



School District of Marshfield Literacy Standards – 6th GRADE

Wisconsin Academic Standards <i>Specific knowledge and skills that students will know and be able to do by the end of Sixth Grade.</i>	Marshfield Student Learning Target (“I can”) <i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</i>
Reading Literature	
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.1 • Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.2 • Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.3 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • I can recognize: explicit textual evidence and inferences made in text • I can analyze text to: cite textual evidence which is explicitly stated and infer • I can define theme and central idea. • I can identify supporting details of the main idea or theme of a text. • I can summarize a text based on facts. • I can analyze supporting details to determine theme or central idea. • I can distinguish between textual facts and opinions. • I can formulate a summary based on facts from the text. • I can identify the story map within a specific piece of literature to include: exposition, rising action, climax, falling action, and resolution • I can identify character types and traits. • I can describe how a plot unfolds in a series of episodes. • I can explain how character(s) respond or change over the course of the story or drama.
<p>Craft and Structure</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.4 • Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. RL.6.5 • Explain how an author develops the point of view of the narrator or speaker in a text. RL.6.6 	<p>Craft and Structure</p> <ul style="list-style-type: none"> • I can identify the meaning of words and phrases, including figurative and connotative, as used in text. • I can identify tone in text. • I can interpret the meaning of words and phrases as they are used in the text, including: figurative meanings, connotative meanings and denotative meanings • I can analyze the impact of word choice on meaning. • I can analyze the impact of word choice on tone. • I can determine the various structures of literary text • I can identify the: theme, plot, setting • of a text • I can analyze how a: particular sentence, chapter, scene, and stanza fits into the overall structure of a text • I can analyze how each part (i.e. sentence, chapter, scene or stanza) contributes to the development of: theme, setting, and plot



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Integration of Knowledge and Ideas

- Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **RL.6.7**
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **RL.6.9**

Integration of Knowledge and Ideas

- I can define compare and contrast.
- I can recognize multiple text formats: audio, video, live version, and written
- I can determine the similarities of reading a: story, drama, and poem to listening to or viewing the audio, video, or live version of the text.
- I can determine the differences of reading a: story, drama, and poem to listening to or viewing the audio, video, or live version of the text.
- I can contrast what is seen/heard in text when reading, watching or listening.
- I can identify the: characteristics of different genres, theme in two or more genres, and topic in two or more genres.
- I can compare and contrast how two or more stories of the same genre approach a similar theme and/or topic.



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<p>Reading Informational Text</p>	
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI.6.1 • Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI.6.2 • Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). RI.6.3 	<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • I can locate evidence that supports what the text says. • I can recognize evidence that supports inferences drawn from the text. • I can determine the evidence that supports the explicit analysis of the text. • I can cite examples of evidence that supports inferences drawn from the text. • I can identify the central idea and supporting details of a text. • I can define and understand the influence of personal opinion and judgment when reading a text. • I can analyze text to determine the central idea and supporting details. • I can recognize particular details used to support the central idea of a text. • I can provide a non-biased summary of the text. • I can identify key ideas about individuals, events and ideas as stated in text. • I can define anecdote. • I can analyze how key individuals, events and ideas in a text are introduced, illustrated, and elaborated upon. • I can analyze evidence in text to support key ideas.
<p>Craft and Structure</p> <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text, including, figurative, connotative, and technical meanings. RI.6.4 • Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RI.6.5 • Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI.6.6 	<p>Craft and Structure</p> <ul style="list-style-type: none"> • I can identify: words and phrases, figurative words and phrases, connotative words and phrases, and technical words and phrases • I can determine meaning of words and phrases, including the: figurative, connotative, and technical meanings of words and phrases as they are used in a text. • I can determine text structure: (e.g., chronology, comparison, cause/effect and problem/solution). • I can analyze how particular sentences, paragraphs, chapters or sections fit into the overall structure of a text. • I can analyze how particular sentences, paragraphs, chapters or sections contribute to the overall development of the ideas. • I can determine the author’s point of view or purpose of a text. • I can identify details or examples in a text where the author develops the point of view or purpose of the text. • I can explain how the author conveys his/her point of view throughout the text.



