Moscow School District #281
Mastery Learning Map

Kindergarten English Language Arts	
1. Competency Statements for **Reading Literature** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***With prompting and support, students will make meaning of literary print and non-print texts and provide text details.***
	1. I can retell familiar stories including key details such as characters, settings and major events, with prompting and support. 2. I can identify the author and illustrator of a story and explain what they do.
National Standards	RL.K.1, RL.K.2, RL.K.3, RL.K. 6

Kindergarten English Language Arts	
2. Competency Statements for **Foundational Skills**	***Students will demonstrate understanding of the foundational literacy skills, including organization, print concepts, phonological awareness, phonics, word recognition and fluency.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can identify 24-26 uppercase letters. 2. I can identify 24-26 lowercase letters. 3. I can blend 3 letter sounds to make a word 6 times, given 6 attempts. 4. I can segment words into sounds 5 of 6 times given 6 attempts (6 words). 5. I can identify 24-26 letter sounds 6. I can identify 90% of sight words taught.
National Standards	RF.K.1a,d, RF.K.2.d RF.K.3.a,b,c

Kindergarten English Language Arts	
3. Competency Statements for **Informational Text** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***With prompting and support, students will make meaning of informational print and non-print texts and provide text details.***
	1. I can recall the main topic and key details from an informational text with prompting and support.
National Standards	RI.K.2

Kindergarten English Language Arts
4. Competency Statements for **Speaking and Listening** *"Learning Targets" 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 from a variety of sources, in order to make meaning and respond effectively.***
	1. I can talk with peers and adults about a given topic. 2. I can ask and answer questions in order to seek help and get information.
National Standards	SL.K.1, SL.K.3

Kindergarten English Language Arts	
5. Competency Statements for **Narrative Writing**	***Students will draw/ dictate/ write to compose narrative texts, describing real or imaginary events or experiences.***
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can draw a detailed picture about an event. 2. I can write about an event in the order that it happened. 3. I can state how I feel about the event.
National Standards	W.K.3

Kindergarten English Language Arts	
6. Competency Statements for **Informative/Explanatory Writing** *"Learning Targets" 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.**
	1. I can draw and write information about a topic with at least 2 supporting sentences.
National Standards	W.K.2

Kindergarten English Language Arts	
7. Competency Statements for **Opinion Writing**	***Students will draw/dictate/write to express their opinion on a given topic.***
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can write and draw to tell my opinion and why.
National Standards	W.K.1

Kindergarten English Language Arts	
8. Competency Statements for **Language**	***Students will demonstrate standard English conventions, grammar, and vocabulary when writing or speaking.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can capitalize the first word of a sentence and the pronoun I. 2. I can identify end punctuation. (.?!) 3. I can use correct spacing when writing. 4. I can write the beginning, middle and end sounds of a word.
National Standards	L.K. 2a, L.K. 2b, L.K. 2c,L.K.2d

1st Grade English Language Arts (ELA)	
1. Competency Statements for **Reading Literature**	***Students read to comprehend text by stating key details, and asking and answering questions within fictional texts.***
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	*I can ask and answer questions about a story. *I can tell about the major events in a story. 1. I can tell the difference between a fiction and non-fiction story. *Essential Targets
National Standards	RL.1.1, RL.1.3

1st Grade English Language Arts (ELA)	
2. Competency Statements for **Foundational Skills**	***Students read to comprehend using a variety of strategies to demonstrate foundational reading skills.***

"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	* I can blend sounds to make words.
	* I can say all the sounds in a word.
	* I can read sight words.
	* I can understand what I am reading.
	  1. I can read fluently and accurately.
	  2. I can identify the beginning sound in a word.
	  3. I can identify the ending sound in a word.
	  4. I can identify the middle sound in a word.
	  5. I can tell the difference between a long and short vowel sound in a word.
	  6. I can recognize and sound out long vowel words.
	  7. I can break words into syllables to sound them out.
	  8. I can tell how many syllables are in a word.
	  9. I can tell the sounds for the digraphs: sh, ch, th, wh, ph, qu.
	  10. I can read words with the ending –s.
	  11. I can read words with the ending –ed.
	  12. I can read words with the ending –ing.
	*Essential Targets

