

CPS Learning Targets

Specific Skills and Knowledge Listed for

- ✓ Math**
- ✓ Science**
- ✓ Reading**
- ✓ Writing**

These lists are provided to demonstrate the comprehensiveness of the specifications.

Teachers should use the complete Learning Targets documents, which include concepts and resources as well as these specifications.

For the complete Learning Targets, go to

<http://www.chicagoteachingandlearning.org/>

CPS Reading Learning Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Concepts about Print

- Recognize the front and back covers and title page of a book
- Recognize and name upper-case and lower-case letters
- Understand that reading progresses from left to right, top to bottom, and page by page
- Understand that print carries a message
- Understand that words are separated by spaces in print

Comprehension

- Predict what will happen next in a story using pictures and/or text • recall important facts from a text that is heard or read • retell a simple text and familiar stories in sequence • identify characters, settings, and important events in a story
- Respond to questions about a text read-aloud
- Understand the meaning of stories by making comments (e.g., I like this story because...; I think the character was...because...)

Fluency

- Read emergent texts accurately with purpose and understanding phonemic/phonological awareness
- Recognize how many individual words are spoken in a phrase or simple sentence
- Count and pronounce segments and blend sounds in spoken words
- Recognize and create rhyming words (e.g., bear, care, fair)
- Identify and isolate beginning, middle, and ending sounds of three phoneme words (e.g., beginning sound /b/ middle sound /a/ ending sound /t/ in the word bat)

Vocabulary

- Use a variety of resources (e.g., pictures, illustrations, asking others, context, and previous experiences) to learn the meaning of unfamiliar words
- Develop vocabulary through listening, discussing, and direct teaching of words in literary, informational, and subject-specific texts (e.g. math, science, social science, art, music, health)

Speaking and listening

- Actively participate in group conversations on kindergarten topics and texts by: • following agreed-upon discussion rules
- Continuing a conversation with others
- Describe familiar people, places, things, and events and provide additional detail with prompting and support
- Tell stories, share information and ideas in a logical order while speaking in complete sentences
- Speak audibly and express thoughts, feeling, and ideas in complete sentences

CPS Writing Learning Targets—KINDERGARTEN

By the end of Kindergarten, students will:

Process

- Enjoy writing daily on topics they choose themselves
- Make changes to pictures and/or words in response to questions or suggestions made by others
- Talk about their work as writers
- Look to published authors for ideas to include in their writing

Beginning Inquiry, Research & Communication

- Seek answers to questions through active exploration
- Discuss ideas to include in a story

Beginning Writing Skills

- Use scribbles, approximation of letters, or known letters to represent written language (Stages of Writing)
- Dictate stories and experiences
- Use drawing and writing skills to convey meaning and information
- Write labels, signs, or captions for drawings or illustrations

Conventions

- Write most letters and some sight words when dictated and in their own writing (e.g., “the”, “a”, “I”)
- Write some consonant-vowel-consonant words (e.g., “cat”, “dog”, “bat”)
- Write first and last names, and first names of friends, by using upper-case and lower-case letters
- Leave a space between words
- Write left to right, top to bottom
- Begin to use classroom resources such as alphabet charts and word lists to help with writing
- Produce and expand complete sentences in shared language activities

CPS Reading Learning Targets—FIRST GRADE

By the end of Grade 1, students will:

Concepts about Print

- Identify the author, title, and front and back covers of a book
- Understand that reading goes from left to right, top to bottom, and page by page
- Recognize and distinguish between letters, words, and sentences
- Understand that pictures and print have meaning
- Match oral word to printed word while recognizing sentence structure
- Identify that different punctuation marks have meaning (e.g., . = stop; ? = question; ! = excitement)