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<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. RI.6.7 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI.6.8 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). RI.6.9 	<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> I can determine the author’s point of view or purpose of a text. I can identify details or examples in a text where the author develops the point of view or purpose of the text. I can explain how the author conveys his/her point of view throughout the text. I can recognize how to access information from different media and formats. I can identify the terms topic and issue. I can combine information taken from various media, formats, or text. I can demonstrate understanding of a topic or issue using information from various media/formats. I can define the terms argument and claim. I can identify the argument in a text. I can identify the claim in a text. I can identify reasons and evidence in the text. I can locate the argument and specific claims in a text. I can distinguish between supported and unsupported claims. I can evaluate the argument and its specific claims in a text. I can compare and contrast the common events in texts written by different authors (e.g. memoir written by a biography on the same person).
<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI.6.10 	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> I can identify/understand in an informational text: key ideas and details and craft and structure I can comprehend independently in an informational text: key ideas and details and craft and structure



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<p>Speaking and Listening</p>	
<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.1 <ul style="list-style-type: none"> Come to discussions prepared, having read or studied required material explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.6.1.A Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. SL.6.1B Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. SL.6.1.C Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. SL.6.1. D Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under Study. SL.6.2 Delineate a speaker' s argument and specific claims, distinguishing claims that are supplied by reasons and evidence from claims that are not. SL.6.3 	<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> I can engage effectively in a range of collaborative discussions. I can reflect on discussion topics using evidence from the text, issue, and/or topic. I can justify ideas and responses shared with evidence from topic or text. I can formulate comments, questions, and responses based on evidence from the text or topic. I can engage in a variety of discussions by listening and sharing knowledge of grade 6 topics and texts. I can identify components of a formal discussion. I can define individual roles for particular discussions. I can collaborate to set goals and deadlines. I can evaluate implementation of formal discussions. I can follow agreed-upon rules during discussion. I can carry out assigned roles during discussion. I can reflect on discussion topics using evidence from text, issue, and/or topic. I can engage in a variety of discussions by listening and sharing knowledge of grade 6 topics and texts I can pose specific questions to clarify understanding and probe ideas presented. I can respond to questions with detail, using evidence from the topic or text. I can connect comments to the remarks of others. I can express ideas clearly, referencing evidence from the topic or text. I can identify key ideas from reading material. I can recognize multiple perspectives and opposing viewpoints posed during discussions or presentations. I can paraphrase and reflect on multiple perspectives posed in discussions. I can engage in a variety of discussions by listening and sharing knowledge of grade 6 topics and texts. I can identify details and information that contribute to the topic, text, or issue of various media formats. I can interpret information presented in various media and formats. I can explain how information contributes to a topic, text, or issue. I can define and identify: arguments, claims, reasons, and evidence I can distinguish between supported and unsupported claims.



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<p>Presentation and Knowledge of Ideas</p> <ul style="list-style-type: none"> • Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL.6.4 • Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. SL.6.5 • Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) SL.6.6 	<p>Presentation and Knowledge of Ideas</p> <ul style="list-style-type: none"> • I can identify: findings, claims, descriptions, acts, and details • I can identify: appropriate eye contact, adequate volume, and clear pronunciation • I can determine: logical sequence, important descriptions, and facts and details that accentuate ideas or themes • I can give oral presentation to present claims and findings: sequencing ideas logically, using important, descriptions, facts, and details to accentuate main ideas or themes • I can use: appropriate eye contact, adequate volume and clear pronunciation • I can recognize multimedia components such as: graphics, images, music and sound. • I can clarify information. • I can determine what multimedia components will best clarify information in presentations (graphics, images, music, sound). • I can determine what visual displays will best clarify information in presentations. • I can include technology in a presentation to clarify information • with multiple components to include: music, images, graphics and sound. • I can incorporate visual displays in a presentation to clarify information. • I can identify formal and informal settings. • I can describe the qualities of formal speech and informal speech. • I can distinguish between formal and informal speech. • I can determine if formal or informal speech is appropriate in the context of a given situation. • I can adapt speech to a given context or task when speaking. • I can demonstrate correct use of formal English when appropriate.