National Standards	RF1.2 a-d, RF1.3a-g, RF1.4a-c

1st Grade English Language Arts (ELA)	
3. Competency Statements for **Informational Text**	***Students read to comprehend informational text and use text features to interpret meaning.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	* I can read non-fiction stories. 1. I can tell the difference between fiction and non-fiction texts. 2. I can use text features to help me find key facts in a text. 3. I can identify the main idea of a non-fiction story. 4. I can retell a non-fiction story and include key details of the story. 5. I can ask and answer questions about non-fiction stories.
National Standards	RI.1.1, RI1.2, RI1.5

1st Grade English Language Arts (ELA)

4. Competency Statements for **Speaking and Listening** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students speak effectively to express ideas. Students listen and interpret information to comprehend and respond appropriately.***

	* I can respect others by listening and taking turns to talk.
	* I can respond to others' comments.
	* I can ask questions to help me understand a class discussion.
	* I can speak clearly so that others understand my ideas and feelings.
	   1. I can talk in complete sentences.
	   2. I can ask and answer questions when listening to a story or speaker.
	   3. I use correct nouns and verbs when I talk.
	   4. I can talk in the past, present and future tense.

National Standards	SL.1.1a-c, SL.1.2, SL.1.3, SL.1.4, SL.1.6

1st Grade English Language Arts (ELA)	
5. Competency Statements for **Narrative Writing**	*Students write to compose narrative texts, describing real or imaginary events or experiences.*
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can write a story with at least two events. 2. I can write stories with events that happen in the right order. 3. I can write a story that has a sense of closure.
National Standards	W.1.3

1st Grade English Language Arts (ELA)	
6. Competency Statements for **Informative/ Explanatory Writing** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	*Students write to compose informative texts that convey information on specific topics.*
	1. I can write to inform others about something I know. 2. I can write facts about something I know. 3. I can write a closing statement.
National Standards	W.1.2

1st Grade English Language Arts (ELA)	
7. Competency Statements for **Opinion Writing**	***Students write to express an opinion and support their view with reason(s) while using organizational strategies.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can write my opinion about a topic. 2. I can write the reasons that support my opinion. 3. I can write a closing statement.
National Standards	W.1.1

1st Grade English Language Arts (ELA)	
8. Competency Statements for **Language**	*The student generally demonstrates a command of the conventions of standard English grammar and usage when writing.*
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can print all the upper and lowercase letters. 2. I can use common, proper, and possessive nouns. 3. I can use common, proper, and possessive nouns. 4. I can use correct _____ 5. I can use verbs to convey a sense of past, present, and future. 6. I can use frequently occurring adjectives. 7. I can use frequently occurring conjunctions. 8. I can use determiners? 9. I can use frequently occurring prepositions. 10. I can produce and expand different types of sentences.
National Standards	L.1.1, L.1.2

Moscow School District #281
Mastery Learning Map

2nd Grade English Language Arts	
1. Competency Statements for **Reading Literature**	***Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to explain interpretations and thinking.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can show I understand key details of a text by asking and answering questions as I read. 2. I can retell stories and determine the central message, lesson or moral. 3. I can describe how characters in a story respond to major events and challenges.
National Standards	RL.2.1, RL.2.2, RL.2.3, R.L. 2.10

2nd Grade English Language Arts	
2. Competency Statements for **Foundational Skills**	***Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can use phonics and word analysis skills to decode the words I don't know. 2. I can read text with enough accuracy and fluency that I understand what I am reading.
National Standards	RF.2.3, RF.2.4

2nd Grade English Language Arts	
3. Competency Statements for **Informational Text**	***Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can ask and answer questions to show that I understand the key details in the text. 2. I can identify the main topic and the focus of paragraph. 3. I can identify the main purpose of a text. 4. I can compare and contrast two texts on the same topic.
National Standards	RI.2.1, RI.2.2, RI.2.6, RI.2.9, R.L. 2.10

2nd Grade English Language Arts	
4. Competency Statements for **Speaking and Listening** *"Learning Targets" 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.***
	1. I can participate with other in small groups. 2. I can participate with others in larger groups 3. I can tell a story or an experience with facts and details. 4. I can speak and people understand what I say.
National Standards	SL.2.1, S.L. 2.3, SL.2.4,

2nd Grade English Language Arts	
5. Competency Statements for **Narrative Writing**	***Students will draw/ dictate/ write to compose narrative texts, describing real or imaginary events or experiences.***
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can write a story about a real or imaginary event. 2. I can write a story with the events in order and include transitions words. 3. I can write my story with an ending. 4. I can describe my character(s) and their actions. 5. I can describe the character(s) thoughts and feelings.
National Standards	W.2.3

