

# Ellis School K-8 English Language Arts Competencies

“I can statements” are models of what educators may see in performance tasks when students demonstrate increasing understanding and use of the competencies.

	<b>K-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
<b>1. Competency Statements for Foundational Reading Skills</b>	Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.	Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.	Students will read to make meaning while flexibly using a variety of strategies, applying and extending literacy skills with increasing independence.	Students will read to make meaning while flexibly using a variety of morphology strategies to apply and extend literacy skills with fluency and interdependence at grade level complexity.
	<b>Kindergarten</b> ✓ I can recognize the upper case and lower case letters and attach the common sound to the consonants. ✓ I can tell you the author, title and illustrator of a book and know what they do. ✓ I can read top to bottom, left to right, and know that words are separated by spaces in print.	<b>Third Grade</b> ✓ I can use strategies to read unfamiliar, multi-syllabic words. ✓ I can use context cues to find the meaning 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 compare and	<b>Fifth and Sixth Grades</b> ✓ I can use grade-appropriate word analysis and word study skills. ✓ I can use context to determine intended meanings of words and phrases. ✓ I can read for a variety of purposes, self-monitor, and self-correct.	<b>Seventh and Eighth Grades</b> <i>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.</i>

	<ul style="list-style-type: none"> <li>✓ I can recognize that spoken words are represented in written language by sequences of letters.</li> </ul>	contrast two texts.		
	<p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>✓ I can apply left to right orientation in different situations in addition to reading books.</li> <li>✓ I can use my knowledge of sounds, syllables and taught phonics to make meaning of new words.</li> <li>✓ I can determine the meaning of unknown or multiple meaning words using context clues.</li> <li>✓ I can read with purpose, recognize when something does not make sense, and apply strategies to self-correct.</li> <li>✓ I can read and comprehend end of first grade level text.</li> </ul> <p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>✓ I can use different strategies to figure out how to pronounce unfamiliar words.</li> <li>✓ I can use different strategies to determine</li> </ul>	<p><b>Fourth Grade</b></p> <ul style="list-style-type: none"> <li>✓ I can figure out how to pronounce multi-syllable words.</li> <li>✓ I can use context to figure out meaning.</li> <li>✓ I can read with purpose, recognize when something does not make sense, and apply strategies to self-monitor and self-correct.</li> <li>✓ I can fluently read and comprehend a variety of grade-appropriate texts</li> </ul>		

	<p>intended word meaning.</p> <ul style="list-style-type: none"> <li>✓ I can read with purpose, recognize when something does not make sense, and apply strategies to self-correct.</li> <li>✓ I can fluently read and comprehend end of second grade texts.</li> </ul>			
<b>2. Competency Statements for Reading Literature</b>	Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to explain interpretations and thinking.	Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to support interpretations and analysis.	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.	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 analysis.
	<b>Kindergarten</b>	<b>Third Grade</b>	<b>Fifth and Sixth Grades</b>	<b>Seventh and Eighth Grades</b>
	<ul style="list-style-type: none"> <li>✓ I can tell about characters, setting, and major events in a story.</li> <li>✓ I can retell simple stories with key details.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can identify and interpret the narrator's point of view and summarize key events.</li> <li>✓ I can understand the intended meaning of a word that has multiple meanings.</li> <li>✓ I can determine the message or lesson of a text and support my</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can interpret the theme of a text and analyze how it is conveyed.</li> <li>✓ I can analyze how plot develops and give evidence of how a conflict is resolved.</li> <li>✓ I can analyze how visual and multimedia elements of a text contribute to the</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can interpret the theme of a text and analyze choices made by the author to develop the text.</li> <li>✓ I can analyze how various literary elements and devices shape text development and impact meaning</li> <li>✓ I can analyze how</li> </ul>

