Identify parts of a book (e.g., pages, title, title page, author, illustrator, table of contents)	I can identify the parts of a book.
LA 1.1.1.f	Demonstrate knowledge that print reads from left to right and top to bottom	I can read print from left to right and top to bottom.
LA 1.1.1.g	Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)	I can identify different punctuation.

LA 1.1.2

Phonological Awareness (word sounds)

LA 1.1.2	Phonological Awareness: Students will demonstrate phonological awareness through oral activities.	I can tell the different sounds that letters, word parts, and words make.
LA 1.1.2.a	Segment spoken sentences into words	I can tell how many words are in a sentence.
LA 1.1.2.b	Identify and produce oral rhymes	I can identify, say and make rhymes.
LA 1.1.2.c	Blend and segment syllable sounds in spoken words	I can say a word by hearing the syllables. I can hear a word and say the syllables.
LA 1.1.2.d	Blend and segment onset and rime orally (e.g., v-an, gr-ab)	I can put together beginning sounds with word families. I can break apart beginning sounds from word families.



LA 1.1.2.e	Manipulate phonemes orally (e.g., blend, segment)	I can sound out words by putting sounds together and taking them apart .
LA 1.1.2.f	Manipulate phonemes to create new words, pseudo or real (e.g., “What is hand without the /h/?” –and; “The word is cat. Change the /t/ to /n/. What’s the new word?” –can)	I can change letter sounds to make new words.

Word Analysis

LA 1.1.3	Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 1.1.3.a	Read, write, and spell words by applying common letter-sound correspondences (e.g., single letter consonants, consonant blends, long and short vowels, digraphs)	I can read, write, and spell words because I know the letter sounds.
LA 1.1.3.b	Use common word patterns to read, write, and spell new words (e.g., r-controlled letter-sound associations, endings [-s, -ing, -ed], consonant blends)	I can read, write, and spell new words using word patterns.
LA 1.1.3.c	Read at least 100 high-frequency words from a commonly used list	I can read at least 100 sight* words.
LA 1.1.3.d	Spell single syllable phonetically regular words	I can spell words that I can sound out.
LA 1.1.3.e	Blend sounds to read words	I can blend sounds to read words.
LA 1.1.3.f	Read words in connected text	I can read words in a sentence.
LA 1.1.3.g	Use word structure to read text including onsets and rimes, contractions, and common compound words (e.g., football, popcorn, daydream)	I can use what I know about words to read.
LA 1.1.3.h	Monitor the accuracy of decoding	I can tell if I read a word correctly.

Fluency

LA 1.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.	I can read smoothly and correctly so that it sounds like I am talking.
LA 1.1.4.a	Read in meaningful phrases that sound like natural language to support comprehension	I can read smoothly to help me understand what I am reading.
LA 1.1.4.b	Use a core of high-frequency words and phrases	I can read sight* words alone or with other words.



LA 1.1.4.c	Use repeating language patterns when reading	I can read words that are repeated.
LA 1.1.4.d	Use voice intonation (e.g., volume, tone, emphasis) to influence the meaning of text (e.g., character voices, excitement, sadness)	I can read with appropriate expression.
LA 1.1.4.e	Read along with others and independently practice keeping an appropriate pace for a text	I can read smoothly out loud with others and by myself.

Vocabulary

LA 1.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can learn new words.
LA 1.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words)	I can figure out what words mean.
LA 1.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can use new words to talk about things in my world.
LA 1.1.5.c	Demonstrate understanding that context clues (e.g., word and sentence clues, re-reading) and text features (e.g., photos, illustrations, titles, bold print) exist and may be used to help infer the meaning of unknown words	I can understand how to use clues to figure out the meaning of new words.
LA 1.1.5.d	Define, sort, and categorize words into conceptual categories (e.g., opposites, living things, synonyms)	I can tell why I sort words into groups.
LA 1.1.5.e	Determine word meaning using reference materials and classroom resources (e.g., word wall, picture dictionary, peer (s), teacher)	I can find the meaning of words by using things in the classroom or by asking someone else.
LA 1.1.5.f	Locate words in reference materials (e.g., alphabetical order)	I can use ABC order to find words.

Comprehension

LA 1.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
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LA 1.1.6.a	Identify author, illustrator, and author's purpose (e.g., explain, entertain, inform)	I can tell who wrote the book, why they wrote it, and who drew the pictures.
LA 1.1.6.b	Identify elements of narrative text (e.g., characters, setting, events)	I can name the characters, describe the setting, and tell what happens in a story.
LA 1.1.6.c	Retell information from narrative text including characters, setting, and events	I can retell a story.
LA 1.1.6.d	Identify the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	I can name different ways authors use words.
LA 1.1.6.e	Retell main ideas from informational text	I can retell the main ideas from something I read.
LA 1.1.6.f	Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast)	I can tell how informational text is organized.
LA 1.1.6.g	Identify text features in informational text (e.g., titles, bold print, italic, illustrations, captions)	I can find the text features in nonfiction.
LA 1.1.6.h	Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to-books)	I can identify different kinds of stories and books.
LA 1.1.6.i	Make connections between characters or events in narrative and informational text, to own life or other cultures	I can connect what I read to myself and other people.
LA 1.1.6.j	Generate and/or answer clarifying questions (who, what, when, where, why, how), supporting answers using prior knowledge and information from the text	I can ask and answer questions by using what I already know and have read.
LA 1.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure)	I can tell why I read.
LA 1.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read and to the world around me.
LA 1.1.6.m	Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	I can tell when my reading doesn't make sense, and can go back and fix it.



LA 1.1.6.n	Confirm predictions about what will happen next in a text by using meaning clues (e.g., pictures, titles, cover, story sequence, key words)	I can use clues from the story to prove my predictions are right or wrong.
LA 1.1.6.o	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.

WRITING

LA 1.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 1.2.1

Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

I can use the writing process to publish my writing.

LA 1.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 1.2.1.a	Demonstrate that writing communicates thoughts and ideas	I can write to share what I am thinking.
LA 1.2.1.b	Apply prewriting activities and inquiry tools to generate ideas (e.g., draw, brainstorm, graphic organizer, writing tools)	I can plan before I write.
LA 1.2.1.c	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing complete sentences of varying length and complexity (e.g., dictation, labeling, simple sentences)	I can create a draft of my writing.
LA 1.2.1.d	Revise writing by adding details (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can make my writing better by adding details.
LA 1.2.1.e	Provide feedback to other writers	I can help others with their writing.



LA 1.2.1.f	Edit writing for format and conventions (e.g., correct spelling of frequently used words, capitalization, grammar, basic punctuation such as exclamation mark.	I can make my writing better by fixing my mistakes.
LA 1.2.1.g	Publish a legible document (e.g., handwritten)	I can publish a neat copy of my writing.
LA 1.2.1.h	Write with appropriate spaces between letters, words, and sentences.	I can use correct spacing when I write.

Writing Genres

LA 1.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
LA 1.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for many reasons and for different people.
LA 1.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	I can write for a specific reason.
LA 1.2.2.b	Write to known audience or specific reader (e.g., letter to familiar person)	I can write for different people.
LA 1.2.2.c	Write books and short pieces of writing that tell a story and/or provide information to readers about a topic	I can write short passages that give information to the reader.
LA 1.2.2.d	Write stories with a beginning, middle, and end	I can write stories with a beginning, middle and an end.
LA 1.2.2.e	Compare models and examples (own and others) of various genres create similar pieces	I can see how my writing is like the writing of other people.

SPEAKING AND LISTENING

LA 1.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 1.3.1	Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
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LA 1.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	I can appropriately share my ideas out loud.
LA 1.3.1.b	Communicate orally in daily classroom activities and routines	I can share my ideas out loud in class.

Listening

LA 1.3.2	Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.	I can listen carefully to other people when they are speaking.
LA 1.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., stories, songs, conversations, student sharing, teacher presentation)	I can listen to others.
LA 1.3.2.b	Use information in order to complete a task (e.g., following one/two step directions, responding to questions)	I can listen and follow directions to do a job.
LA 1.3.2.c	Listen and retell specific details of information	I can listen and repeat what I heard.
LA 1.3.2.d	Listen to and ask questions about thoughts, ideas, and information being communicated	I can listen and ask questions about what I heard.