Comprehension

- Use prior knowledge, predictions, personal connections, and ask questions to understand text
- Check for understanding during reading by rereading, reading ahead, using illustrations, asking clarifying questions, and using context clues
- Retell and sequence main events with a beginning, middle, and end
- Use specific parts of the text to support answers to simple questions or to support a point
- Identify and compare elements of character, setting, and plot within and across stories
- Identify and compare similarities and differences between two texts on the same topic
- Make simple evaluative expressions about text (e.g., “I like the story because”, and “I didn’t like the character because”)
- Distinguish between fiction and non-fiction
- Use information and respond to illustrations, pictures, and details in stories to describe characters, events, or settings
- Use information and respond to illustrations, text features, and functional text (e.g., recipes, charts, maps, directions)

Fluency

- Read grade-level text that sounds like everyday speech with accuracy, appropriate rate, and expression
- Recognize errors during oral reading that interfere with the meaning, and use self-correcting strategies

Vocabulary

- Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, asking others, context, previous experiences) to learn the meaning of unfamiliar words
- Develop vocabulary through listening, discussing, and direct teaching of words in literary, informational, and subject-specific texts (e.g., math, science, social science, art, music, health)

Speaking and Listening

- Actively participate in group conversations on Grade 1 topics and texts by:
 - Following agreed-upon rules for discussions
 - Building on others’ talk in conversation by linking their comments to the remarks of others
- Share information, highlight important points, and use appropriate eye contact, adequate volume, and clear pronunciation
- Describe familiar people, places, things, and events and provide additional detail with prompting and support
- Tell stories, and share information and ideas in a logical order while speaking in complete sentences
- Speak audibly and express thoughts, feelings, and ideas in complete sentence

CPS Writing Learning Targets—FIRST GRADE

By the end of Grade 1, students will:

Process

- Enjoy writing daily on topics they choose themselves
- With assistance, write for many purposes (e.g., narrative and expository) and use the basic steps of the writing process
- Revise picture and/or text for publication and sharing with others
- Talk about their work as writers with others
- Create a basic publication using available resources (e.g., pictures, computer)
- Look at published authors for ideas to include in their writing

Inquiry & Research

- Generate questions, ideas, and thoughts gained from experiences (e.g. field trips, visitors, stories, discussions) as sources of information
- Gather, organize, and share information about a topic
- Use books and stories to learn something new about a topic
- Maintain focus—stay on topic

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, letters)
- Tell a focused story with a beginning, middle, and end using various approaches (e.g., pictures, letter approximations, connected oral account)
- Add drawing or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- Use descriptive words when writing
- Experiment with different kinds of writing

Organization, Coherence, and Quality of Writing

- With assistance, use developmentally-appropriate prewriting strategies (e.g., drawing, brainstorming) to generate and organize ideas
- Communicate meaning of pictures or letter approximation represented in writing

Conventions and Structure in Writing

- Use phonemic awareness and letter knowledge to spell independently
- Write all upper- and lower-case letters
- Spell correctly high-frequency and age-appropriate words
- Identify and correctly write singular and plural nouns (e.g., cat/cats)
- Identify and correctly write simple possessive pronouns (e.g., my/mine, his/hers)
- Write simple sentences with beginning capitalization and end marks

CPS Reading Learning Targets—SECOND GRADE

By the end of Grade 2, students will:

Concepts about Print

- Recognize print conventions (e.g., font, italics, bold, underline)
- Recognize internal punctuation (e.g., commas, quotation marks)

Comprehension

- Use prior knowledge, predictions, personal connections, and ask questions to understand text
- Respond to literal, inferential, and analytical questions
- Check for understanding during reading by rereading, reading ahead, using illustrations, asking clarifying questions, and using context clues
- Retell and sequence main events with a beginning, middle, and end
- Compare and discuss a broad range of books that have a similar theme or topic
- Use specific parts of the text to support answers to simple questions or to support a point
- Identify and compare elements of character, setting, and plot from stories and/or pictures
- Identify and compare the similarities and difference between two texts on the same topic
- Summarize and retell what was either read or heard during a read-aloud
- Identify and state facts and details during and after reading
- Distinguish between fiction and non-fiction
- Use information and respond to illustrations, pictures, and details in stories to describe characters, events, or settings
- Use information and respond to illustrations, text features, and functional text (e.g., recipes, charts, maps, directions)