2nd Grade English Language Arts	
6. Competency Statements for **Informative/ Explanatory Writing** *"Learning Targets" 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.***
	1. I can introduce a topic using an introductory sentence. 2. I can include a concluding statement. 3. I can use facts and definitions to develop points. 4. I can include text features that support my topic. 5. I can include facts and details that add interest to the topic.
National Standards	W.2.2

2nd Grade English Language Arts	
7. Competency Statements for **Opinion Writing** *"Learning Targets"* *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.*** 1. I can use an introductory sentence to introduce my opinion. 2. I can use linking words to connect my opinion to my reasons. 3. I can write an ending statement. 4. I can write reasons to support my opinion.
National Standards	W.2.1

2nd Grade English Language Arts	
8. Competency Statements for **Language**	*Students will be able to use grade-level appropriate writing conventions.*
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can write with correct capitalization. 2. I can use correct ending punctuation for most sentences. 3. I can spell most grade-level words correctly and readers can read most of my writing unassisted. 4. I can demonstrate correct grammar in the written response.
National Standards	L. 2.1, L. 2.2

3rd Grade English Language Arts	
1. Competency Statements for **Reading Literature**	***Students will make meaning of increasingly complex literary print and non-print texts, and provide text details to support interpretations and analysis.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can interpret the narrator's point of view and summarize key events. 2. I can determine intended word/phrase meaning when multiple meanings or non-literal meanings are possible. 3. I can compare and contrast literary elements or themes/central messages across two or more literary texts, by analyzing text evidence.
National Standards	RL.3.2-3.5, RL 3.9

3rd Grade English Language Arts	
2. Competency Statements for **Foundational Skills**	***Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.***
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can read and comprehend a variety of grade-appropriate texts with increasing automaticity and fluency (i.e. fluency increases with successive readings).
National Standards	RF.3.3 a-d, RF.3.4, RL.3.10, RI.3.10

3rd Grade English Language Arts	
3. Competency Statements for **Informational Text**	***Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analyses.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can determine the main idea of a text and explain how key details and text structure/ organization support the focus. 2. 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. 3. I can analyze different accounts of the same event or topic, and note differences in information presented, authors' points of view, with a variety of texts.
National Standards	RI.3.2, 3.3, RI 3.5-3.8

3rd Grade English Language Arts	
4. Competency Statements for **Speaking and Listening**	***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.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can use grade-appropriate grammar, mechanics, and vocabulary to clarify a message appropriate to the purpose and audience when speaking. 2. 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. 3. I can interpret and use information delivered orally or visually and respond by asking relevant questions, summarizing key points, identifying theme, determining main idea and supporting details, or elaborating on ideas.
National Standards	SL.3.1.a-d, SL.3.2, SL.3.3

3rd Grade English Language Arts	
5. Competency Statements for **Opinion Writing**	***Students will analyze a topic or text(s) and apply organizational strategies and evidence to support an opinion for varied audiences.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can state an opinion that answers a question about a topic or text. 2. I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. 3. I can connect reasons and facts with linking words and provide a conclusion that restates my opinion. 4. 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).
National Standards	W.3.1 a-d, W 3.4-3.6

3rd Grade English Language Arts
6. Competency Statements for **Informative/ Explanatory Writing**	***Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can clearly introduce a focus for my topic and provide a concluding section that summarizes my main idea. 2. I can develop my ideas using sources to gather concrete details, facts, quotes, and other information related to my focus. 3. I can organize my ideas and details into paragraphs and sections, using linking words and phrases to convey meaning leading up to a believable conclusion. 4. 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)
National Standards	W 3.2 a-d, W 3.4-3.6

3rd Grade English Language Arts	
7. Competency Statements for **Narrative Writing**	***Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems).***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can develop a sequence of events using transition words and sensory details that unfold logically and maintain my focus or message throughout the text. 2. I can develop characters, using dialogue and descriptions that engage my readers (e.g., help readers to picture what is happening). 3. I can write a believable conclusion that completes my text. 4. 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 visuals).
National Standards	W.3.3.a-d, W.3.4-3.6

3rd Grade English Language Arts	
8. Competency Statements for **Writing**	***Students will engage in group and individual research/inquiry to investigate topics of individual or shared interest and to analyze, integrate, and present information.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can conduct short research projects to investigate different aspects of a broader topic, event, or concept. 2. I can locate, organize by sorting into provided categories, and analyze information from print and non-print sources to support my development of central ideas and subtopics. 3. 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).
National Standards	W 3.4-3.8