Reciprocal Communication

LA 1.3.3	Reciprocal Communication: Students will develop reciprocal communication skills.	I can be respectful when talking with other people.
LA 1.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words)	I can be careful with the words I choose and how they affect others.
LA 1.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact)	I can pay attention and take turns when I talk to someone.
LA 1.3.3.c	Participate in learning situations (e.g. small groups, show and share, cooperative problem solving, play)	I can work and play with others.

MULTIPLE LITERACIES (Electronic Communication)

LA 1.4	Students will identify, locate, and evaluate information.	I can find information and decide what I think about it.
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LA 1.4.1	Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find information and use it in many ways.
LA 1.4.1.a	Identify resources to find information (e.g., print, electronic)	I can find information in many places.
LA 1.4.1.b	Demonstrate understanding of authorship of print and online resources	I can explain that an author is the owner of what they write.
LA 1.4.1.c	Demonstrate awareness of safe behaviors when communicating and interacting with others (e.g., safe information to share online)	I can be safe when talking to others on the computer.
LA 1.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	I can use technology to learn from others.
LA 1.4.1.e	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.

*can be changed to meet local curricular terminology



READING

LA 2.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by using the skills I have learned.
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Word Analysis

LA 2.1.3	Word Analysis: Students will use phonetic analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 2.1.3.a	Use knowledge of letter/sound correspondence and spelling patterns to read, write, and spell (e.g., consonant and vowel digraphs, diphthongs)	I can read, write, and spell words because I know the letter sounds and spelling patterns.
LA 2.1.3.b	Read, write, and spell sight words	I can read, write, and spell sight words.
LA 2.1.3.c	Blend sounds to form words	I can blend sounds to read and write words.
LA 2.1.3.d	Read words in connected text	I can read words in sentences and paragraphs.
LA 2.1.3.e	Use word structure to read text (e.g., onset and rime, prefixes/suffixes, compound words, contractions, syllabication, derivation)	I can use what I know about words to read.
LA 2.1.3.f	Monitor the accuracy of decoding	I can tell if I read a word correctly.

Fluency

LA 2.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text	I can read smoothly and correctly so that it sounds like I am talking.
LA 2.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	I can read smoothly to help me understand what I am reading.
LA 2.1.4.b	Read high-frequency words and phrases accurately and automatically	I can read sight* words correctly and smoothly.
LA 2.1.4.c	Vary voice intonation (e.g., volume, tone) to reflect meaning of text	I can read with appropriate expression.
LA 2.1.4.d	Use appropriate pace while reading to gain and enhance the meaning of text	I can speed up or slow down my pace to help me understand what I read.



Vocabulary

LA 2.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can learn new words.
LA 2.1.5.a	Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	I can figure out what words mean.
LA 2.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can use new words to talk about things in my world.
LA 2.1.5.c	Identify and use context clues (e.g., word and sentence clues, re-reading) and text features (e.g., illustrations, graphs, titles, bold print) to help infer meaning of unknown words	I can find and use clues to figure out the meaning of new words.
LA 2.1.5.d	Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, multiple meanings)	I can tell how words are related.
LA 2.1.5.e	Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	I can find the meaning of words by looking in different places.
LA 2.1.5.f	Locate words in reference materials (e.g., alphabetical order, guide words)	I can use ABC order and guide words to find words.

Comprehension

LA 2.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 2.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension	I can tell why the author wrote the story to help me understand what I read.
LA 2.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot)	I can identify the characters, the setting, and the plot in a story.
LA 2.1.6.c	Retell information from narrative text including characters, setting, and plot	I can retell a story.
LA 2.1.6.d	Explain the ways authors use words (e.g., rhythm, repeating line, simile, alliteration, onomatopoeia)	I can explain different ways authors use words.



LA 2.1.6.e	Retell and summarize the main idea from informational text	I can retell and summarize the main idea from informational text.
LA 2.1.6.f	Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast)	I can tell how informational text is organized.
LA 2.1.6.g	Use text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, titles, bold print, captions)	I can use what I know about text features to find information and understand what I read.
LA 2.1.6.h	Identify the basic characteristics of familiar narrative and informational text genres (e.g., fairy tales, nursery rhymes, picture books, how-to books)	I can identify the characteristics of different kinds of stories and books.
LA 2.1.6.i	Compare and contrast connections between characters or events in narrative or informational text, to own life or other cultures	I can compare and contrast characters and events to myself, to others, and to the world.
LA 2.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	I can ask and answer questions by using what I already know and have read.
LA 2.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	I can tell why I read.
LA 2.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read, to other texts, and to the world.
LA 2.1.6.m	Self-monitor comprehension by applying appropriate strategies to self-correct when errors detract from meaning	I can check my own comprehension and self-correct the errors.
LA 2.1.6.n	Make and confirm/modify predictions before, during, and after reading(e.g., illustrations, personal experience, events, character traits)	I can make a prediction, decide if it is right or wrong, and change it.
LA 2.1.6.o	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.



WRITING

LA 2.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 2.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 2.2.1.a	Use prewriting activities and inquiry tools to generate ideas (e.g., brainstorm, map, free write, graphic organizer)	I can plan before I write.
LA 2.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing complete sentences of varying length, and complexity, and type (e.g., dictation, labeling, simple sentences declarative, interrogative, exclamatory) -Developing a coherent beginning and end	I can create a draft of my writing.
LA 2.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 2.2.1.d	Provide oral feedback to other writers; utilize others' feedback to improve own writing	I can share ideas to improve my writing and the writing of others.
LA 2.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, basic punctuation)	I can make my writing better by fixing my mistakes.
LA 2.2.1.f	Publish a legible document (e.g., handwritten or electronic)	I can publish a neat copy of my writing.
LA 2.2.1.g	Print legibly (e.g., letter formation, letter size, spacing, alignment)	I can print neatly and correctly.

Writing Genres

LA 2.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for many reasons and for different people.
LA 2.2.2.a	Write for a specific purpose (e.g., story with pictures, factual book, alphabet book, poem, letter)	I can write for a specific reason.



LA 2.2.2.b	Write to known audience or specific reader (e.g. letter to familiar person)	I can write for different people.
LA 2.2.2.c	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	I can write short passages in a specific genre.
LA 2.2.2.d	Use an organizational structure that includes a central idea or focus	I can use a main idea to organize my writing.
LA 2.2.2.e	Compare models and examples (own and others) of various genres to create a similar piece	I can compare examples of writing and write a similar piece.

SPEAKING AND LISTENING

LA 2.3	Students will learn and apply speaking and listening skills and strategies to communicate	I can communicate with others by listening and speaking.
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Speaking

LA 2.3.1	Speaking Skills: Students will develop and demonstrate speaking skills to communicate key ideas in a variety of situations	I can communicate ideas with my words.
LA 2.3.1.a	Communicate ideas orally in a manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	I can appropriately share my ideas out loud.
LA 2.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	I can change the way I speak for different purposes.

Listening

LA 2.3.2	Listening Skills: Students will develop and demonstrate active listening skills across a variety of situations.	I can listen carefully to other people when they are speaking.
LA 2.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, teacher presentation)	I can listen to others in different situations.
LA 2.3.2.b	Use information in order to complete a task (e.g., follow multi-step directions, responding to questions)	I can listen and follow directions to do a job.
LA 2.3.2.c	Listen and retell specific details of information heard	I can listen and repeat what I heard.
LA 2.3.2.d	Listen to and ask questions about thoughts, ideas, and information being communicated	I can listen and ask questions about what I heard.



Reciprocal Communication

LA 2.3.3	Reciprocal Communication: Students will develop reciprocal communication skills.	I can have respectful conversations with other people.
LA 2.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., helpful and hurtful words, stereotypes, multiple meanings of words)	I can be careful with the words I choose and how they affect others.
LA 2.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, take turns talking, eye contact, stay on topic, non-verbal cues)	I can pay attention and take turns when I talk to someone.
LA 2.3.3.c	Participate actively with others in learning situations by contributing questions, information, opinions, and ideas (e.g., book share, literature circle, field trip share, cooperative problem solving)	I can share my ideas and ask questions when I'm learning.