Fluency

- Read grade-level material that sounds like everyday speech with accuracy, appropriate rate, phrasing, and expression
- Recognize errors during oral reading that interfere with the meaning, and use self-correcting strategies

Vocabulary

- Determine and clarify meanings of unfamiliar or multiple-meaning words through context (understanding how the word is used in a sentence), discussion, and using a variety of resources (e.g., age-appropriate print or digital dictionaries, pictures, illustrations, asking others, previous experiences)
- Develop vocabulary through listening, discussing, and direct teaching of words in literary, informational, and subject-specific texts (e.g., math, science, social science, art, music, health)
- Determine the meanings of new words using word patterns, word study (e.g., prefixes/ suffixes, synonyms/antonyms), and context clues

Speaking and Listening

- Actively participate in group discussions on Grade 2 topics and texts by:
 - Following agreed-upon rules for discussions
 - Explaining own ideas, thoughts, and understanding clearly and in a sequential order
 - Building on others' talk in conversation by linking their comments to the remarks of others
- Present information, emphasizing important points and using appropriate eye contact, adequate volume, and clear pronunciation
- Describe familiar people, places, things, and events and provide additional detail with prompting and support
- Tell stories, and share information and ideas in a logical order while speaking in complete sentences
- Speak audibly and express thoughts, feelings, and ideas in complete sentence

CPS Writing Learning Targets—SECOND GRADE

By the end of Grade 2, students will:

Process

- Enjoy writing daily on topics they choose themselves
- With some assistance, write for many purposes (e.g., narrative and expository) and uses the basic steps of the writing process
- Use available resources to plan, compose, revise, and edit written work
- Talk about their work as writers with others, to improve the quality of their writing
- Look at published authors for ideas to include in their writing
- Create a basic publication using available resources (e.g., pictures, computer)

Inquiry & Research

- Generate questions and ideas gained from experiences (e.g., field trips, visitors, stories, discussions, books), as sources of information
- Begin to include facts and details and distinguish between relevant and irrelevant information
- Gather, organize, summarize, and/or share information about a topic
- Develop ideas by using details from pictures, diagrams, maps, and other graphic organizers
- Use books and stories to learn something new about a topic
- Maintain focus—stay on writing topic

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, letters)
- Write a focused story with a beginning, middle, and end using various approaches (e.g., transition words, connected oral and written accounts)
- Write for a variety of purposes and audiences
- Use descriptive words when writing
- Experiment with different forms of writing
- Compose an original, focused writing piece using picture(s) and/or text

Organization, Coherence, and Quality of Writing

- With assistance, use developmentally-appropriate prewriting strategies (e.g., drawing, brainstorming) to generate and organize ideas
- Use a series of pictures and text to tell a focused story in proper order
- Elaborate and support written content with facts, details, and descriptions
- Begin to evaluate and reflect on their own writing and the writing of others

Conventions and Structure in Writing

- Represent all sounds in a word when spelling independently
- Use correct spelling of previously studied words (high-frequency words) and spelling patterns in own writing
- Write contractions correctly (e.g., I'll, don't)
- Proofread their own work
- Extend simple sentences and use correct subject-verb agreement
- Use appropriate capitalization (e.g., beginning capitalization, proper nouns) and end marks (period, question mark, exclamation mark)

CPS Reading Learning Targets—THIRD GRADE

By the end of Grade 3, students will:

Concepts about Print

- Recognize appropriate use of font (e.g., italics, bold, underline) and dialogue in a variety of texts and genres
- Recognize internal punctuation (e.g., commas, quotation marks, colons)

