	K-2	3-4	5-6	7-8
1. Competency Statements for Foundational Reading Skills *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills. • I can apply concepts of print when reading print and non-print texts. • I can use grade-appropriate word analysis skills, including phonological skills*, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words. • I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible. • I can read with purpose, recognize when something does not make sense, and apply strategies to self-correct. • I can read and comprehend a variety of texts with increasing automaticity* and fluency (i.e. fluency increases with successive readings).	Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills. • I can use grade-appropriate word analysis and word study skills* including syllable types and morphology strategies* to figure out how to pronounce unfamiliar multi-syllabic words in isolation and connected text. • When appropriate, I can use context to determine intended meanings of words and phrases. • I can read with purpose, recognize when something does not make sense, and apply strategies to self-monitor and self-correct. • I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency* (i.e. fluency increases with successive readings).	Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence. • I can use grade-appropriate word analysis and word study skills such as syllable types, morphology and etymology to decode and comprehend unfamiliar words. • I can use context to determine intended meanings of words and phrases. • I can read with purpose, infer and predict when necessary, recognize when something does not make sense, and apply strategies to self-monitor and self-correct. • I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency* (i.e. fluency increases with successive readings).	Students will read to make meaning while flexibly using a variety of morphology strategies*, to apply and extend literacy skills with fluency and independence at grade level complexity. Although foundational skills are not identified beyond the 5-6 grade span, it is important to continue to develop them with students who may need additional support.
Aligned National standards	RF.K-2.1, RF.K-2.2, RF.K-2.3, RF.K-2.4, L.K-2.1, L.K-2.4, L.K-2.5	RF.3-4.3 ,RF.3-4.4, L.3-4.3 L.3-4.4, L.3-4.5, L.3-4.6	RF.5..3, RF.5..4, L.5-6.3. L.5-6.4, L.5-6.5, L.5-6.6	

*See GLOSSARY

Foundational Reading Skills foster an understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system, which are necessary to build capacity to comprehend texts across a range of types and disciplines and to build confidence in reading, writing, speaking, listening, and language development. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).*
[CCSS: Literacy RF.1-10]

	K-2	3-4	5-6	7-8
2. Competency Statements for Reading Literature *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	Students will make meaning of increasingly complex literary print and non-print* texts, and provide text details to explain interpretations and thinking. • I can actively engage with text by retelling a story, using key details to answer explicit questions (characters, actions, sequence of events, problem-solution) and react to the text as a whole (e.g., share thinking about author word choice, and my response). • I can use context cues to determine intended word meaning, including when more than one meaning is possible. • I can locate and explain examples that distinguish among unique characteristics of literary texts types (plays, stories, poems/rhymes, songs). • I can compare how different texts present literary elements (such as characters, setting, and story lines in fairy tales). • I can explain what I think the author's purpose for writing a text might be (e.g., describing a lesson learned by a character) and support my thinking.	Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to support interpretations and analysis. • I can interpret the narrator's point of view and summarize key events. • I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. • I can determine the central message/lesson/theme of a text and support my interpretation (saying why my evidence is accurate and convincing). • I can examine author's craft in one or more literary texts (e.g., choices made to develop events or characters and their interactions; theme/message) by analyzing text evidence. • I can compare and contrast literary elements or themes/central messages across two or more literary texts, by analyzing text evidence.	Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print literary texts, citing textual evidence to support their analyses. • I can interpret the theme of a text and analyze how it is conveyed through textual details, text structures, character interactions, and/or the advancing action. • I can analyze how plot develops and how conflicts are resolved across the text by analyzing text evidence. • I can analyze how visual and multimedia elements of a text contribute to the meaning, author's tone, or intend effect of a text on the reader/viewer. • I can analyze and support conclusions about the ways two or more authors treat similar themes, including use of historical or cultural contexts or narrative strategies (use of dialogue, description, literary devices, etc.) for effect.	Students will comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print literary texts, citing a range of relevant and compelling textual evidence to support their analyses. • I can interpret the theme of a text and analyze choices made by the author to develop the text, including use of textual details, text structures, character interactions and dialogue to propel the action. • I can analyze how various literary elements and devices shape text development and impact meaning. • I can analyze how visual and multimedia elements of a text contribute to the meaning, author's tone, or intend effect of a text on the reader/viewer. I can analyze and evaluate the ways two or more authors treat similar themes or use literary forms for intended effect, (including use of historical or cultural contexts; narrative strategies - flashback, foreshadowing, imagery; etc.).
Aligned National standards	RL.K-2.1-7 RL.K-2.9-10	RL.3-4.1-7,RL.3-4.9-10	RL.5-6.1-3, RL.5-6.5, RL5.7, RL.5-6.9, RL.5-6.10	RL.7-8.1-3, RL7.5, RL.7-8.9, RL.7-8.10, RL.8.5, RL.8.6,