MULTIPLE LITERACIES (Electronic Communication)

LA 2.4	Students will identify, locate, and evaluate information.	I can locate information and decide what I think about it.
LA 2.4.1	Multiple Literacies: Students will research, summarize, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find information and use it in many ways.
LA 2.4.1.a	Use resources to answer guiding questions (e.g., print, electronic)	I can use resources to answer questions.
LA 2.4.1.b	Discuss ethical and legal use of information	I can explain why it is wrong to take an author's words and use them as my own.
LA 2.4.1.c	Practice safe behaviors when communicating and interacting with others (e.g., safe information to share online)	I can practice safe behaviors when I am communicating on the computer.
LA 2.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	I can use technology to learn from others.
LA 2.4.1.e	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.



LA 2.4.1.f	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online.
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READING

LA 3.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by using the skills and strategies I have learned.
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Word Analysis

LA 3.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 3.1.3.a	Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell	I can use what I know about sounds and spelling patterns to read, write, and spell.
LA 3.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	I can use what I know about words to read.

Fluency

LA 3.1.4	Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.	I can read fluently.
LA 3.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	I can read smoothly to help me understand what I am reading.
LA 3.1.4.b	Read words and phrases accurately and automatically	I can read words and phrases correctly and smoothly.
LA 3.1.4.c	Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text	I can use punctuation to help me read so that it sounds like I am talking.
LA 3.1.4.d	Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing	I can read aloud and know when to speed up or slow down to help me understand.

Vocabulary

LA 3.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can learn new vocabulary for different purposes.
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LA 3.1.5.a	Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)	I can use what I know about words to determine meaning.
LA 3.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can connect new vocabulary to what I already know and use those words in other situations.
LA 3.1.5.c	Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words	I can find and use context clues and text features to figure out the meaning of new words.
LA 3.1.5.d	Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)	I can identify how words are related.
LA 3.1.5.e	Identify meaning using print and digital reference materials (e.g., dictionary, glossary)	I can use different resources to find out what words mean.
LA 3.1.5.f	Locate words in reference materials (e.g., alphabetical order, guide words)	I can locate words in reference materials.

Comprehension

LA 3.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 3.1.6.a	Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension	I can tell if the author's purpose is to persuade, inform, entertain, or explain.
LA 3.1.6.b	Identify elements of narrative text (e.g., characters, setting, plot, point of view)	I can identify the elements of a story.
LA 3.1.6.c	Retell and summarize narrative text including characters, setting, and plot with supporting details	I can retell and summarize a story using supporting details.
LA 3.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)	I can identify and explain how authors use literary devices.



LA 3.1.6.e	Retell and summarize the main idea from informational text using supporting details	I can retell and summarize the main idea and supporting details from informational text.
LA 3.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)	I can recognize and use what I know about how informational text is organized to help me understand what it means.
LA 3.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)	I can apply what I know about text features to find information and understand what I read.
LA 3.1.6.f	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	I can describe different genres.
LA 3.1.6.i	Use narrative or informational text to develop a multi-cultural perspective	I can use narrative and informational text to understand people and cultures.
LA 3.1.6.j	Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text	I can ask and answer questions using information in the text, what I know, and what I believe.
LA 3.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	I can explain my purpose for reading.
LA 3.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read, to other texts, and to the world.
LA 3.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	I can recognize when I don't understand what I am reading and can use strategies to clarify, confirm, or correct.
LA 3.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)	I can make predictions and confirm or adjust them while I read.
LA 3.1.6.o	Use examples and details in a text to make inferences about a story or situation	I can infer using what I know and information from the text to understand what I read.



LA 3.1.6.p	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.
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WRITING

LA 3.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 3.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 3.2.1.a	Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)	I can brainstorm ideas and organize information using a variety of resources and strategies.
LA 3.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory) -Developing paragraphs with topic sentences and supporting facts and details	I can create a draft of my writing.
LA 3.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 3.2.1.d	Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing	I can share ideas to improve my writing and the writing of others.
LA 3.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.
LA 3.2.1.f	Publish a legible document (e.g., handwritten or electronic)	I can publish a legible copy of my writing.



LA 3.2.1.g	Write legibly in cursive	I can write using proper cursive.
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Writing Genres

LA 3.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for a variety of purposes and audiences using different genres.
LA 3.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	I can write in a selected genre for a specific purpose.
LA 3.2.2.b	Write considering audience and what the reader needs to know	I can write for different people to give them information they need.
LA 3.2.2.c	Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)	I can write short passages in a specific genre.
LA 3.2.2.d	Apply an organizational structure appropriate to the task (e.g., logical, sequential order)	I can organize my writing based on my purpose.
LA 3.2.2.e	Analyze models and examples (own and others) of various genres to create a similar piece	I can analyze examples of writing and write a similar piece.

SPEAKING AND LISTENING

LA 3.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 3.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 3.3.1.a	Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)	I can communicate clearly and appropriately.
LA 3.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	I can change the way I speak for different purposes.
LA 3.3.1.c	Utilize available media to enhance communication (e.g., poster, overhead)	I can use available media to improve communication.



Listening

LA 3.3.2	Listening Skills: Students will develop and apply active listening skills across a variety of situations.	I can learn and use active listening skills in many situations.
LA 3.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	I can listen to others in different situations.
LA 3.3.2.b	Use information in order to complete a task	I can use information to complete a task.
LA 3.3.2.c	Listen, ask questions to clarify, and take notes to ensure accuracy of information	I can understand information by listening, asking questions and taking notes
LA 3.3.2.d	Listen to and summarize thoughts, ideas, and information being communicated	I can summarize information that I heard.

Reciprocal Communication

LA 3.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.	I can have respectful conversations with others.
LA 3.3.3.a	Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	I can be careful with the words I choose and how they affect others.
LA 3.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	I can use conversation strategies when I communicate with someone.
LA 3.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can work with others by communicating my ideas and opinions in different ways.



MULTIPLE LITERACIES (Electronic Communication)

LA 3.4	Students will identify, locate, and evaluate information.	I can identify, locate, and form an opinion about information.
LA 3.4.1	Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of ways.
LA 3.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, electronic)	I can select and use resources to answer questions.
LA 3.1.4.b	Discuss ethical and legal use of information	I can explain why it is wrong to take an author's words and use them as my own.
LA 3.1.4.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)	I can practice safe and ethical behaviors when I am communicating on the computer.
LA 3.1.4.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	I can use technology to communicate with other learners.
LA 3.1.4.e	Identify bias and commercialism (e.g., product placement, advertising)	I can judge the fairness and the purpose of the information I find.
LA 3.1.4.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 3.1.4.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.



READING

LA 4.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by using the skills and strategies I have learned.
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Word Analysis

LA 4.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 4.1.3.a	Use advanced sound/spelling patterns (e.g., vowel variance, multi-syllable words) to read, write, and spell	I can use what I know about sounds, spelling patterns, and syllables to read, write, and spell.
LA 4.1.3.b	Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)	I can use what I know about word structure to read.

Fluency

LA 4.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	I can fluently read a variety of grade level texts.
LA 4.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	I can read smoothly to help me understand what I am reading.
LA 4.1.4.b	Read words and phrases accurately and automatically	I can read words and phrases correctly and smoothly.
LA 4.1.4.c	Demonstrate conversational tone (e.g., volume, pitch) and use of punctuation to reflect meaning of text	I can use punctuation to help me read so that it sounds like I am talking.
LA 4.1.4.d	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	I can adjust the pace of both oral and silent reading.

Vocabulary

LA 4.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can build and use vocabulary from all subjects.
LA 4.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, plurals, possessives, suffixes, prefixes, base and root words)	I can use what I know about words to determine meaning.
LA 4.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can connect new vocabulary to what I already know and use those words in other situations.