4th Grade English Language Arts	
1. Competency Statements for Reading Literature *"Learning Targets" 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 support interpretations and analysis.***
	1. I can make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. 2. I can use details in a text to determine the theme, the point of view, and/or summarize the text. 3. I can determine a text's meaning when multiple meanings or non-literal meanings are possible, whether stated or implied. 4. I can compare and contrast literary elements or themes/central messages across two or more literary texts, by analyzing text evidence. 5. I can analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). 6. I can fluently read and comprehend grade level literature texts.
National Standards	RL.4.7

4th Grade English Language Arts	
2. Competency Statements for **Foundational Skills**	***Students will read to make meaning while flexibly using a variety of strategies, applying and extending foundational literacy skills.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can independently read grade level text proficiently and with fluency to aid in comprehension. 2. I can use a strategy to read words (roots and affixes, syllabication patterns, etc.). 3. I can read with purpose, recognize when something does not make sense, and apply strategies to self-monitor and self-correct.
National Standards	RF.4.4

4ᵗʰ Grade English Language Arts	
3. Competency Statements for **Informational Text**	***Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to support interpretations and analyses.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can determine intended word/phrase meaning when multiple meanings are possible. 2. I can summarize the text. 3. I can determine the main idea of a text and explain how key details and text structure/ organization support the focus. 4. I can read and comprehend informational texts and text features in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
National Standards	

4th Grade English Language Arts	
4. Competency Statements for **Speaking and Listening** *"Learning Targets" 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 and audiences. Students will listen, view, and interpret information from a variety of sources and formats, in order to make meaning and respond effectively.***
	1. I can listen critically and engage effectively in a range of collaborative discussions in a small and large group setting. 2. I can paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. I can identify the reasons and evidence a speaker provides to support particular points. 4. I can report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 5. I can add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 6. I can differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)
National Standards	SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6

4th Grade English Language Arts	
5. Competency Statements for **Narrative Writing** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will compose narrative texts, describing real or imaginary events or experiences, using a variety of forms (e.g., stories, legends, plays, poems).***
	1. I can develop a sequence of events that unfold logically and maintain my focus or message throughout the text. 2. I can develop characters, using dialogue and descriptions that engage my readers (e.g., help readers to picture what is happening). 3. I can use a variety of transitional/temporal words and sensory details to connect and elaborate on my ideas. 4. I can write a believable conclusion that completes my text. 5. I can use illustrations to add interesting and relevant details and elaboration to my storyline or focus. 6. 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).
National Standards	W.4.3

4th Grade English Language Arts	
6. Competency Statements for **Informative/ Explanatory Writing** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***Students will compose informative text to examine a topic and clearly convey ideas and information with a specific focus.***
	1. I can clearly introduce a focus for my topic and provide a concluding section that summarizes my main idea. 2. I can develop my ideas by locating and analyzing sources to gather concrete details, facts, quotes, and other information related to my focus. 3. I can organize my ideas and details into paragraphs and sections, using linking words and phrases to convey meaning. 4. I can use descriptive, precise, and content-specific vocabulary to elaborate on each idea presented. 5. I can use text features to add interesting details that support my focus. 6. 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).
National Standards	W.4.2

4th Grade English Language Arts	
7. Competency Statements for **Opinion Writing**	*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.*
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can state an opinion that answers a question about a topic or text. 2. 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. 3. I can organize my ideas by stating reasons that support my opinion, and using facts and details to say more about each reason. 4. I can add visuals to help elaborate on my reasons. 5. 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. 6. 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).
National Standards	W.4.1

4th Grade English Language Arts

8. Competency Statements for **Language**	*Students will be able to use conventions and vocabulary to send a clear message to their audience (proper grammar, punctuation, parts of speech, word relationships, vocabulary).*
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can demonstrate command of the conventions of grammar and usage when writing. 2. I can demonstrate command of the conventions of capitalization, punctuation, and spelling when writing. 3. I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4. I can demonstrate or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
National Standards	

Moscow School District #281
Mastery Learning Map

5th Grade English Language Arts	
1. Competency Statements for **Reading Literature**	*I can 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.*
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can determine literary elements (theme, plot, character development, setting, point of view) 2. I can analyze literary elements citing text evidence. 3. I can analyze text (compare and contrast, cause and effect, sequence). 4. I can summarize the text. 5. I can determine the meaning of figurative language, including metaphors and similes.
National Standards	RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.10