		<p>thinking with evidence.</p> <ul style="list-style-type: none"> <li>✓ I can compare and contrast two texts.</li> </ul>	<p>meaning, author's tone, or intended effect of a text on the reader/viewer.</p>	<p>visual and multimedia elements of a text contribute to the meaning, author's tone or intended effect of a text on the reader/viewer.</p>
	<p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>✓ I can tell about characters, setting, and major events in a story.</li> <li>✓ I can retell simple stories with key details.</li> <li>✓ I can distinguish between fiction and non-fiction and identify poetry.</li> <li>✓ I can explain the author's purpose and determine the central message of a story.</li> </ul>	<p><b>Fourth Grade</b></p> <ul style="list-style-type: none"> <li>✓ I can identify and interpret the narrator's point of view and summarize key events.</li> <li>✓ I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible.</li> <li>✓ I can find the main idea of a text and cite evidence to support it.</li> <li>✓ I can discuss author purpose and character development.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can analyze and support conclusions about ways two or more authors treat similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can analyze and evaluate the ways two or more authors treat similar themes or use literary forms for intended effect.</li> </ul>
	<p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>✓ I can interpret the narrator's point of view and summarize key events.</li> <li>✓ I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible.</li> <li>✓ I can determine the main idea of a text and support my interpretation with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can compare and contrast literary elements or central messages across two or more literary texts by analyzing text evidence.</li> </ul>		

	<ul style="list-style-type: none"> <li>✓ I can compare different texts using character, setting, and plot.</li> <li>✓ I can state what I think is the author's purpose and give reasons.</li> </ul>			
<b>3. Competency Statements for Reading Informational Texts</b>	Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking	Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analyses.	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.	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 analysis.
	<b>Kindergarten</b>	<b>Third Grade</b>	<b>Fifth and Sixth Grades</b>	<b>Seventh and Eighth Grades</b>
	<ul style="list-style-type: none"> <li>✓ I can clearly express thoughts about key details in a text (verbally, drawing, or written work).</li> <li>✓ I can explain the author's purpose and tell what the text teaches me.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can determine the main idea of a text and explain how key details support the focus.</li> <li>✓ I can determine intended word/phrase meaning when multiple meanings for non-literal meanings are possible.</li> <li>✓ I can use text features to understand non-fiction text.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can interpret the central idea or theme of a text and analyze how it is conveyed.</li> <li>✓ I can analyze how visual and multimedia elements of a text contribute to the meaning, author's tone, or intended effect of a text on the reader/viewer.</li> <li>✓ I can analyze and support conclusions about ways two or more authors treat similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can analyze the central idea or theme of a text and support conclusions about how the text's organization, content, reasoning, and use of evidence support the author's point of view.</li> <li>✓ I can compare and integrate relevant information from multiple sources and resolve conflicting information on the same topics when developing my</li> </ul>
	<b>First Grade</b>	<b>Fourth Grade</b>		
	<ul style="list-style-type: none"> <li>✓ I can identify the main topic and use key</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can determine the main idea of a text</li> </ul>		

	<p>details to answer questions.</p> <ul style="list-style-type: none"> <li>✓ I can determine the meaning of unknown or multiple meaning words using context clues.</li> <li>✓ I can use text features such as heading, glossary, table of contents, pictures, captions, electronic menus and icons.</li> <li>✓ I can identify basic similarities and differences between two texts on the same topic.</li> <li>✓ I can describe connections between two pieces of information in a text.</li> </ul>	<p>and explain how key details and text structure support the focus.</p> <ul style="list-style-type: none"> <li>✓ I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible.</li> <li>✓ I can use visuals: graphs, charts and maps, to locate key ideas.</li> <li>✓ I can compare and contrast different accounts of the same topic or event.</li> </ul>		<p>understanding of a text.</p> <ul style="list-style-type: none"> <li>✓ 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 intended effect on readers.</li> <li>✓ 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.</li> </ul>
	<p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>✓ I can actively engage with text by identifying the main topic, using key details to question and react to the text as a whole.</li> <li>✓ I can use context cues to determine intended word meaning, including when more than one meaning is possible.</li> </ul>			