LA 4.1.5.c	Apply context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions) to infer meaning of unknown words	I can find and use context clues and text features to figure out the meaning of new words.
LA 4.1.5.d	Identify semantic relationships (e.g., patterns and categories, homographs, homophones, synonyms, antonyms, multiple meanings)	I can identify how words are related.
LA 4.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	I can use different resources to determine what words mean.

Comprehension

LA 4.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 4.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text	I can identify an author's purpose and recognize how the author's feelings influence the writing.
LA 4.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	I can identify and analyze the elements of a narrative text.
LA 4.1.6.c	Summarize narrative text including characters, setting, and plot with supporting details	I can summarize a narrative text using supporting details.
LA 4.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	I can identify and explain how authors use literary devices.
LA 4.1.6.e	Retell and summarize the main idea from informational text using supporting details	I can retell and summarize informational text using the main idea and supporting details.
LA 4.1.6.f	Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	I can understand and apply what I know about how informational text is organized to help me understand what it means.



LA 4.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., glossary, maps, charts, tables, graphs, illustrations, headings, subheadings, captions, font/format styles)	I can apply what I know about text features to find information and understand what I read.
LA 4.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)	I can describe different genres.
LA 4.1.6.i	Use narrative or informational text to develop a multi-cultural perspective	I can use narrative and informational text to understand people and cultures.
LA 4.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text	I can ask and answer questions using information in the text, what I know and what I believe.
LA 4.1.6.k	Identify and explain purpose for reading (e.g., information, pleasure, understanding)	I can explain my purpose for reading.
LA 4.1.6.l	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read, to other texts, and to the world.
LA 4.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	I can recognize when I don't understand what I am reading and can use strategies to clarify, confirm, or correct.
LA 4.1.6.n	Make and confirm/modify predictions before, during, and after reading (e.g., title, topic sentences, font, key words, foreshadowing clues)	I can make predictions and confirm or adjust them while I read.
LA 4.1.6.o	Use examples and details in a text to make inferences about a story or situation	I can infer using what I know and information from the text to understand what I read.
LA 4.1.6.p	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.

WRITING

LA 4.2	Students will learn and apply writing skills and strategies to communicate.	I can use writing to communicate with others.
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Writing Process



LA 4.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 4.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing and answer questions (e.g., sketch, brainstorm, diagram, free write, graphic organizer, digital idea mapping tool, word processing tools, multimedia)	I can use resources and strategies to brainstorm, organize and guide my writing.
LA 4.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) -Developing introductory and concluding paragraphs	I can create a draft of my writing.
LA 4.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 4.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
LA 4.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.
LA 4.2.1.f	Publish a legible document (e.g., handwritten or electronic)	I can publish a legible copy of my writing.

Writing Genres

LA 4.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for a variety of purposes and audiences using different genres.
LA 4.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	I can write in a selected genre for a specific purpose.
LA 4.2.2.b	Write considering audience and what the reader needs to know; select words and format with audience in mind	I can write for different people to give them information they need.



LA 4.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, formal letter)	I can write short passages in a specific genre.
LA 4.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order)	I can choose how to organize my writing based on my purpose.
LA 4.2.2.e	Analyze models and examples (own and others) of various genres to create a similar piece	I can analyze examples of writing in different genres to create a similar piece.

SPEAKING AND LISTENING

LA 4.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 4.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 4.3.1.a	Communicate ideas and information in a clear and concise manner appropriate to the purpose and setting	I can communicate information and ideas clearly for different purposes and audiences.
LA 4.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	I can change the way I speak for different purposes.
LA 4.3.1.c	Utilize available media to enhance communication(e.g., presentation software, poster)	I can use available media to enhance communication.

Listening

LA 4.3.2	Listening Skills: Students will develop and apply active listening skills across a variety of situations.	I can learn and use active listening skills in many situations.
LA 4.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)	I can listen to others in different situations.
LA 4.3.2.b	Listen, ask questions to clarify, and take notes to ensure accuracy of information	I can understand information by listening, asking questions, and taking notes.
LA 4.3.2.c	Listen to, summarize, and explain thoughts, ideas, and information being communicated	I can summarize and explain information that is communicated.



Reciprocal Communication

LA 4.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.	I can have respectful conversations with others.
LA 4.3.3.a	Demonstrate sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)	I can be careful with the words I choose and how they affect others.
LA 4.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)	I can use conversation strategies when I communicate.
LA 4.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can work with others by communicating my ideas and opinions in different ways.

MULTIPLE LITERACIES (Electronic Communication)

LA 4.4	Students will identify, locate, and evaluate information.	I can identify, locate, and form an opinion about information.
LA 4.4.1	Multiple Literacies: Students will research, synthesize, and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of ways.
LA 4.4.1.a	Select and use multiple resources to answer guiding questions (e.g., print, subscription databases, web resources)	I can select and use resources to answer questions.
LA 4.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)	I can cite my sources to give credit to the authors.
LA 4.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)	I can practice safe behaviors when I am communicating on the computer.
LA 4.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)	I can use technology to communicate with learners from all over the world.
LA 4.4.1.e	Identify bias and commercialism (e.g., product placement, advertising)	I can describe the fairness and the purpose of the information I find.



LA 4.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 4.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.



READING

LA 5.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by applying the skills and strategies I have learned.
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Word Analysis

LA 5.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 5.1.3.a	Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon common roots and affixes, multiple syllable words)	I can use what I know about sounds and word structure to read, write, and spell.

Fluency

LA 5.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	I can fluently read a variety of grade level texts.
LA 5.1.4.a	Read phrases, clauses, and sentences that sound like natural language to support comprehension	I can read smoothly to help me understand what I am reading.
LA 5.1.4.b	Read words and phrases accurately and automatically	I can read words and phrases correctly and smoothly.
LA 5.1.4.c	Recognize and practice elements of oral prosodic reading to reflect meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	I can read aloud with appropriate expression and pacing to reflect the meaning of the text.
LA 5.1.4.d	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	I can adjust the pace of both oral and silent reading.

Vocabulary

LA 5.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can build and use vocabulary from all subjects.
LA 5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., affixes, abbreviations, parts of speech, word origins)	I can use what I know about words to determine meaning.



LA 5.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can connect new vocabulary to what I already know and use those words in other situations.
LA 5.1.5.c	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, captions, maps) to determine meaning of unknown words in a variety of text structures	I can select and use context clues and text features to figure out the meaning of new words.
LA 5.1.5.d	Identify semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies)	I can identify how words are related.
LA 5.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus, glossary)	I can use print and digital resources to determine what words mean.

Comprehension

LA 5.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 5.1.6.a	Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) and recognize how author perspective (e.g., beliefs, assumptions, biases) influences text	I can identify an author's purpose and recognize how the author's feelings influence the writing.
LA 5.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot, theme)	I can identify and analyze the elements of a narrative text.
LA 5.1.6.c	Summarize narrative text including characters, setting, plot, and theme with supporting details	I can summarize a narrative text using supporting details.
LA 5.1.6.d	Identify literary devices and explain the ways in which language is used (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	I can identify and explain how authors use literary devices.
LA 5.1.6.e	Summarize and analyze the main idea from informational text using supporting details	I can summarize and analyze informational text using the main idea and supporting details.



LA 5.1.6.f	Understand and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	I can understand and apply what I know about how informational text is organized to help me understand what it means.
LA 5.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	I can apply what I know about text features to find information and understand what I read.
LA 5.1.6.h	Describe the defining characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	I can describe different genres.
LA 5.1.6.i	Recognize the social, historical, cultural, and biographical influences in a variety of genres	I can recognize how text is influenced by society, history, culture, and people.
LA 5.1.6.j	Use narrative and informational text to develop a national and global multi-cultural perspective	I can use narrative and informational text to develop a national and global multi-cultural perspective
LA 5.1.6.k	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources	I can ask and answer questions using information in the text, additional sources, what I know, and what I believe.
LA 5.1.6.l	Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	I can choose a text for a particular task or purpose.
LA 5.1.6.m	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read, to other texts, and to the world.
LA 5.1.6.n	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct	I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
LA 5.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text	I can use examples and details to make inferences and logical predictions.
LA 5.1.6.p	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.