Moscow School District #281
Mastery Learning Map

5ᵗʰ Grade English Language Arts	
2. Competency Statements for **Foundational Skills**	***I can read to make meaning while flexibly using a variety of strategies, applying and extending literacy skill with increasing independence.***
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can read grade appropriate text accurately in order to understand the meaning, and apply strategies to monitor and self-correct. 2. I can read at a fluent pace with appropriate phrasing that helps me understand the meaning of the text. 3. I can use context to determine intended meanings of words and phrases.
National Standards	RF.5.4

5th Grade English Language Arts	
3. Competency Statements for **Informational Text**	***I can comprehend and draw conclusions about the author's intent when reading a variety of increasingly complex print and non-print informational texts, citing textual evidence to support their analyses.***
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can determine and summarize the main idea of a text, and cite evidence. 2. I can analyze and compare authors' points of view. 3. I can compare and contrast multiple texts using features (captions, headings, bold print, pictures, graphs, charts, etc.).
National Standards	RI.5.1, RI.5.2, RI.5.6, RI.5.7, RI.5.8, RI.5.10

5th Grade English Language Arts

4. Competency Statements for **Speaking and Listening** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***I can initiate and participate effectively in speaking-listening for a variety of purposes and audiences (e.g., informal discussions, formal presentations), to diverse perspectives and expressing ideas clearly and purposefully.*** 1. I can come to discussions prepared. 2. I can contribute to the discussion and elaborate on the remarks of others. 3. I can summarize the main point being presented. 4. I can compose and deliver presentations using multimedia.
National Standards	SL.5.1, SL.5.2, SL.5.3, SL.5.5

5th Grade English Language Arts	
5. Competency Statements for **Narrative Writing**	*I can produce clear, coherent, and effective narrative writing for a range of types, purposes, and audiences (e.g., blogs, podcasts, and historical fiction/accounts).*
"Learning Targets" *are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	1. I can establish a situation, narrator, and characters. 2. I can organize an event sequence that unfolds naturally. 3. I can provide a conclusion that follows from the narrated events. 4. I can use pacing and descriptions of character thoughts, feeling, and actions to develop experiences and events. 5. I can use dialogue to show character responses to situations and events. 6. I can use a variety of transitional words, phrases, and clauses to manage the sequence of events. 7. I can use concrete words and phrases and sensory details to convey experiences and events precisely. 8. I can use varied grade-level appropriate word choices.
National Standards	W.5.3

5th Grade English Language Arts	
6. Competency Statements for **Informative/ Explanatory Writing** *"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.*	***I can produce clear, coherent, and effective informative writing for a range of types, purposes, and audiences.***
	1. I can introduce a topic clearly, provide a specific observation and focus. 2. I can group related information logically including introduction, body, and conclusion paragraphing 3. I can include appropriate formatting (e.g., headings), illustrations, and diagrams to aid audience's' comprehension. 4. I can develop the topic using facts, definitions, concrete details, quotations and/or other examples related to the topic. 5. I can accurately use adequate and applicable evidence from credible sources to support a topic. 6. I can use precise language and specific vocabulary to explain the topic. 7. I can connect ideas using grade level appropriate words, phrases and clauses.
National Standards	W.5.2

5th Grade English Language Arts	
7. Competency Statements for **Opinion Writing**	*I can produce clear, coherent, and effective opinion/argument writing for a range of text types, purposes and audiences.*
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can introduce a topic, clearly stating a specific opinion that demonstrates student's understanding of the topic. 2. I can create an organizational structure in which ideas and reasons are logically grouped into introduction, body, and concluding paragraphs that connect reasons to the stated opinion. 3. I can support my opinion with adequate, applicable evidence. 4. I can create a clear explanation of how evidence supports the stated opinion provided. 5. I can use precise language and specific vocabulary to explain the topic. 6. I can connect ideas using grade level appropriate words, phrases and clauses.
National Standards	W.5.1

Moscow School District #281
Mastery Learning Map

5th Grade English Language Arts	
8. Competency Statements for **Language**	*I can produce the command of conventions of grammar and usage, capitalization, punctuation, spelling, and figurative language when writing or speaking.*
"Learning Targets" are models of what educators may see in performance tasks when students demonstrate their increasing understanding and use of the competencies.	1. I can demonstrate command of the conventions of grammar and usage when writing or speaking. 2. I can demonstrate commands of the conventions of capitalization, punctuation, and spelling when writing. 3. I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 4. I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and context, choosing flexibly from a range of strategies.
National Standards	L.5.1, L.5.2, L.5.4, L.5.5,