	<ul style="list-style-type: none"> <li>✓ I can locate and explain text features and how they help me understand the text.</li> <li>✓ I can compare how different texts present topics or ideas.</li> <li>✓ I can state the author’s purpose and give reasons.</li> <li>✓ I can explain how information in the text is connected.</li> </ul>			
<b>4. Competency Statements for Narrative Writing</b>	Students will draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences.	Students will compose narrative texts, describing real or imaginary events or experiences using a variety of forms (e.g., stories, legends, plays, poems).	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).	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).
	<b>Kindergarten</b>	<b>Third Grade</b>	<b>Fifth and Sixth Grades</b>	<b>Seventh and Eighth Grades</b>
	<ul style="list-style-type: none"> <li>✓ I can draw, dictate, or write a single event in sequential order (beginning, middle, end).</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can develop a sequence of events that unfold logically and maintain my focus or message throughout the text.</li> <li>✓ I can develop characters using descriptions that engage my readers.</li> <li>✓ I can use transition words and sensory</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can employ text structures and narrative strategies to produce written text for a variety of audiences.</li> <li>✓ I can maintain a point of view, tone, and coherence of theme.</li> <li>✓ I can edit and revise my text for clarity and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can employ text structures, transitional devices, narrative strategies, and a sense of closure to produce written text for a variety of audiences.</li> <li>✓ I can maintain a point of view, tone, style, and coherence of theme as it develops across the text by using</li> </ul>

		<p>details to connect and expand my ideas.</p> <ul style="list-style-type: none"> <li>✓ I can write a logical conclusion that completes my text. I can use illustrations to add to my story.</li> <li>✓ I can edit and revise my story.</li> </ul>		<p>author's craft appropriate to the purpose including foreshadowing and flashback.</p> <ul style="list-style-type: none"> <li>✓ I can edit and revise my text for clarity, coherence, and intent.</li> </ul>
	<b>First Grade</b>	<b>Fourth Grade</b>		
	<ul style="list-style-type: none"> <li>✓ I can compose a beginning that tells who is in the story and what is happening.</li> <li>✓ I can add details to describe events.</li> <li>✓ I can compose an ending that tells how the problem was solved or how things worked out.</li> <li>✓ I can use illustrations that add interesting details.</li> <li>✓ I can use a checklist to edit my work with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can develop a sequence of events that unfold logically, and maintain my focus throughout the text.</li> <li>✓ I can develop characters, using dialogue and descriptions that help readers picture what is happening.</li> <li>✓ I can use a variety of transitional words and sensory details to connect and elaborate on my ideas.</li> <li>✓ I can write a believable conclusion that completes my text. I can use illustrations to add interesting and relevant details to my storyline.</li> </ul>		
	<b>Second Grade</b>			
	<ul style="list-style-type: none"> <li>✓ I can compose a beginning that tells who is in the story and what is happening.</li> <li>✓ I can connect the beginning to the ending</li> </ul>			

	<ul style="list-style-type: none"> <li>by adding details to describe events/actions, words, thoughts, and feelings of characters.</li> <li>✓ I can compose an ending that tells how the problem was solved or how things worked out.</li> <li>✓ I can use illustrations that add interesting details and elaboration.</li> <li>✓ I can edit and revise my text for clarity with adult help.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can edit and revise my text for clarity, focus and coherence.</li> </ul>		
<b>5. Competency Statements for Informational Writing</b>	Students will draw/dictate/write to compose informative texts that convey information on specific topics.	Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.	Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.	Students will produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.
	<b>Kindergarten</b>	<b>Third Grade</b>	<b>Fifth and Sixth Grades</b>	<b>Seventh and Eighth Grades</b>
	<ul style="list-style-type: none"> <li>✓ I can focus on a topic to give information.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can clearly introduce a focus for my topic and provide a concluding section that summarized my main idea.</li> <li>✓ I can develop my ideas using sources to gather concrete details, facts, quotes, and other information related to my focus.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can identify a focus and employ informational text structures to convey my central idea.</li> <li>✓ I can maintain a focus, formal style, and objective tone using techniques and features that organize, analyze, and elaborate on information</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can identify a focus and employ informational text structures to develop and elaborate on my central idea.</li> <li>✓ I can maintain a focus, point of view, formal style, and tone using techniques and features that organize, analyze, and elaborate</li> </ul>