WRITING

LA 5.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 5.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 5.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing, and answer questions (e.g., sketch, brainstorm, map, outline, diagram, free write, graphic organizer, digital idea mapping tool)	I can use resources and strategies to brainstorm, organize and guide my writing.
LA 5.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with simple and compound sentences of varying length, and complexity, and type (e.g., declarative, interrogative, exclamatory, and imperative) -Developing details and transitional phrases that link one paragraph to another	I can create a draft of my writing.
LA 5.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 5.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
LA 5.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.



LA 5.2.1.f	Publish a legible document (e.g. report, digital story) applying formatting techniques (e.g., indenting paragraphs, titles)	I can publish a legible and well-formatted piece of writing.
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Writing Genres

LA 5.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for different purposes and audiences in multiple genres.
LA 5.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	I can write in a selected genre for a specific purpose.
LA 5.2.2.b	Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization)	I can write for my audience considering interest, background knowledge and expectations.
LA 5.2.2.c	Write considering tone/voice and typical characteristics of a selected genre (e.g., memoir, biography, report, persuasive letter, poem, essay)	I can write in a specific genre.
LA 5.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., logical, sequential order, description)	I can choose how to organize my writing based on my purpose.
LA 5.2.2.e	Analyze models and examples (own and others') of various genres to create a similar piece	I can analyze examples of writing in different genres to create a similar piece.

SPEAKING AND LISTENING

LA 5.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 5.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 5.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	I can communicate information and ideas clearly for different purposes and audiences.



LA 5.3.1.b	Demonstrate speaking techniques for a variety of purposes and situations	I can change the way I speak for different purposes.
LA 5.3.1.c	Utilize available media to enhance communication (e.g., projection system, presentation software)	I can use available media to enhance communication.

Listening

LA 5.3.2	Listening Skills: Students will develop and apply active listening skills across a variety of situations.	I can develop, apply, and refine active listening skills in a variety of situations.
LA 5.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	I can listen to others in different situations.
LA 5.3.2.b	Listen and ask questions to clarify, and take notes to ensure accuracy of information	I can understand information by listening, asking questions, and taking notes.
LA 5.3.2.c	Listen to, summarize and interpret message and purpose of information being communicated	I can summarize and interpret information that is communicated.

Reciprocal Communication

LA 5.3.3	Reciprocal Communication: Students will develop and apply reciprocal communication skills.	I can have respectful conversations with others.
LA 5.3.3.a	Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	I can choose my words appropriately, keeping my audience in mind.
LA 5.3.3.b	Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	I can use conversation strategies when I communicate.
LA 5.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can work with others by communicating my ideas and opinions in different ways.



MULTIPLE LITERACIES (Electronic Communication)

LA 5.4	Students will identify, locate, and evaluate information.	I can identify, locate, and form an opinion about information.
LA 5.4.1	Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of ways.
LA 5.4.1.a	Select and use multiple resources to generate and answer questions (e.g., print, subscription databases, web resources)	I can select and use resources to ask and answer questions.
LA 5.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., creating a simplified citation of information used)	I can cite my sources to give credit to the authors.
LA 5.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials, respecting diverse perspectives)	I can practice safe behaviors when I am communicating on the computer.
LA 5.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	I can use technology to communicate with learners from a variety of cultures.
LA 5.4.1.e	Evaluate the message for bias and commercialism (e.g., product placement, advertising, body image)	I can judge the fairness and the purpose of the information I find.
LA 5.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 5.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.



READING

LA 6.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by applying the skills and strategies I have learned.
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Word Analysis

LA 6.1.3	Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.	I can use what I know about words to read, write, and spell.
LA 6.1.3.a	Use knowledge of phonetic and structural analysis (e.g., Anglo-Saxon, Greek, and Latin roots, foreign words frequently used in English, bases, affixes)	I can use what I know about sounds and word structure to read, write, and spell.

Fluency

LA 6.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	I can fluently read a variety of grade level texts.
LA 6.1.4.a	Apply elements of oral prosodic reading to reflect the meaning of text (e.g., poem read slowly, conversational narrative, emphasis on key points of information)	I can read smoothly and match my voice and tone with the type of text I am reading.
LA 6.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	I can adjust the pace of both oral and silent reading.

Vocabulary

LA 6.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can build and use vocabulary from all subjects.
LA 6.1.5.a	Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
LA 6.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations	I can connect new vocabulary to what I already know and use those words in other situations.



LA 6.1.5.c	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures	I can select and use context clues and text features to figure out the meaning of unknown words.
LA 6.1.5.d	Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)	I can identify how words are related.
LA 6.1.5.e	Determine meaning using print and digital reference materials (e.g., dictionary, thesaurus glossary)	I can use print and digital resources to determine what words mean.

Comprehension

LA 6.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 6.1.6.a	Explain how author's purpose and perspective affect the meaning and reliability of the text	I can explain an author's purpose and recognize how the author's feelings influence the writing.
LA 6.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme)	I can identify and analyze the elements of a narrative text.
LA 6.1.6.c	Summarize narrative text using understanding of characters, setting, sequence of events, plot, and theme	I can summarize a narrative text using story elements.
LA 6.1.6.d	Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)	I can interpret and explain how authors use literary devices.
LA 6.1.6.e	Summarize, analyze, and synthesize informational text using main idea and supporting details	I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.
LA 6.1.6.f	Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)	I can apply what I know about how informational text is organized to help me understand what it means.



LA 6.1.6.g	Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)	I can apply what I know about text features to find information and understand what I read.
LA 6.1.6.h	Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)	I can identify the differences among genres.
LA 6.1.6.i	Describe the social, historical, cultural, and biographical influences in a variety of genres	I can describe how text is influenced by society, history, culture, and people.
LA 6.1.6.j	Use narrative and informational text to develop a national and global multi-cultural perspective	I can use what I read to understand the world around me.
LA 6.1.6.k	Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and information from the text and additional sources	I can ask and answer questions using information in the text, additional sources, what I know, and what I believe.
LA 6.1.6.l	Select text for a particular purpose (e.g., information, pleasure, answer a specific question)	I can choose a text for a particular task or purpose.
LA 6.1.6.m	Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading	I can connect what I know to what I read, to other texts, and to the world.
LA 6.1.6.n	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
LA 6.1.6.o	Use examples and details to make inferences or logical predictions while previewing and reading text	I can use examples and details to make inferences and logical predictions.



LA 6.1.6.p	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.
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WRITING

LA 6.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 6.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 6.2.1.a	Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing, answer questions	I can find information to help me organize and guide my writing and answer questions.
LA 6.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with simple, compound, and complex sentences, avoiding fragments and run-ons of varying length and complexity -Concluding with detailed summary linked to the purpose of the composition	I can create a draft of my writing.
LA 6.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 6.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
LA 6.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.



LA 6.2.1.f	Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)	I can publish a legible and well-formatted piece of writing that is easy to understand.
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Writing Genres

LA 6.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for different purposes and audiences in multiple genres.
LA 6.2.2.a	Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)	I can write in a selected genre for a specific purpose.
LA 6.2.2.b	Write to a specified audience considering interests, background knowledge, and expectations (e.g., known or unknown individual, business, organization, cyber audience)	I can write for my audience considering interest, background knowledge and expectations.
LA 6.2.2.c	Write considering typical characteristics of the selected genre (e.g., biography, report, business memo, poem, essay, email, podcast)	I can write in a specific genre.
LA 6.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., chronological order, cause and effect, compare and contrast)	I can choose how to organize my writing based on my purpose.
LA 6.2.2.e	Analyze models and examples (own and others') of various genres in order to create a similar piece	I can analyze model papers to help me create my own.

SPEAKING AND LISTENING

LA 6.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 6.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 6.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	I can communicate information and ideas clearly for different purposes and audiences.



LA 6.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	I can adjust my speaking skills for a variety of purpose or situations.
LA 6.3.1.c	Utilize available media to enhance communication	I can use available media to enhance communication.