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Writing

Text Types and Purposes

- Write arguments to support claims with clear reasons and relevant evidence. **W.6.1**
 - Introduce claim(s) and organize the reasons and evidence clearly. **W.6.1.A**
 - Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. **W.6.1.B**
 - Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. **W.6.1.C**
 - Establish and maintain a formal style. **W.6.1.D**
 - Provide a concluding statement or section that follows from the argument presented. **W.6.1.E**
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.6.2**
 - Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **W.6.2.A**
 - Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **W.6.2.B**
 - Use appropriate transitions to clarify the relationships among ideas and concepts. **W.6.2.C**
 - Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.6.2.D**
 - Establish and maintain a formal style. **W.6.2.E**
 - Provide a concluding statement or section that follows from the information or explanation presented. **W.6.2.F**
- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. **W.6.3**
 - Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. **W.6.3.A**
 - Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters **W.6.3.B**
 - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another. **W.6.3.C**
 - Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. **W.6.3.D**
 - Provide a conclusion that follows from the narrated experiences or events. **W.6.3.E**

Text Types and Purposes

- I can identify claims, reasons and relevant evidence within text.
- I can determine how to introduce claim(s).
- I can write an argument, introducing the claim and organizing the reasons and evidence clearly to support the claim.
- I can identify credible sources.
- I can recognize claims, relevance and evidence within text.
- I can organize reasons and evidence clearly.
- I can formulate support for claims with clear reasons and relevant evidence.
- I can evaluate the credibility of sources used and relevance of the evidence.
- I can demonstrate an understanding of the topic or text.
- I can write an argument to support claims, including: claims supported by clear reasons and relevant evidence, credible sources, and a clear understanding of the topic or text under investigation
- I can recognize words, phrases and clauses that show relationships among claim(s) and reasons.
- I can clarify relationships among claims and reasons.
- I can write an argument to support claims, including words, phrases, and clauses that clarify relationships among claim(s) and reasons.
- I can identify and define formal style.
- I can establish and maintain a formal style.
- I can write an argument to support claims, including clear reasons and relevant evidence, which establishes and maintains a formal style.
- I can explain the argument presented.
- I can plan an appropriate concluding statement that follows from the argument presented.
- I can write an argument to support claims, which includes a concluding statement or section that follows from the argument presented.
- I can identify components of informative/explanatory text.
- I can write informative/explanatory texts to: examine a topic, convey ideas concepts and information through: text selection, organization, and analysis of relevant content.
- I can determine when to include: formatting, graphics, and multimedia to aid in comprehension.



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<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.6.4 • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.) W.6.5 • Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W.6.6 	<p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> • I can analyze the reason for writing a piece to decide on task, purpose and audience. • Determine suitable idea development strategies, organization, and style appropriate to task, purpose and audience. • I can produce a writing piece that is clear and coherent with idea development, organization, and style appropriate to task, purpose and audience. • I can, with some guidance and support from peers and adults, recognize how to: plan, revise, edit, rewrite, and try a new approach • I can, with some guidance and support from peers and adults, develop and strengthen my writing by: planning, revising, editing, rewriting, and trying a new approach • I can download, save, upload, and attach documents. • I can select appropriate word processing tools. • I can select appropriate tools for communicating and collaborating. • I can evaluate the appropriate technology tools for producing and publishing writing and for collaborating with others. • I can use technology, including the Internet, to produce and publish writing. • I can use technology to interact and collaborate with others. • I can use keyboarding skills to type three or more pages in a single sitting.
<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • Conduct short research projects to answer a question, drawing on several sources and: refocusing the inquiry when appropriate. W.6.7 • Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. W.6.8 • Draw evidence from literary or informational texts to support analysis, reflection, and research. W.6.9 <ul style="list-style-type: none"> • Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories in terms of their approaches to similar themes and topics]”). W.6.9.A • Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). W.6.9.B 	<p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> • I can apply appropriate research and inquiry methods to conduct a research project. • I can apply multiple resources to conduct short research projects. • I can determine sources to answer a research question. • I can narrow/refocus the inquiry by selecting information from multiple sources, which will support or justify the answer. • I can conduct steps for research to answer a question. • I can conduct a short research project to answer a question, with appropriate information derived from research in a variety of sources. • I can recognize a credible source. • I can define plagiarism. • I can quote information from a source. • I can identify and provide basic bibliographic information for sources. • I can gather relevant information from print and digital sources. • I can paraphrase the data and conclusions of others. • I can assess the credibility of each source. • I can determine when and how to credit sources to avoid plagiarism. • I can draw evidence from literary or informational text to support analysis, reflection and research.