*see GLOSSARY

Reading Literature involves making meaning at the text level and understanding the unique genre features, text structures (e.g., chronology, description, cause-effect), and purposes of literary texts. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).* [CCSS: Literacy RL.1-10]

	K-2	3-4	5-6	7-8
3. Competency Statements for Reading Informational Texts *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking. • I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text as a whole (e.g., share thinking; connect to prior knowledge). • I can use context cues to determine intended word meaning, including when more than one meaning is possible. • I can locate and explain examples that distinguish among unique features of informational texts (headings, captions, diagrams, glossary, photos, etc.) and explain how they help me understand the text • I can compare how different texts present topics or ideas (e.g., comparing words, visuals). • I can explain what I think the author's purpose for writing this text or use of specific features might be (e.g., what does this text teach me?). • I can explain how information in the text is connected (e.g., words-visuals, sequence "how-to" steps or events, connect cause-effect, compare-contrast facts).	Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analyses. • I can determine the central idea of a text and explain how key details and text structure/ organization support the focus. • I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. • I can locate relevant key ideas using text features, including visual and graphic information, to make connections within or across sources and explain how various parts of information contribute to overall meaning. • I can analyze different accounts of the same event or topic, and note differences in information presented, authors' points of view, or text types, such as primary and secondary sources.	Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print informational texts, citing textual evidence to support their analyses. • I can interpret the author's purpose and central idea or theme* of a text, analyze how the development of the content is supported through the text's organization and elaboration of details, and support my inferences with textual analysis. • I can support conclusions about how an author's point of view/claim and line of reasoning differs from other points of view, or information used to support their thinking. • I can analyze how visual and multimedia elements of one or more texts contribute to the overall meaning, accuracy, author's tone, or intend effect on readers. • I can analyze and support conclusions about the ways two or more authors treat similar events or issues (including use of historical or cultural contexts; text types – primary versus secondary sources, etc.).	Students will comprehend and draw conclusions about the author's intent in a variety of increasingly complex print and non-print informational texts, citing a range of relevant and compelling textual evidence to support their analyses. • I can analyze the central idea or theme of a text and support conclusions about how the text's organization, content (accuracy, relevance), reasoning, and use of evidence support the author's point of view (e.g., how conflicting evidence or conflicting views are addressed). • I can compare or integrate relevant information from multiple sources and resolve conflicting information on the same topics/subjects when developing my understanding of a text. • I can analyze and explain how visual and multimedia elements of one or more texts contribute to the overall meaning, accuracy, author's tone, or intend effect on readers. • I can analyze and evaluate the ways two or more authors portray similar topics, events, or issues and interpret how the treatment affects the message (including use of historical or cultural contexts; or text types – political cartoons, primary-secondary sources, speeches, etc.).
Aligned National standards	RI.K-2.1-7 RI.K-2.9-10	RI.3-4.1-7,RI.3-4.9-10	RI.5-6.1-3,RI.5.5, RI.5.7-10 RI.6.5-7, RI.6.9, RI.6.10	RI.7-8.1-3, RI.7.5-7, RI.7-8.9, RI.7.10 RI.8.5, RI.8.6

Reading Informational Texts involves making meaning at the text level and understanding the unique genre features (e.g., captions, bold print, visual displays, inset text), text structures (compare-contrast, cause-effect, proposition-support), and purposes of informational texts. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).* [CCSS: Literacy RI.1-10]