Comprehension

- Interpret text using prior knowledge, predictions, connections, and asking questions (e.g., what did the author really mean?)
- Generate and respond to literal, inferential, and analytical questions using higher-level thinking
- Check for understanding during reading by rereading, reading ahead, using illustrations, asking clarifying questions, and using context clues
- Use evidence from text to support answers, make interpretations to questions, or support a point
- Demonstrate comprehension of more complex text through discussion
- Identify, explain, compare, and discuss elements of character, setting, and plot from stories and/or pictures with a similar theme or topic
- Identify, explain, compare, and discuss elements of informational texts including text features (e.g., headings, captions, maps)
- Identify cause and effect relationships
- Summarize and retell a text that was either read or heard
- Identify main ideas that are in the text or need to be inferred from the text
- Distinguish and comprehend a variety of fiction and non-fiction
- Use information and respond to illustrations, pictures, and details in text to describe individuals/characters, events, or settings
- Use knowledge to quickly locate important information (e.g., sequential order, problem/solution, text features) to deepen understanding of text
- Interpret figurative language (e.g., simile – busy as a bee; onomatopoeia – snap, crackle, pop; metaphor – you are what you eat; personification – giving human qualities to an animal, object, or idea: The tree fought the wind with its branches.)

Fluency

- Read grade-level material orally with accuracy, appropriate rate, logical phrasing, and expression to support comprehension
- Recognize errors during oral reading that interfere with the meaning and use self-correcting strategies

Vocabulary

- Determine the meanings of new words using word patterns, word study (e.g., affixes, synonyms/antonyms, homophones - their, there, they're), and context clues
- Determine and clarify meanings of unfamiliar or multiple-meaning words through context (understanding how the word is used in a sentence), discussion, and using a variety of resources (e.g., age-appropriate print or digital dictionaries, pictures, illustrations, asking others, previous experiences)
- Develop vocabulary through listening, discussing, and direct teaching of words in literary, informational, and subject-specific texts (e.g., math, science, social science, art, music, health)
- Use grade-appropriate academic vocabulary across all subject areas

Speaking and Listening

- Engage actively in group discussion on grade 3 topics and texts by:
 - Following agreed-upon rules for discussions
 - Explaining own ideas, thoughts, and understanding clearly and in a sequential order
 - Preparing for discussions, having read or studied material and referring to the material while sharing their thoughts and ideas on a topic, text, or an opinion
- Present information, emphasize important points, and use appropriate eye contact, adequate volume, and clear pronunciation complete sentences
- Speak audibly and express thoughts, feelings, and ideas in complete sentence

CPS Writing Learning Targets—THIRD GRADE

By the end of Grade 3, students will:

Process

- Use the writing process for a variety of purposes (e.g., narrative, expository, persuasive) and audiences
- Revise and edit for organization, coherence, and quality after reviewing their work through discussion and conferences, with classmates and teachers
- Use available resources to plan, compose, revise, edit, and publish written work
- Refer to published authors for ideas to include in their writing
- Begin to evaluate and reflect on their writing and the writing of others

Inquiry & Research

- Brainstorm and generate questions of interest and ideas gained from experiences (e.g., field trips, visitors, stories, discussions), text, and/or digital media as sources of information
- Identify and define the purpose and focus of the research
- With support, identify key words to locate relevant information through use of an organizational system (e.g., online search, library, and available technology)
- Collect and analyze (e.g., categorize, classify, sort, organize, combine) information for a project to understand and identify relevant and irrelevant information
- Organize related information under main topics (e.g., Lions: habitat, population, physical traits, diet)
- Organize, paraphrase, and synthesize information in their own words
- Understand that one must refer to the source of their research (e.g., title, author, and type of resources such as magazines, books, encyclopedias, web sites)
- Present information in oral, written, and available technological/multimedia forms

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, song, letters)
- Write for a variety of purposes, audiences
- Write independently under time constraints
- Use descriptive words when writing
- Experiment with different forms of creative writing (e.g., song lyrics, poetry, short fiction, plays, letters)
- Compose an original, focused writing piece