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<p>Range of Writing</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. W.6.10 	<p>Range of Writing</p> <ul style="list-style-type: none"> I can identify task, purpose and audience for various types of writing. I can identify the organizational structures for various types of writing. I can determine appropriate organizational structure to use for various types of writing dependent upon task, purpose and audience. I can write for various tasks, purposes, and audiences over both extended and shorted time frames.
<p>Language</p>	
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.6.1 <ul style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). L.6.1.A Use intensive pronouns (e.g., myself, ourselves). L.6.1.B Recognize and correct inappropriate shifts in pronoun number and person.* L.6.1.C Recognize and connect vague pronouns (i.e., ones with unclear or ambiguous antecedents). * L.6.1.D Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. * L.6.1E Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.6.2 <ul style="list-style-type: none"> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. * L.6.2.A Spell correctly. L.6.2.B 	<p>Conventions of Standard English</p> <ul style="list-style-type: none"> I can recognize pronouns (subjective, objective, possessive) I can recognize appropriate pronoun case (subjective, objective and possessive) I can determine if pronouns are in the proper case. Place pronouns in the proper case when writing. I can recognize intensive pronouns (e.g., myself, ourselves) I can determine proper intensive pronouns. I can use intensive pronouns correctly in my writing. I can recognize indefinite pronouns. I can correct indefinite pronouns to improve expressive language. I can use indefinite pronouns correctly in my writing. I can recognize shifts in pronoun number and person. I can correct shifts in pronoun number and person. I can use correct pronoun number and person in my writing. I can recognize variations from Standard English I can identify strategies to improve expression in language I can use various strategies to improve expression in language I can apply correct capitalization, punctuation, and spelling when writing I know punctuation rules for commas, parentheses and dashes I use commas to set off nonessential elements I use parentheses to set off nonessential elements I use dashes to set off nonessential elements I can recall and apply spelling rules I can identify and correct misspelled words



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<p>Knowledge of Language</p> <ul style="list-style-type: none">• Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.6.3• Vary sentence patterns for meaning, reader/listener interest, and style.*. L.6.3.A• Maintain consistency in style and tone. L.6.3.B	<p>Knowledge of Language</p> <ul style="list-style-type: none">• I can recognize conventions of language for: writing, speaking, reading and listening.• I can apply knowledge of language when writing, reading and listening.• I can apply knowledge of language conventions when writing, reading and listening.• I can use knowledge of language and its conventions when writing, reading, listening and speaking.• I can recognize conventions of language for: writing, speaking, reading, and listening• I can recognize: various sentence patterns, style and tone• I can determine when to vary sentence patterns for: meaning, reader/listener, interest, and style• I can vary sentence patterns when speaking for: meaning, listener interest and style• I can recognize style and tone in writing.• I can maintain consistency in style and tone while writing and speaking.