Listening

LA 6.3.2	Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	I can develop, apply, and refine active listening skills in a variety of situations.
LA 6.3.2.a	Demonstrate listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	I can listen to others in different situations.
LA 6.3.2.b	Listen, ask questions to clarify, and take notes to ensure accuracy of information	I can understand information by listening, asking questions, and taking notes.
LA 6.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated	I can listen to evaluate the purpose and point of view of what I hear.

Reciprocal Communication

LA 6.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	I can have respectful conversations with others.
LA 6.3.3.a	Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	I can choose my words appropriately, keeping my audience in mind.
LA 6.3.3.b	Apply conversation strategies (e.g., listen while others are talking, gain the floor, eye contact, tone, stay on topic, non-verbal cues)	I can use conversation strategies when I communicate.



LA 6.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can work with others by communicating my ideas and opinions in different ways.
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MULTIPLE LITERACIES (Electronic Communication)

LA 6.4	Students will identify, locate, and evaluate information.	I can identify, locate, and evaluate information
LA 6.4.1	Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of ways.
LA 6.4.1.a	Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	I can select and use resources to ask and answer questions, and decide if the resources are accurate.
LA 6.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)	I can cite my sources to give credit to the authors.
LA 6.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	I can practice safe behaviors when I am communicating on the computer.
LA 6.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	I can use technology to communicate with learners from a variety of cultures.
LA 6.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.



LA 6.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 6.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.



READING

LA 7.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by applying the skills and strategies I have learned.
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Fluency

LA 7.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	I can fluently read a variety of grade level texts.
LA 7.1.4.a	Apply elements of prosodic reading to a group of related texts and explore their potential for performance	I can read smoothly and match my voice and tone with the type of text I am reading. I can determine what would make a good performance piece.
LA 7.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	I can adjust the pace of both oral and silent reading.

Vocabulary

LA 7.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can build and use vocabulary from all subjects.
LA 7.1.5.a	Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
LA 7.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations.	I can connect new vocabulary to what I already know and use those words in other situations.
LA 7.1.5.c	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, graphs, charts) appropriate to a particular text to determine meaning of unknown words	I can select and use context clues and text features to figure out the meaning of unknown words.
LA 7.1.5.d	Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	I can analyze how words are related.
LA 7.1.5.e	Determine meaning using print and digital reference materials	I can use print and digital resources to determine what words mean.



Comprehension

LA 7.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 7.1.6.a	Analyze the meaning, reliability, and validity of the text considering author's purpose, and perspective	I can analyze text using author's purpose and perspective.
LA 7.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, theme	I can identify and analyze the elements of a narrative text.
LA 7.1.6.c	Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony)	I can analyze the author's use of literary devices.
LA 7.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details	I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.
LA 7.1.6.e	Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	I can apply what I know about how informational text is organized to help me understand what it means.
LA 7.1.6.f	Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings)	I can apply what I know about text features to find information and understand what I read.
LA 7.1.6.g	Explain and make inferences based on the characteristics of narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, essays)	I can apply what I know about narrative and informational genres to explain and make inferences.
LA 7.1.6.h	Explain the social, historical, cultural, and biographical influences in a variety of genres	I can explain how text is influenced by society, history, culture, and people.
LA 7.1.6.i	Use narrative and informational text to develop a national and global multi-cultural perspective	I can use what I read to understand the world around me.



LA 7.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing prior knowledge, information from the text and additional sources, to support answers	I can ask and answer different types of questions while analyzing and synthesizing information and prior knowledge to support my answers.
LA 7.1.6.k	Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	I can choose a text for a particular task or purpose.
LA 7.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	I can use prior knowledge to clarify text, deepen understanding, and make connections while reading.
LA 7.1.6.m	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
LA 7.1.6.n	Use examples and details to make inferences or logical predictions while previewing and reading text	I can use examples and details to make inferences and logical predictions.
LA 7.1.6.o	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.

WRITING

LA 7.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 7.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 7.2.1.a	Use prewriting activities and inquiry tools, using available technology, to generate and organize information, guide writing and answer questions	I can find information to help me organize and guide my writing and answer questions.
LA 7.2.1.b	Generate a draft by: -Selecting and organizing ideas relevant to topic, purpose, and genre -Composing paragraphs with sentences of varying length and complexity avoiding fragments and run-ons	I can create a draft of my writing.



	-Using effective transitional words and cues to unify important ideas	
LA 7.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 7.2.1.d	Provide oral, written, and/or electronic feedback to other writers; utilize others' feedback to improve own writing	I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
LA 7.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.
LA 7.2.1.f	Publish a legible document (e.g., report, podcast, web page, PowerPoint) that applies formatting techniques to aid comprehension (e.g., differing fonts, title page, highlighting, spacing)	I can publish a legible and well-formatted piece of writing that is easy to understand.

Writing Genres

LA 7.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for different purposes and audiences in multiple genres.
LA 7.2.2.a	Write in a variety of genres, considering purpose (e.g., inform, entertain, persuade, instruct)	I can write in multiple genres for a variety of purposes.
LA 7.2.2.b	Write in a variety of genres, considering audience (e.g., a known or unknown individual, a business, organization, or cyber audience)	I can write in a variety of genres, considering my audience.
LA 7.2.2.c	Write considering typical characteristics of the selected genre (e.g., letter to the editor, report, email, class notes, essay, research paper, play)	I can write in a specific genre.
LA 7.2.2.d	Select and apply an organizational structure appropriate to the task (e.g., order of importance, similarity and difference, posing and answering a question)	I can choose how to organize my writing based on my purpose.
LA 7.2.2.e	Analyze models and examples (own and others') of various genres in order to create a similar piece	I can analyze model papers to help me create my own.



SPEAKING AND LISTENING

LA 7.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 7.3.1	Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 7.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	I can communicate information and ideas clearly for different purposes and audiences.
LA 7.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	I can adjust my speaking skills for a variety of purpose or situations.
LA 7.3.1.c	Utilize available media to enhance communication	I can use available media to enhance communication.

Listening

LA 7.3.2	Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	I can develop, apply, and refine active listening skills in a variety of situations.
LA 7.3.2.a	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	I can listen to others in different situations.
LA 7.3.2.b	Listen and ask probing questions to elicit information	I can understand information by listening and asking probing questions.
LA 7.3.2.c	Listen to, analyze, and evaluate message, purpose, and perspective of information being communicated	I can listen to evaluate the purpose and point of view of what I hear.

Reciprocal Communication

LA 7.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	I can have respectful conversations with others.
LA 7.3.3.a	Demonstrate sensitivity to the use of words in general as well as to a particular audience (e.g., stereotypes, connotations, subtleties of language)	I can choose my words appropriately, keeping my audience in mind.
LA 7.3.3.b	Apply conversation strategies (e.g., listen while others are talking, eye contact, tone, stay on topic, non-verbal cues)	I can use conversation strategies when I communicate.



LA 7.3.3.c	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.
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MULTIPLE LITERACIES (Electronic Communication)

LA 7.4	Students will identify, locate, and evaluate information.	I can identify, locate, and evaluate information
LA 7.4.1	Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of media and formats.
LA 7.4.1.a	Select and use multiple resources to generate and answer questions and establish validity of information (e.g., print, subscription databases, web resources)	I can select and use resources to ask and answer questions, and decide if the resources are accurate.
LA 7.4.1.b	Demonstrate ethical and legal use of information by citing sources using a prescribed format (e.g., citation of information used)	I can cite my sources to give credit to the authors.
LA 7.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	I can practice safe behaviors when I am communicating on the computer.
LA 7.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	I can use technology to communicate with people from a variety of cultures.
LA 7.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.
LA 7.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.



LA 7.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.
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READING

LA 8.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by applying the skills and strategies I have learned.
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Fluency

LA 8.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	I can fluently read a variety of grade level texts.
LA 8.1.4.a	Incorporate elements of prosodic reading to communicate text	I can use voice and tone to communicate the meaning of the text I am reading.
LA 8.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	I can adjust the pace of both oral and silent reading.
LA 8.1.4.c	Recognize and represent writer's tone and style while reading individually or in groups (e.g., choral reading, reader's theatre performances)	I can use expression that matches the tone and style of the text.