	K-2	3-4	5-6	7-8
4. Competency Statements for Narrative Writing *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	Students will draw/ dictate/ write to compose narrative texts, describing real or imaginary events or experiences. • I can compose a beginning that tells who is in the story and what is happening • I can connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters. • I can compose an ending that tells how the problem was solved or how things worked out. • I can use illustrations that add interesting details and elaboration. • With support, I can edit and revise my text for clarity (e.g., using grade-appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals).	Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems). • I can develop a sequence of events that unfold logically and maintain my focus or message throughout the text. • I can develop characters, using dialogue and descriptions that engage my readers (e.g., help readers to picture what is happening). • I can use a variety of transitional/temporal words and sensory details to connect and elaborate on my ideas. • I can write a believable conclusion that completes my text. • I can use illustrations to add interesting and relevant details and elaboration to my storyline or focus. • With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, visuals).	Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, and historical fiction/accounts). • I can employ text structures* and narrative strategies that orient the reader by establishing context, developing characters, using transitions to sequence events, and resolving a problem or conflict with a believable solution. • I can maintain a point of view, tone, and coherence of theme as it develops across the text by using author's craft appropriate to the purpose (e.g., dialogue, transitions, description, figurative language, word choice, precise language). • With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, pacing, use of sensory details and precise language with intent).	Students will produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, graphic novels, narrative non-fiction). • I can employ text structures, transitional devices, and narrative strategies to orient the reader/establish context, develop characters and setting, and establish chronology from problem to resolution with a sense of closure. • I can maintain a point of view, tone, style, and coherence of theme as it develops across the text by using author's craft appropriate to the purpose (e.g., dialogue, transitions to control pacing, elaboration, figurative language, word choice/ language, literary devices -foreshadowing, flashback). • I can edit and revise my text for clarity, coherence, and intent (e.g., conventions, grammar, focus, tone, style, plot or character development, use of sensory and precise language for impact), with guidance as needed.
Aligned National standards	W.K-2.3, W.K-2.5	W.3-4.3, W.3-4.4, W.3-4.5	W.5-6.3, W.5-6.4, W.5-6.5	W.7-8.3, W.7-8.4, W.7-8.5

*see GLOSSARY

Narrative Writing involves communicating ideas, events, and experiences using genre-specific features, text structures, narrative techniques, and forms to convey purpose to the intended audience. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).* [CCSS: Literacy W.3]

	K-2	3-4	5-6	7-8
5. Competency Statements for Informational Writing *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	Students will draw/dictate/write to compose informative texts that convey information on specific topics. • I can state a topic at the beginning and a conclusion at the end. • I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus. • I can group my ideas and details together to show how some facts are connected. • I can use sources to find and add features such as labeled pictures or diagrams to help explain details and add information. • With support, I can edit and revise my text for clarity (e.g., using grade-appropriate punctuation, capital letters, labels, simple sentences/fact statements, descriptive words/vocabulary, and visuals).	Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus. • I can clearly introduce a focus for my topic and provide a concluding section that summarizes my main idea. • I can develop my ideas using sources to gather concrete details, facts, quotes, and other information related to my focus. • I can organize my ideas and details into paragraphs and sections, using linking words and phrases to convey meaning. • I can use descriptive, precise, and content-specific vocabulary to elaborate on each idea presented. • I can use text features to add interesting details that support my focus. • With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, and relevant visuals).	Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences. • I can identify a focus and employ informational text structures* to convey my central idea (e.g. introduce topic and focus, organize ideas, utilize text features with intent) • I can maintain a focus, formal style, and objective tone using techniques and features that organize, analyze, and elaborate on information presented. • I can locate relevant information from two or more reference sources to obtain factual evidence and resolve possible conflicting information. • I can develop a conclusion that follows logically from the information presented and supports my central idea. • With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, organization of ideas, use of precise language and description).	Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences. • I can identify a focus and employ informational text structures to develop and elaborate on my central idea. • I can maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate on information presented. • I can locate and integrate relevant and credible information from multiple reference sources into my text (e.g., factual evidence, varying perspectives, conflicting information). • I can develop a conclusion that summarizes or synthesizes key information presented in support of my central idea. • I can edit and revise my text for clarity, coherence, and intent (e.g., conventions, grammar, focus, and accurate use of precise and content-specific language), with guidance as needed.
Aligned National standards	W.K-2.2, W.K-2.5	W.3-4.2, W.3-4.4 W.3-4.5, W.3-4.6, W.3-4.8, W.4.9	W.5-6.2 , W.5-6.4, W.5-6.5, W.5-6.8, W.5-6.9	W.7-8.2, W.7-8.4, W.7-8.5, W.7-8.8, W.7-8.9