Organization, Coherence, and Quality of Writing

- With limited assistance, use the steps of the writing process (e.g., prewriting, drafting, revising, editing, publishing) to generate and organize ideas and develop writing
- Organize writing around a structure (e.g., paragraph, essay) appropriate to purpose, audience, and context
- Establish and maintain a focus in a writing piece
- Elaborate and support written content with facts, details and descriptions, and narration
- Use transition words (e.g., to connect ideas, show time, conclude)

Conventions

- Use knowledge of letter-sound relationships to spell unfamiliar words when spelling independently
- Use correct spelling of previously studied words (high-frequency words), and spelling patterns in their own writing
- Construct and extend sentences; use correct subject-verb agreement
- Use appropriate capitalization (e.g., beginning capitalization, proper nouns) and punctuation (period, question mark, exclamation mark, comma, quotation marks)
- Proofread their own work for grammar, punctuation, spelling, and revise accordingly

CPS Reading Learning Targets—FOURTH GRADE

By the end of Grade 4, students will:

Comprehension

- Actively engage during reading to interpret text using prior knowledge, predictions, inferences, drawing conclusions, evaluations, connections, and asking questions
- Generate and respond to literal, inferential, and analytical questions using higher-level thinking and support their responses by using evidence from grade-appropriate text
- Check for understanding during reading by rereading, reading ahead, using visual cues, asking clarifying questions, and using context clues
- Infer cause and effect relationships
- Identify, explain, and/or compare elements of character, plot, setting, themes/messages, sequence of events, conflict/resolution, and points of view from a variety of text and/or pictures with similar themes, topics, or authors
- Summarize and paraphrase information from text that was either read or heard
- Demonstrate an accurate understanding of information by focusing on key ideas presented explicitly and implicitly
- Demonstrate understanding of author's perspective, and contrasting viewpoints
- Read, locate, and interpret information from a variety of informational text, using structural text features to strengthen comprehension (e.g., diagrams, maps, charts, titles, etc.)
- Demonstrate listening comprehension of more complex text through discussion
- Interpret figurative language (e.g., simile—busy as a bee; metaphors—you are what you eat; idioms—a slap on the wrist; onomatopoeia—snap, crackle, and pop; hyperbole—I tried a thousand times)

Fluency

- Read grade-level material with accuracy, appropriate rate, logical phrasing, and expression to support comprehension
- Recognize errors during reading that interfere with the meaning, and use self-correcting strategies, and adjust reading rate

Decoding Word Recognition

- Decode multi-syllabic words by distinguishing roots, affixes, complex word patterns, and structural analysis
- Recognize an increasing bank of grade-appropriate, high-frequency words

Vocabulary

- Develop vocabulary through word study: word patterns, word origins, structural analysis, context clues, homographs (e.g., the wind blew; wind the clock), homophones (e.g., their, there, they're), and synonyms/antonyms
- Develop vocabulary through listening, discussion, independent reading, and direct teaching of words in literary, informational, and content-specific texts
- Determine and clarify meanings of unfamiliar or multiple-meaning words through context-understanding, how the word is used in a sentence, and using additional resources (e.g., glossaries or dictionaries, both print and digital)
- Use grade-appropriate academic vocabulary across all subject areas

Speaking and Listening

- Engage actively in group discussion on grade 4 topics and texts by:
 - Building on others' ideas by asking relevant questions and contributing appropriate and essential information
 - Explaining own ideas, thoughts, and understanding clearly and in a sequential order
 - Preparing for discussions, having read, or studied material and explicitly drawing on the material to explore ideas for discussions
- Present information, emphasizing important points and using appropriate eye contact, adequate volume, and clear pronunciation
- Formulate questions and comments based upon the content to clarify or follow up on information

CPS Writing Learning Targets—FOURTH GRADE

By the end of Grade 4, students will:

Process

- With limited assistance, use prewriting strategies to choose a topic and generate ideas (e.g., brainstorming, listing, note-taking, outlining, drafting, graphic organizers)
- Use the writing process for a variety of purposes (e.g., narrative, expository, and persuasive) and audiences
- Refer to published authors for ideas to include in their writing
- Revise and edit for organization, coherence, and quality after reviewing their work through discussion and conferences, with classmates and teachers
- Use available resources to design, produce, and present writing and multimedia works
- Evaluate and reflect on their own writing and the writing of others

Inquiry & Research

- Brainstorm and generate questions of interest, and issues gained from experiences (e.g., field trips, news, discussions), text, and/or digital media as sources of information
- Identify and define the purpose and focus of research
- Use key words to identify relevant information through use of an organizational system (e.g., online search, library, and available technology)
- Collect and analyze (e.g., categorize, classify, sort, organize, combine) information for a project to understand and identify relevant and irrelevant information
- Organize, paraphrase, and synthesize information gathered, in their own words
- Organize related information under main topics (e.g., Water on Earth: water cycle, fresh water, sea water)
- Understand that one must refer to the source of their research (e.g., title, author, copyright date)
- Present information in an oral, written, and/or available multimedia format

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, song, parody, letters)
- Write for a variety of purposes, audiences
- Write independently during time constraints
- Use appropriate language, detail, and format for a specific audience
- Use the characteristics of a developed narrative, expository, and persuasive piece
- Compose an original, focused writing piece

Organization, Coherence, and Quality of Writing

- Elaborate ideas through first-level supporting details (e.g., facts, description, reasons, narration)
- Use strong verbs to enrich written language (e.g., “trampled” instead of “stepped”)
- Compose a topic sentence; establish and maintain a focus throughout a paragraph
- Use a variety of sentence structures appropriately (e.g., simple, compound, complex)
- Use transitions words (e.g., to connect ideas, show time, conclude) to connect ideas and paragraphs

Conventions

- Demonstrate conventional spelling of words, appropriate punctuation, and capitalization
- Demonstrate subject-verb agreement and appropriate use of prepositional phrases
- Write fully developed paragraphs using a variety of sentences appropriate to purpose, audience, and context, and use proper form (e.g., topic sentence, details, summary/conclusion sentence)
- Proofread their work for grammar, punctuation, spelling, and revise accordingly

CPS Reading Learning Targets—FIFTH GRADE

By the end of Grade 5, students will:

Comprehension

- Actively engage during reading to interpret text using prior knowledge, predictions, inferences, drawing conclusions, evaluations, connections, and asking questions
- Generate and respond to analytical and interpretive questions using higher-level thinking and support interpretations with evidence from a variety of text
- Apply self-monitoring and self-correcting strategies to clarify understanding by rereading, reading ahead, using visual cues and context clues, asking clarifying questions, retelling, clarifying terminology, and seeking additional information
- Make inferences and draw conclusions about contexts, themes, events, characters, setting
- Identify and comprehend text by identifying structures including description, cause/effect, sequence, problem/solution, and procedures
- Identify and describe author's point of view to help comprehend text
- Analyze new information using previously acquired information, evidence from text, inferring, interpreting, drawing conclusions, and synthesizing key ideas and supporting details
- Distinguish between minor and significant details
- Explain and discuss the similarities and differences between texts on the same topic
- Demonstrate listening comprehension of more complex text that has been read to them and express understanding through discussion
- Interpret figurative language (e.g., simile—busy as a bee; metaphors—you are what you eat; idioms—a slap on the wrist; onomatopoeia—snap, crackle, and pop; hyperbole—I tried a thousand times)