		<ul style="list-style-type: none"> <li>✓ I can organize my ideas and details into paragraphs and sections.</li> <li>✓ I can use descriptive, precise, and content-specific vocabulary to expand on each idea presented.</li> <li>✓ I can edit and revise my text.</li> </ul>	<p>presented.</p> <ul style="list-style-type: none"> <li>✓ I can locate relevant information from two or more reference sources to obtain factual evidence and resolve possible conflicting information.</li> <li>✓ I can develop a conclusion that follows logically from the information presented and supports my central idea.</li> <li>✓ I can edit and revise my text for clarity and coherence.</li> </ul>	<p>on information presented.</p> <ul style="list-style-type: none"> <li>✓ I can locate and integrate relevant and credible information from multiple reference sources into my text.</li> <li>✓ I can develop a conclusion that summarizes or synthesizes key information presented in support of my central idea.</li> <li>✓ I can edit and revise my text for clarity, coherence, and intent.</li> </ul>
	<b>First Grade</b>	<b>Fourth Grade</b>		
	<ul style="list-style-type: none"> <li>✓ I can write an informational text with a topic and supporting facts.</li> <li>✓ I can use a source to find facts to support my topic.</li> <li>✓ I can use a checklist to edit my work with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can clearly introduce a main idea or topic and provide a concluding section that summarized it.</li> <li>✓ I can develop my ideas using sources to gather concrete details, facts, quotes, and other information related to my topic.</li> </ul>		
	<b>Second Grade</b>			
	<ul style="list-style-type: none"> <li>✓ I can state a topic at the beginning and a conclusion at the end.</li> <li>✓ I can use sources to find facts and details that support and add interest to my focus.</li> <li>✓ I can group my ideas and details together to show how some facts are connected.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can organize my ideas and details into paragraphs, using linking words and phrases to convey meaning.</li> <li>✓ I can use descriptive, precise and content-specific vocabulary to elaborate on each idea.</li> </ul>		

	<ul style="list-style-type: none"> <li>✓ I can use sources to find and add features such as labeled pictures or diagrams to help explain details and add information.</li> <li>✓ I can edit and revise my text with adult help.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use text features to add interesting details that support my topic.</li> <li>✓ I can edit and revise my text for clarity, focus and coherence.</li> </ul>		
<b>6. Competency Statements for Opinion/Argument Writing</b>	Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with writing/dictating/drawing.	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.	Students will produce clear, coherent, and effective opinion/argument writing for a range of text types, purposes and audiences.	Students will produce clear, coherent, and effective opinion/argument writing for a range of text types, purposes and audiences.
	<b>Kindergarten</b>	<b>Third Grade</b>	<b>Fifth and Sixth Grades</b>	<b>Seventh and Eighth Grades</b>
	<ul style="list-style-type: none"> <li>✓ I can share an opinion based on a personal experience or in response to a class activity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can state an opinion that answers a question about a topic or text.</li> <li>✓ I can use sources to expand my understanding of the text and locate information to support my point of view.</li> <li>✓ I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason.</li> <li>✓ I can connect reasons</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can employ organizational structures and persuasive techniques to establish and support a claim about a topic, text, or issue.</li> <li>✓ I can use relevant sources to expand my understanding of the topic and locate information to support different points of view, including mine.</li> <li>✓ I can maintain a focus and develop my point of view by analyzing hard evidence in</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can employ argumentative structures and persuasive techniques to convey claims and counterclaims related to a topic/text/issue.</li> <li>✓ I can use reliable and credible sources to expand my understanding of a topic and locate information to support diverse points of view.</li> <li>✓ I can maintain an authoritative stance for my claim by analyzing hard evidence used in</li> </ul>