Informational Writing involves communicating information that summarizes and integrates information from one or more sources using genre-specific features, text structures (description, compare-contrast, cause-effect, problem-solution), and various forms to convey purpose to the intended audience. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).* [CCSS: Literacy W.2]

	K-2	3-4	5-6	7-8
6. Competency Statements for Opinion/Argument Writing *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/ dictating/ writing. • I can state an opinion that answers a question about a topic or text (e.g., what was your favorite part?). • I can state reasons to support my opinion and then use facts and details to say more about each reason. • I can use sources (texts, pictures, discussion) to find and add labeled pictures or diagrams to help explain my reasons. • I have a beginning that states my opinion, a middle that supports my opinion with reasons and facts, and an ending. • With support, I can edit and revise my text for clarity (e.g., using grade-appropriate punctuation, capital letters, labels, simple sentences/fact statements, vocabulary, and visuals).	Students will analyze a topic or text(s) using a variety of sources and apply organizational strategies and evidence to support an opinion for varied audiences. • I can state an opinion that answers a question about a topic or text. • I can use sources (pictures, primary and secondary sources, discussion) to expand my understanding of the topic/text and locate information to support my point of view. • I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. • I can add visuals to help elaborate on my reasons. • I can connect reasons and facts with linking words and provide a conclusion that restates my opinion and considers why others might not agree with me. • With support, I can edit and revise my text for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, and relevant visuals).	Students will produce clear, coherent, and effective opinion/argument writing for a range of text types*, purposes, and audiences. • I can employ organizational structures* and persuasive techniques (rhetorical devices, elaboration) to establish and support a claim about a topic, text, or issue. • I can use relevant sources (video, primary/ secondary sources, interviews, discussion) to expand my understanding of the topic/text/issue and locate information to support different points of view, including mine. • I can maintain a focus and develop my point of view by analyzing hard evidence (data, text evidence, quotes) in support of each stated reason or criterion for my claim/thesis. • I can logically connect reasons, facts, analyses, and sources and provide a conclusion that addresses why others might not agree with me. • With guidance, I can edit and revise my text for clarity and coherence (e.g., conventions, grammar, focus, transitions, and chain of logic).	Students will produce clear, coherent, and effective argumentative writing for a range of text types, purposes, and audiences. • I can employ argumentative structures and persuasive techniques (rhetorical devices, elaboration, call to action) to convey claims and counterclaims related to a topic/text/issue. • I can use reliable and credible sources (print/non-print primary and secondary sources, interviews) to expand my understanding of the topic/text/issue and locate information to support diverse points of view. • I can maintain an authoritative stance for my claim/thesis by analyzing hard evidence used (data, text evidence, quotes) in support of each stated criterion for my position. • I can logically connect reasons, facts, analyses, and sources and provide a conclusion that addresses possible counterclaims. • I can edit and revise my text for clarity, coherence, and intent (e.g., conventions, grammar, focus, and chain of logic), with guidance as needed.
Aligned National standards	W.K-2.1, W.K-2.5	W.3-4.1, W.3-4.4, W.3-4.5,W.3-4.8, W.4.9	W.5-6.1, W.5-6.4, W.5-6.5, W.5-6.8, W.5-6.9	W.7-8.1, W.7-8.4, W.7-8.5, W.7-8.8, W.7-8.9

Opinion/Argument Writing involves communicating and supporting a perspective on a topic, text, problem, or issue by integrating information from one or more sources, using genre-specific features, text structures (proposition-support, inductive-deductive reasoning), and various forms (e.g., speeches, essays, critiques) to convey purpose and persuade the intended audience. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).* [CCSS: Literacy W.1]