School District of Marshfield Literacy Standards – 6th GRADE

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<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. L.6.4 <ul style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.6.4.A Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, audible). L.6.4.B Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. L.6.4.C Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) L.6.4.D Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.6.5 <ul style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. L.6.5.A Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. L.6.5B Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty). L.6.5.C Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.6.6 	<p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> I can choose flexibility from a range of vocabulary strategies to determine or clarify the meaning of an unknown word or phrase. I can identify common context clues in text (e.g., overall meaning of sentence or paragraph a word's position in a sentence, a word's function in a sentence). I can determine or clarify the meaning of unknown or multiple meaning words by using context as a clue to the overall meaning of a word or phrase. I can identify: Greek affixes and roots and Latin affixes and roots I can determine or clarify the meaning of unknown or multiple meaning words by: using Greek and Latin affixes and roots as clues to the meaning of a word I can identify the function of common reference materials (e.g., dictionary, glossary, thesaurus) to find the meaning of a word. I can recognize and use pronunciation symbols. I can consult print and digital reference materials to: find the pronunciation of a word, clarify word's precise meaning and determine a word's part of speech I can verify preliminary determination of the meaning of a word or phrase by checking inferred meaning in context or a dictionary I can identify and define different types of figurative language (e.g., personification). I can analyze text to locate figurative language (e.g., personification) and interpret meanings in context. I can distinguish among the different types of word relationships (e.g., cause/effect, part/whole, item/category). I can analyze the relationships between particular words (e.g., cause/effect, part/whole, item/category) for clarity. I can define the terms denotations and connotations of words. I can distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwhasteful, thrifty). I can identify general academic and domain specific words and phrases that are grade appropriate. I can gather vocabulary knowledge when considering words and phrases important to comprehension or expression. I can make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words. I can apply and use knowledge of vocabulary when considering words and phrase important to comprehension of expression. I can select appropriate resources to aid in gathering vocabulary knowledge.



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Wisconsin Academic Standards

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Marshfield Student Learning Target (“I can”)

These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences.

Digital Learning

Empowered Learner

- Articulate a set of personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes. **1a**
- Build networks and customize their learning environments in ways that support the learning process. **1b**
- Use technology to seek feedback that informs and improve their practice and to demonstrate their learning in a variety of ways. **1c**
- Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies, and are able to transfer their knowledge to explore emerging technologies. **1d**

Digital Citizen

- Engage in positive, safe, legal and ethical behavior when using technology, including social media interactions online or when using networked devices. **2b**
- Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. **2c**

Knowledge Constructor

- Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. **3a**
- evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources **3b**
- Curate information from digital resources using a variety of tools and methods to create collections of artifacts and demonstrate meaningful connections or conclusions. **3c**

Computational Thinker

- Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. **5b**

Creative Communicator

- Choose the appropriate platforms and tools for meeting the desired objective of their creation or communication. **6a**
- Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations. **6c**
- Publish or present content that customizes the message and medium for a variety of audiences. **6d**

Global Collaborator

- Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. **7a**
- Use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints. **7b**
- Contribute constructively to project teams, assuming various goals and responsibilities to work effectively toward a common goal. **7c**
- Explore local and global issues and use collaborative technologies to work with others to investigate solutions. **7d**

- I can communicate with my classmates and teacher using technology.
- I can understand the importance of using a variety of search strategies.
- I can apply new strategies for effective and efficient online searches.
- I can create and execute a five-step plan for conducting an online search.
- I can understand that copyright is a legal system that protects rights to creative work.
- I can compare the different ways people license their copyrighted work.
- I can create an original creative work and reflect on the copyright for that creative work.
- I can understand what identity theft is and why it is important to guard against it.
- I can recognize strategies that scam artists use to access private information.
- I can guard against phishing and identity theft.
- I can reflect on what it means to stand up for others on and offline.
- I can generate multiple solutions for helping other when cyberbullying occurs.
- I can explore my digital life.
- I can understand that you need to act responsible when maintaining relationships over digital media.
- I can explore new applications based on knowledge from applications I have used before.
- I can identify the best digital tool for a certain task and combine it with other digital tools to achieve a desired result.
- I can develop and apply strategies for identifying and solving user level hardware and software problems.