		<p>and facts and provide a conclusion that restates my opinion.</p> <ul style="list-style-type: none"> <li>✓ I can edit and revise my work.</li> </ul>	<p>support of each stated reason or criterion for my claim.</p> <ul style="list-style-type: none"> <li>✓ I can logically connect reasons, facts, analyses, and sources and provide a conclusion that may address why others might not agree with me.</li> <li>✓ I can edit and revise my text for clarity and coherence.</li> </ul>	<p>support of each stated criterion for my position.</p> <ul style="list-style-type: none"> <li>✓ I can logically connect reasons, facts, analyses, and sources and provide a conclusion that addresses possible counterclaims.</li> <li>✓ I can edit and revise my text for clarity, coherence, and intent.</li> </ul>
	<b>First Grade</b>	<b>Fourth Grade</b>		
	<ul style="list-style-type: none"> <li>✓ I can write an opinion piece based on personal experience and support it with at least one reason.</li> <li>✓ I can write a beginning that states my opinion, a middle that supports my opinion, and an ending.</li> <li>✓ I can use a checklist to edit my work with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can state an opinion that answers a question about a topic or text.</li> <li>✓ I can use different sources to expand my understanding of the topic and locate information to support my point of view.</li> <li>✓ I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason.</li> <li>✓ I can add visuals to help support my reasons.</li> <li>✓ I can connect reasons and facts with linking words.</li> <li>✓ I can provide a conclusion that restates my opinion and considers why others might not</li> </ul>		
	<b>Second Grade</b>			
	<ul style="list-style-type: none"> <li>✓ I can state an opinion that answers a question about a topic or text.</li> <li>✓ I can state reasons to support my opinion and then use facts and details to say more about each reason.</li> <li>✓ I can use sources to find and add labeled pictures or diagrams to help explain my reasons.</li> </ul>			

	<ul style="list-style-type: none"> <li>✓ I have a beginning that states my opinion, a middle that supports my opinion with reasons and facts, and an ending.</li> <li>✓ I can edit and revise my text with adult help.</li> </ul>	<ul style="list-style-type: none"> <li>agree with me.</li> <li>✓ I can edit and revise my text for clarity, focus and coherence.</li> </ul>		
<b>7. Competency Statements for Speaking-Listening, and Language</b>	Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.	Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources and formats, in order to make meaning and respond effectively.	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.	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.
	<b>Kindergarten</b>	<b>Third Grade</b>	<b>Fifth and Sixth Grades</b>	<b>Seventh and Eighth Grades</b>
	<ul style="list-style-type: none"> <li>✓ I can actively participate in whole group discussions.</li> <li>✓ I can actively listen to information delivered orally or visually.</li> <li>✓ I can ask relevant questions to improve my understanding of a topic.</li> <li>✓ I can use grade appropriate grammar when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can participate in an academic conversation.</li> <li>✓ I can use proper conventions when speaking.</li> <li>✓ I can gather and organize information into a logical presentation and deliver it to my peers.</li> <li>✓ I can interpret and use information delivered orally or visually and</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use grade-appropriate grammar and mechanics to clarify a message appropriate to the purpose and audience when speaking.</li> <li>✓ I can compose and orally deliver short and longer presentations for different purposes and audiences.</li> <li>✓ I can analyze, interpret, and use</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can present grade-appropriate information that is supported with evidence, elaborating when needed, and respond to questions with relevant ideas or comments.</li> <li>✓ I can compose and orally deliver short and longer presentations for different purposes and audiences</li> </ul>