	K-2	3-4	5-6	7-8
7. Competency Statements for Speaking-Listening, and Language *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information form a variety of sources, in order to make meaning and respond effectively. • I can participate in a focused discussion. • I can use grade-appropriate grammar and vocabulary to clarify a message when speaking. • I can work with others to clearly present ideas visually and orally. • I can actively listen to information delivered orally or visually and respond by asking related questions, restating key points, or adding ideas	Students will speak effectively to express ideas for a variety of purposes and audiences. Students will listen, view, and interpret information from a variety of sources and formats, in order to make meaning and respond effectively. • I can initiate and sustain a focused discussion. • I can use grade-appropriate grammar, mechanics, and vocabulary to clarify a message appropriate to the purpose and audience when speaking. • I can gather and organize information, and orally deliver short and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message. • I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, or elaborating on ideas.	Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully to diverse perspectives and expressing ideas clearly and purposefully. • I can use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience when speaking • I can compose (gather and organize information) and orally deliver short and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. • I can analyze, interpret, and use information delivered orally or visually.	Students will initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), responding respectfully and appropriately to diverse perspectives, and expressing ideas clearly and purposefully. • I can present grade-appropriate information that is supported with evidence, elaborating when elicited, and respond to questions with relevant ideas or comments. • I can compose (gather and organize information) and orally deliver short and longer presentations for different purposes and audiences, integrating visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent. • I can analyze, interpret, evaluate, and use information delivered orally or visually.
Aligned National standards	SL.K-2.1, SL.K-2.2, SL.K-2.3, SL.K-2.6, L.K-1.1, L.K-1.4, L.K-1.6, L.2.1, L.2.3-6	SL.3-4.1, SL.3-4.2, SL.3-4.3, SL.3-4.6, L.3-4.1, L.3-4.3-6	SL.5-6.1, SL.5-6.4-6,SL.6.2; SL.6.4-6 L.5-6.1-6	SL.7-8.1 SL.7-8.2; SL.7-8.3; SL.7-8.5; SL.7-8.6,L.7-8.1-6

Speaking, Listening, and Language Skills are critical for communicating for a range of purposes and audiences, including developing and expressing ideas clearly and persuasively; evaluating a speaker's point of view, reasoning, and use of evidence and rhetoric; and making strategic use of digital media and visual displays of data to express information and enhance understanding. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).*[CCSS: Literacy SL.1-6]

	K-2	3-4	5-6	7-8
8. Competency Statements for Inquiry, Investigation, & Research *"I can statements" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	**Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.** • I can work with others to gather and organize information while investigating a topic or question of interest. • I can locate information from print and non-print sources to develop and support my ideas. • I can work with others to integrate information (visually, orally, in writing) and communicate what was learned. • I can use descriptive and domain-specific vocabulary to communicate my message.	**Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.** • I can conduct short research projects to investigate different aspects of a broader topic, event, or concept. • I can locate, organize, and analyze information from print and non-print sources to support my development of central ideas and subtopics. • I can integrate information, distinguish relevant-irrelevant information (e.g., fact/opinion), and (visually, orally, in writing) present what was learned. • I can strategically use precise language (including academic and domain-specific vocabulary, shades of meaning), syntax, and discourse appropriate to my purpose and audience. • With support, I can edit and revise my work for clarity, focus, and coherence (e.g., using grade-appropriate mechanics, grammar, language, sentence types, description/elaboration, relevant visuals).	**Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible and relevant sources.** • I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives. • I can analyze information within and among sources of information (print and non-print sources, data sets, conducting procedures, etc.) • I can strategically use language (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to my intent, purpose, and audience. • I can use reasoning, planning, and evidence to gather, select, and cite information to support inferences, interpretations, and analyses. • I can integrate multimedia or visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • I can use a variety of reference materials to interpret intended word meanings, expand my understanding from definitional to conceptual, and apply them when communicating.	**Students will engage in group and individual research to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.** • I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives. • I can analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. • I can strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, and discourse appropriate to my intent, purpose, and audience. • I can use reasoning, planning, and evidence to gather, select, and cite information to support inferences, interpretations, and analyses. • I can integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. • I can use digital tools and reference materials to interpret intended word meanings, expand my understanding from definitional to conceptual, and apply them when communicating.
Aligned National standards	W.K-.2.6,W.K-2.7, W.K-2.8 SL.K-2.1-6, L.K-2.4, L.K-2.6	W.3-4.6,W.3-4.7, W.3-4.8, W.4.9, W.3-4.10, SL.3-4.1-6 *all Language Standards 3-4	RL.5-6.1,RI.5-6.1, RI.5-6.4, RI.5-6.6-9 W.5-6.2d W.5-6.7-10,SL.5-6.2-5 L.5-6.3a, L.5-6.4 L.5-6.5 L.5-6.6	RL.7-8.1RI.7-8.1, RI.7-8.4, RI.7-8.6-9 W.7-8.2d; W.7-8.7-10SL.7-8.2-5 L.7-8.3a L.7-8.4 L.7-8.5, L.7.6, L.8.