Vocabulary

LA 8.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can build and use vocabulary from all subjects.
LA 8.1.5.a	Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
LA 8.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations.	I can connect new vocabulary to what I already know and use those words in other situations.
LA 8.1.5.c	Select a context clue strategy to determine meaning of unknown words appropriate to text (e.g., restatement, example, gloss, annotation, sidebar)	I can select and use context clue strategies to figure out the meaning of unknown words.



LA 8.1.5.d	Analyze semantic relationships (e.g., figurative language, connotations, subtle distinctions)	I can analyze how words are related.
LA 8.1.5.e	Determine meaning using print and digital reference materials	I can use print and digital resources to determine what words mean.

Comprehension

I

LA 8.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 8.1.6.a	Analyze the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	I can analyze text using author's purpose, perspective, and additional sources.
LA 8.1.6.b	Identify and analyze elements of narrative text (e.g., character development, setting, plot development, conflict, point of view, inferred and recurring themes)	I can identify and analyze the elements of a narrative text.
LA 8.1.6.c	Analyze author's use of literary devices (e.g., foreshadowing, personification, idiom, oxymoron, hyperbole, flashback, suspense, symbolism, irony, transitional devices)	I can analyze the author's use of literary devices.
LA 8.1.6.d	Summarize, analyze, and synthesize informational text using main idea and supporting details	I can use the main idea and supporting details to analyze, summarize, and construct new ideas from informational text.
LA 8.1.6.e	Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support)	I can apply what I know about how informational text is organized to help me understand what it means.
LA 8.1.6.f	Analyze and evaluate information from text features (e.g., index, annotations, maps, charts, tables, graphs, headings, subheadings, lists)	I can analyze and evaluate information from text features.



LA 8.1.6.g	Analyze and make inferences based on the characteristics of narrative and informational genres	I can apply what I know about narrative and informational genres to analyze and make inferences.
LA 8.1.6.h	Analyze a variety of genres for the social, historical, cultural, and biographical influences	I can analyze how text is influenced by society, history, culture, and people.
LA 8.1.6.i	Use narrative and informational text to develop a national and global multi-cultural perspective	I can use what I read to understand the world around me.
LA 8.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing prior knowledge, information from the text and additional sources, to support answers	I can ask and answer different types of questions while analyzing and synthesizing information and prior knowledge to support my answers.
LA 8.1.6.k	Select text for a particular purpose (e.g., understand, interpret, enjoy, solve problems, form an opinion, answer a specific question, discover models for own writing)	I can choose a text for a particular task or purpose.
LA 8.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	I can use prior knowledge to clarify text, deepen understanding, and make connections while reading.
LA 8.1.6.m	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
LA 8.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text	I can take information from several sources to make meaningful inferences or predictions.
LA 8.1.6.o	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.

WRITING

LA 8.2	Students will learn and apply writing skills and strategies to communicate.	I can write to communicate with others.
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Writing Process

LA 8.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 8.2.1.a	Use prewriting activities and inquiry tools to generate and organize information, guide writing, answer questions, and synthesize information	I can use prewriting strategies to help me come up with ideas and organize information, guide writing, answer questions, and synthesize information.
LA 8.2.1.b	Generate a draft by: -Defining and stating a thesis -Structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience -Identifying and using parallelism to present items in a series and items juxtaposed for emphasis	I can create a draft of my writing.
LA 8.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 8.2.1.d	Provide oral, written, and electronic feedback to other writers; utilize others' feedback to improve own writing	I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
LA 8.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.
LA 8.2.1.f	Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)	I can publish a legible and well-formatted piece of writing that is easy to understand.

Writing Genres



LA 8.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for different purposes and audiences in multiple genres.
LA 8.2.2.a	Write in a variety of genres, considering purpose and audience	I can write in multiple genres for a variety of purposes and audiences.
LA 8.2.2.b	Write considering typical characteristics of the selected genre (e.g., business letter, report, email, class notes, research paper, play, web page/blog)	I can write in a specific genre.
LA 8.2.2.c	Select and apply an organizational structure appropriate to the task (e.g., problem/solution, persuasion)	I can choose how to organize my writing based on my purpose.
LA 8.2.2.d	Analyze models and examples (own and others') of various genres in order to create a similar piece	I can analyze model papers to help me create my own.

SPEAKING AND LISTENING

LA 8.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 8.3.1	Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 8.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	I can communicate information and ideas clearly for different purposes and audiences.
LA 8.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	I can adjust my speaking skills for a variety of purpose or situations.
LA 8.3.1.c	Utilize available media to enhance communication	I can use available media to enhance communication.

Listening

LA 8.3.2	Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	I can develop, apply, and refine active listening skills in a variety of situations.
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LA 8.3.2.a	Apply listening skills needed for multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	I can listen to others in different situations.
LA 8.3.2.b	Listen and ask questions concerning the speaker's content, delivery and purpose.	I can listen and ask questions about the speakers content, delivery, and purpose.
LA 8.3.2.c	Listen to, analyze, and evaluate thoughts, ideas, and credibility of information being communicated	I can listen critically to evaluate the purpose and point of view of what I hear.

Reciprocal Communication

LA 8.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	I can have respectful conversations with others.
LA 8.3.3.a	Demonstrate sensitivity to the use of words (e.g., stereotypes, connotations, subtleties of language)	I can choose my words appropriately, keeping my audience in mind.
LA 8.3.3.b	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.
LA 8.3.3.c	Respect diverse perspectives while collaborating and participating as a member of the community	I can respect the different views of others while working in a group.

MULTIPLE LITERACIES (Electronic Communication)

LA 8.4	Students will identify, locate, and evaluate information.	I can identify, locate, and evaluate information
LA 8.4.1	Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of media and formats.
LA 8.4.1.a	Select and use multiple resources to answer questions and support conclusions using valid information (e.g., print, subscription databases, web resources)	I can select and use resources to ask and answer questions, and decide if the resources are accurate.



LA 8.4.1.b	Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines)	I can cite my sources to give credit to the authors.
LA 8.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	I can practice safe behaviors when I am communicating on the computer.
LA 8.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	I can use technology to communicate with learners from a variety of cultures.
LA 8.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	I can evaluate messages that hidden meanings by analyzing product placement, television ads, radio ads, movies, body images, and sexism.
LA 8.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 8.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)	I can gather and share information online using social networks and online tools.



READING

LA 12.1	Students will learn and apply reading skills and strategies to comprehend text.	I can understand what I read by applying the skills and strategies I have learned.
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Fluency

LA 12.1.4	Fluency: Students will read a variety of grade level texts fluently with accuracy, appropriate pace, phrasing, and expression.	I can fluently read a variety of grade level texts.
LA 12.1.4.a	Independently incorporate elements of prosodic reading to interpret text in a variety of situations	I can use voice and tone to interpret the meaning of a text in a variety of situations.
LA 12.1.4.b	Adjust oral or silent reading pace based on purpose, text difficulty, form, and style	I can adjust the pace of both oral and silent reading.
LA 12.1.4.c	Recognize and represent writer's tone and style while reading individually or in groups (e.g., change genre of text to perform orally)	I can understand and recreate the writer's tone and style when I read to myself or in a group.

Vocabulary

LA 12.1.5	Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.	I can build and use vocabulary from all subjects.
LA 12.1.5.a	Determine meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies	I can apply what I know about the structure of words to understand the vocabulary I use in all subjects.
LA 12.1.5.b	Relate new grade level vocabulary to prior knowledge and use in new situations.	I can connect new vocabulary to what I already know and use those words in other situations.
LA 12.1.5.c	Independently apply appropriate strategy to determine meaning of unknown words in text	I can use the best strategy to figure out the meaning of unknown words.
LA 12.1.5.d	Use semantic relationships to evaluate, defend, and make judgments	I can use my knowledge of word relationships to evaluate and defend word choice
LA 12.1.5.e	Determine meaning using print and digital reference materials	I can use print and digital resources to determine what words mean.