		respond by asking relevant questions.	information delivered orally or visually.	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.
	<b>First Grade</b>	<b>Fourth Grade</b>		
	<ul style="list-style-type: none"> <li>✓ I can actively participate in whole group discussions following agreed upon rules.</li> <li>✓ I can actively listen to information delivered orally or visually.</li> <li>✓ I can present and listen to information both visually and orally.</li> <li>✓ I can ask and answer related questions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can begin a discussion and stay on topic.</li> <li>✓ I can use grade-appropriate grammar, mechanics, and vocabulary.</li> <li>✓ I can gather an organize information and orally deliver presentations for different purposes and audiences.</li> </ul>		
	<b>Second Grade</b>	<ul style="list-style-type: none"> <li>✓ I can interpret and use information from presentations to ask relevant questions, or summarize key ideas.</li> </ul>		
	<ul style="list-style-type: none"> <li>✓ I can participate in a focused discussion.</li> <li>✓ I can use grade-appropriate grammar and vocabulary to clarify a message when speaking.</li> <li>✓ I can work with others to clearly present ideas visually and orally.</li> <li>✓ I can actively listen to information delivered orally or visually and respond by asking related questions, restating key points, or adding idea.</li> </ul>			

<b>8. Competency Statements for Inquiry, Investigation, and Research</b>	Students will engage in large and small group research/inquiry to investigate topics of shared interest and to interpret, integrate, and present information.	Students will engage in large and small group research/inquiry to investigate topics of shared interest and to analyze, integrate, and present information.	Students will engage in large and small group research/inquiry to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible and relevant sources.	Students will engage in large and small group research/inquiry to investigate, analyze, integrate, and present information, demonstrating an understanding of the use of credible, relevant, and reliable sources.
	<b>Kindergarten</b>	<b>Third Grade</b>	<b>Fifth and Sixth Grades</b>	<b>Seventh and Eighth Grades</b>
	<ul style="list-style-type: none"> <li>✓ I can describe common people, places and things.</li> <li>✓ I can add drawings for additional details.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can conduct short research projects.</li> <li>✓ I can locate, organize, and analyze information from print and non-print sources.</li> <li>✓ I can select facts that apply to my topic.</li> <li>✓ I can edit and revise my work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives.</li> <li>✓ I can analyze information within and among various sources.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can conduct short and longer research projects to explore a topic, issue or problem, analyzing interrelationships among concepts or perspectives.</li> <li>✓ I can analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</li> </ul>
	<b>First Grade</b>	<b>Fourth Grade</b>	<ul style="list-style-type: none"> <li>✓ I can strategically use language, figurative language, and syntax appropriate to my intent, purpose, and audience.</li> <li>✓ I can use reasoning, planning, and evidence to gather, select, and cite information to support inferences,</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.</li> <li>✓ I can strategically use precise language, figurative language, syntax, and discourse appropriate to my intent, purpose, and audience.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ I can work with the class to research and answer a question.</li> <li>✓ I can locate information from grade appropriate print and non-print to develop and support my ideas.</li> <li>✓ I can write a how-to text based on personal experience with teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can Locate, organize and analyze information from print and non-print sources to support a main idea or topic.</li> <li>✓ I can find and use relevant information in my presentation to show what I have learned.</li> <li>✓ I can use precise</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use reasoning,</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can use reasoning,</li> </ul>

	Second Grade	language appropriate to my purpose and audience.	interpretations, and analyses.	planning and evidence to gather, select, and cite information to support inferences, interpretations, and analyses.
	<ul style="list-style-type: none"> <li>✓ I can work with others to gather and organize information while investigating a topic or question of interest.</li> <li>✓ I can locate information from print and non-print sources to develop and support my ideas.</li> <li>✓ I can work with others to incorporate information and communicate what was learned.</li> <li>✓ I can use descriptive and content vocabulary to communicate my message.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can edit and revise my text for clarity, focus and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can integrate multimedia or visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can integrate multimedia or visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</li> <li>✓ 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.</li> </ul>