Inquiry and Investigation Skills are used to explore a topic of interest, build understanding, and communicate was learned. This involves conducting both short and sustained projects by gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of sources, and integrating the information while avoiding plagiarism. This definition comes from either the organizational structure of the Common Core (2010), the SBAC Content Specifications (2012), or the *Learning Progressions Framework (LPF) Designed for Use with the Common Core State Standards in English Language Arts & Literacy (Hess, et al., 2011).* . [CCSS: Literacy W.7-10]

NEW HAMPSHIRE College and Career Ready

K – 8 ENGLISH LANGUAGE ARTS MODEL COMPETENCIES

Resources used for ELA competencies development – Learning Progressions Framework for Language arts & Literacy (Hess, et al., 20111), SBAC Content specifications for ELA (2012), Common Core State Standards for language arts & Literacy (2010), Learning Progressions Rationale for Reading (NH Dept. of Ed, 2010)

GLOSSARY:

Automaticity: Automaticity is effortless, fast and accurate word reading.

Phonological Skills: The rule system within a language by which perceptually distinct units of sound that distinguish one word from another can be sequenced, combined, and pronounced to make words. http://www.readingrockets.org/article/development-phonological-skills   (Phonological Skills Progression)

Morphology strategies: Direct instruction of **morphology** is an effective means to help with understanding and applying word structure for decoding, spelling, and vocabulary study . Specifically, students can be taught strategies to segment or manipulate words according to their affixes and roots.

Etymology: the study of the origin of words and the way in which their meanings have changed throughout history.

Word study skills: Word analysis and word study requires the application of phonics, and knowledge of word structure (syllables, roots, affixes) and word relationships (e.g., synonyms, antonyms).

Fluency: Fluency includes reading rate, accuracy, and phrasing in support of basic comprehension.

Non-print texts: Non-print texts include visuals and electronic sources – anything other than sources printed with words on paper.

Theme of a text: the word 'theme' is used here to refer to what the CCSS calls in K-3 "my idea", in 3-5, "opinion," and in upper grades this may be called a thesis, a claim, a topic, a central idea or controlling idea. There are subtle differences in each of these terms.

Narrative Text structures: Underlying narrative text structures include time order/chronology, description, cause-effect, and problem-solution. Longer and more complex texts employ multiple structures.

Informational text structures: Underlying informational text structures include sequence, chronology, description/enumeration, definition, compare-contrast, cause-effect, and problem-solution. Longer and more complex texts employ multiple structures.

Persuasive Text types: Persuasive text types include essays, op-ed pieces, speeches, critiques, political cartoons, etc.

Persuasive Text structures: Underlying persuasive text structures include description/enumeration, definition, compare-contrast, cause-effect, problem-solution, and proposition-support. Longer and more complex texts employ multiple structures

Argument, Claim, and Counter-claim:
>   An **argument** is a "claim" that must be supported by evidence. When writing argument, students are required to do more than summarize material or repeat what has already been said.
>   A **Claim** is a statement that clearly introduces an idea or belief that is supported by evidence.
>   A **Counterclaim/opposing claim** is an argument that negates the writer's claim.