Comprehension

LA 12.1.6	Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.	I can understand what I read.
LA 12.1.6.a	Evaluate the meaning, reliability, and validity of the text considering author's purpose, perspective, and information from additional sources	I can evaluate text using author's purpose, perspective, and additional sources.
LA 12.1.6.b	Analyze and evaluate narrative text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood)	I can analyze and evaluate the elements of a narrative text.
LA 12.1.6.c	Analyze the function and critique the effects of the author's use of stylistic and literary devices	I can analyze and critique the author's use of literary devices.
LA 12.1.6.d	Summarize, analyze, synthesize, and evaluate informational text	I can analyze, summarize, and evaluate informational text to construct new ideas.
LA 12.1.6.e	Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer)	I can apply what I know about how informational text is organized to help me understand what it means.
LA 12.1.6.f	Analyze and evaluate information from text features (e.g., index, annotations, photographs, charts, tables, graphs, headings, subheadings, lists)	I can analyze and evaluate information from text features.
LA 12.1.6.g	Analyze, evaluate, and make inferences based on the characteristics of narrative and informational genres and provide evidence from the text to support understanding	I can use evidence from narrative and informational genres to analyze, evaluate, and make inferences.
LA 12.1.6.h	Critique the effects of historical, cultural, political, and biographical influences in a variety of genres	I can critique how a variety of genres are influenced by society, history, culture, and people.
LA 12.1.6.i	Use narrative and informational text to develop a national and global multi-cultural perspective	I can understand how the world works when I read narrative and informational texts.



LA 12.1.6.j	Generate and/or answer literal, inferential, critical, and interpretive questions, analyzing, synthesizing, and evaluating	I can ask and answer different types of questions while analyzing, evaluating, and synthesizing.
LA 12.1.6.k	Select a text for a particular purpose (e.g., understand a specific viewpoint, enjoy, solve problems, form an opinion, discover models for own writing, predict outcomes, accomplish a task)	I can choose a text for a particular task or purpose.
LA 12.1.6.l	Build and activate prior knowledge in order to clarify text, deepen understanding, and make connections while reading	I can use prior knowledge to clarify text, deepen understanding, and make connections while reading.
LA 12.1.6.m	Self-monitor comprehension for accuracy and understanding when errors detract from meaning by applying appropriate strategies to self-correct	I can self-monitor my comprehension and can use strategies to clarify, confirm, or correct what I am reading.
LA 12.1.6.n	Make complex or abstract inferences or predictions by synthesizing information while previewing and reading text	I can take information from several sources to make complex or abstract inferences or predictions.
LA 12.1.6.o	Respond to text verbally, in writing, or artistically	I can respond to what I read in different ways.

WRITING

LA 12.2.2	Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.	I can write for different purposes and audiences in multiple genres.
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Writing Process

LA 12.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.	I can use the writing process to publish my writing.
LA 12.2.1.a	Select and use appropriate prewriting tools to generate and organize information, guide writing, answer questions, and synthesize information	I can use prewriting strategies to come up with ideas, organize information, answer any questions, process information, and guide writing.



LA 12.2.1.b	Generate a draft by: constructing clearly worded and effectively placed thesis statements that convey a clear perspective on the subject, structuring ideas and arguments in an effective and sustained way, following an organizational pattern appropriate to the purpose and intended audience, and applying standard rules of sentence formation, including parallel structure and subordination.	I can create a draft of my writing.
LA 12.2.1.c	Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)	I can revise my writing to improve it.
LA 12.2.1.d	Provide oral, written and/or electronic feedback to other writers; utilize others' feedback to improve own writing.	I can share my ideas with other writers to help them improve their writing and use their ideas to make my own writing better.
LA 12.2.1.e	Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)	I can edit my writing for format and conventions.
LA 12.2.1.f	Publish a legible document that applies formatting techniques to contribute to the readability and impact of the document (e.g., fonts, spacing, highlighting, images, style conventions, manuscript requirements)	I can publish a legible and well-formatted piece of writing that is easy to understand.

Writing Genres

LA 12.2.2.a	Write in a variety of genres, considering purpose, audience, medium, and available technology	I can write in multiple genres for a variety of purposes and audiences using varied media and technologies.
LA 12.2.2.b	Write considering typical characteristics of the selected genre (e.g., resume, brochure, web page/blog, news article, job application and accompanying cover letter, senior project, college application essay)	I can write in a specific genre.
LA 12.2.2.c	Select and apply an organizational structure appropriate to the task	I can choose how to organize my writing based on my purpose.
LA 12.2.2.d	Analyze models and examples (own and others') of various genres in order to create a similar piece	I can look at examples of writing and use them to create my own writing in a similar format.



SPEAKING AND LISTENING

LA 12.3	Students will learn and apply speaking and listening skills and strategies to communicate.	I can communicate with others by listening and speaking.
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Speaking

LA 12.3.1	Speaking Skills: Students will develop, apply, and refine speaking skills to communicate key ideas in a variety of situations.	I can communicate ideas with my words.
LA 12.3.1.a	Communicate ideas and information in a manner appropriate for the purpose and setting	I can communicate information and ideas clearly for different purposes and audiences.
LA 12.3.1.b	Demonstrate and adjust speaking techniques for a variety of purposes and situations	I can adjust my speaking skills for a variety of purpose or situations.
LA 12.3.1.c	Utilize available media to enhance communication	I can use available media to enhance communication.

Listening

LA 12.3.2	Listening Skills: Students will develop, apply, and refine active listening skills across a variety of situations.	I can develop, apply, and refine active listening skills in a variety of situations.
LA 12.3.2.a	Apply listening skills needed to summarize and evaluate information given in multiple situations and modalities (e.g., video, audio, distance, one-to-one, group)	I can listen to others in different situations.
LA 12.3.2.b	Listen and respond to messages by expressing a point of view on the topic using questions, challenges, or affirmations	I can listen to form a point of view, ask questions, and respond to the speaker.
LA 12.3.2.c	Listen to and evaluate the clarity, quality and effectiveness of important points, arguments, and evidence being communicated	I can listen to and evaluate the messages being communicated to me based on the clarity, quality, and effectiveness of important points, arguments, and evidence.

Reciprocal Communication

LA 12.3.3	Reciprocal Communication: Students will develop, apply, and adapt reciprocal communication skills.	I can have respectful conversations with others.
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LA 12.3.3.a	Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats	I can collaborate with others in a learning situation by communicating my ideas and opinions in different ways.
LA 12.3.3.b	Solicit and respect diverse perspectives while searching for information, collaborating, and participating as a member of the community (e.g., sensitivity to the use of words)	I can ask for and respect diverse perspectives while collaborating.

MULTIPLE LITERACIES (Electronic Communication)

LA 12.4	Students will identify, locate, and evaluate information.	I can identify, locate, and evaluate information.
LA 12.4.1	Multiple Literacies: Students will research, synthesize, evaluate and communicate information in a variety of media and formats (textual, visual, and digital).	I can find and use information in a variety of media and formats.
LA 12.4.1.a	Select and use multiple resources to answer questions and defend conclusions using valid information (e.g., print, subscription databases, web resources)	I can select and use resources to ask and answer questions, and decide if the resources are accurate.
LA 12.4.1.b	Demonstrate ethical and legal use of information by citing sources using prescribed formats and tools (e.g., online citation assistance, publication guidelines).	I can cite my sources to give credit to the authors.
LA 12.4.1.c	Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share on-line, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives)	I can practice safe behaviors when I am communicating on the computer.
LA 12.4.1.d	Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning)	I can use technology to communicate with learners from a variety of cultures.
LA 12.4.1.e	While reading, listening, and viewing, evaluate the message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism)	I can evaluate a message for bias, commercialism and hidden agendas (e.g., product placement, television ad, radio ad, movie, body image, sexism) while reading, listening, and viewing.



LA 12.4.1.f	Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)	I can gather and share information and opinions using technology.
LA 12.4.1.g	Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools, web page/blog)	I can gather and share information online using social networks and online tools.