Literary Elements

- Compare ideas from literary texts representing a variety of eras and cultures
- Read a wide range of poetry such as narrative, lyrical, and humorous poems
- Identify, explain, and/or compare elements of character, plot, setting, themes/messages, sequence of events, conflict/resolution, and points of view from a variety of text and/or pictures with a similar theme, topic, or authors
- Identify elements of author's craft (e.g., tone, emotional appeals, logical arguments)

Informational Text

- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
- Interpret information from a variety of informational text, using structural text features (e.g., tables, maps, captions, sidebars, timelines, titles) to strengthen comprehension
- Identify content features in persuasive text such as author's perspective, contrasting view points, and presentation of the argument

Fluency

- Read grade-level material orally with accuracy, appropriate rate, phrasing, and expression to support comprehension
- Recognize errors during reading that interfere with meaning, uses self-correcting strategies, and adjusts reading rate

Vocabulary

- Develop vocabulary through word study: word origins, roots and word parts, structural analysis, homographs, and synonyms/antonyms
- Develop vocabulary through listening, discussion, and direct teaching of words in literary, informational, and content specific texts
- Determine and clarify meanings of unfamiliar or multiple-meaning words through context and structural cues
- Use grade-appropriate academic vocabulary across all subject areas

Speaking and Listening

- Engage actively in group discussion on Grade 5 topics and texts by:
 - Building on others' ideas by asking relevant questions and contributing appropriate and essential information
 - Explaining own ideas, thoughts, and understanding clearly and in a sequential order
- Present information, emphasizing important points and using appropriate eye contact, adequate volume, and clear pronunciation
- Summarize and paraphrase the content of a spoken presentation or message

CPS Writing Learning Targets—FIFTH GRADE

By the end of Grade 5, students will:

Process

- Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note-taking, outlining, drafting, and graphic organizers)
- Use the writing process for a variety of purposes (e.g., narrative, expository, and persuasive) and audiences
- Refer to published authors for ideas to include in their writing
- Revise and edit for organization, coherence, and quality after reviewing their work through discussion and conferences, with classmates and teachers
- Use available resources to design, produce, and present compositions and multimedia works

Inquiry & Research

- Brainstorm and generate questions of interest around issues gained from experiences (e.g., field trips, news, discussions, text, and/or digital media) as sources of information
- Identify and define the purpose and focus of the research
- Develop a hypothesis based on prior knowledge and gather information (e.g., note-taking) based on the hypothesis
- Use key words to identify relevant information through use of an organizational system (e.g., web search, library, and available technology)
- Collect and analyze (e.g., categorize, classify, sort, organize, combine) information for a project to understand and identify relevant and irrelevant information
- Reference the source of their research (e.g., title, author, copyright date)
- Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia)
- Present information in appropriate format that was gathered by either inquiry or research (e.g., interviews, surveys, software, presentations)

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, song, parody, letters)
- Write for a variety of purposes, audiences, and time constraints
- Use appropriate language, detail, and format for a specified audience
- Use the characteristics of a well-developed narrative, expository, and persuasive piece
- Compose a multi-paragraph piece that presents one position of an issue with sufficient support

Organization, Coherence, and Quality of Writing

- Elaborate ideas using facts and evidence, details, description, reasons, narration
- Use strong verbs, adjectives, adverbs, and prepositional phrases to enrich written language
- Organize a coherent structure appropriate to audience and context using paragraphs while writing narrative, expository, and persuasive pieces
- Compose topic sentences while establishing and maintaining focus throughout a paragraph or writing piece
- Use transition words to connect ideas and paragraphs

Conventions

- Demonstrate and proofread their own work for grammar, punctuation, conventional spelling, and revise accordingly
- Use a variety of sentence structures (e.g., simple, compound)
- Demonstrate appropriate use of various parts of speech
- Write paragraphs that include a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative)
- Develop multi-paragraph compositions that include introduction, first- and second-level support, and a conclusion

CPS Reading Learning Targets—SIXTH GRADE

By the end of Grade 6, students will:

Comprehension

- Infer meaning to determine main idea and/or themes of a text by referring to the text
- Analyze and discuss how a central idea, events, and individuals develop and interact over the course of a text
- Demonstrate understanding of author's point of view to help comprehend text and determine author's purpose
- Compare and contrast one author's point of view on events with that of another (e.g., a biography and a memoir written by the subject of the biography: Biography – *Anne Frank: The Book, The Life, The Afterlife* by Francine Prose / Memoir – *The Diary of a Young Girl* by Anne Frank)
- Identify and describe internal and external conflict in text
- Identify the literal and figurative meanings of words and phrases in grade-appropriate text and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts
- Synthesize and discuss the similarities and differences between two or more texts on the same topic

Literary Elements

- Describe how a story's plot unfolds (e.g., in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution
- Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text
- Identify and describe key literary elements (e.g., perspective, plot, characterization, dialogue, theme, figurative language)
- Recognize and interpret poetry that includes elements of poetic style (e.g., repetition, omission, dialogue, line organization/patterns)
- Identify elements of author's craft (e.g., tone, irony, sarcasm, emotional appeal, logical arguments)

Informational Text

- Distinguish among fact, opinion, and reasoned judgment presented in a text
- Recognize and use knowledge of text organization (e.g., sequence, including chronology and enumeration; description; cause and effect; comparison and contrast; problem and solution) to support comprehension
- Identify and use text features (e.g., italics, photographs, illustrations, captions, labels, legends, charts, tables, sidebars, graphs, maps, and timelines) to establish purpose for reading and support comprehension

Fluency

- Read and comprehend informational and narrative texts fluently and accurately
- Recognize errors during reading that interfere with the meaning, use self-correcting strategies, and adjust reading rate

Vocabulary

- Determine word meanings using structural analysis (e.g., roots, affixes, derivations) r context, whether stated directly or inferred, through use of definition, restatement, xample, and compare and contrast
- Use grade-appropriate academic vocabulary (e.g., science, math, social science, technology) and English language arts-specific words and phrases (e.g., poetry, literature) taught directly and gained through reading and responding to text

Speaking and Listening

- Initiate and engage actively in group discussion on grade 6 topics and texts by:
 - Building on others' ideas by asking relevant questions and contributing appropriate and essential information
 - Cooperating with classmates to set clear goals, deadlines, and establish roles
 - Explaining own ideas, thoughts, and understanding clearly, and in a sequential order
- Prepare for discussions by having read or studied material, and explicitly draw on the material to explore ideas for discussions
- Present information using appropriate eye contact, adequate volume, and clear pronunciation
- Adapt speech for appropriate audience, context, and task

CPS Writing Learning Targets—SIXTH GRADE

By the end of Grade 6, students will:

Process

- Engage in the writing process to develop good writing habits
- Use the writing process for a variety of purposes (e.g., narrative, expository and persuasive) and audiences
- Read and discuss work of published authors; study what they do as writers, and imitate what they noticed, in an effort to strengthen writing
- Revise and edit for organization, coherence, and quality after reviewing their work through discussion and conferences, with classmates and teachers
- Use available resources to design, produce, and present compositions and multimedia works

Inquiry and Research

- Generate questions of interest around issues gained from experiences (e.g., field trips, news, discussions, text, and/or digital media) as sources of information
- Gather relevant information from multiple sources and assess the credibility and accuracy of sources
- Write explanatory texts on chosen topics utilizing relevant facts
- Quote, paraphrase, and cite the source of their research
- Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, maps, artifacts, multimedia)
- Present information in appropriate format that was gathered by either inquiry or research (e.g., interviews, surveys, software, presentations)

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, song, parody, letters)
- Write for a variety of purposes, audiences, and time constraints
- Use appropriate language, detail, and format for a specified audience
- Use the characteristics of a well-developed narrative, expository, and persuasive piece
- Compose a multi-paragraph piece that presents one position of an issue with sufficient support

Organization, Coherence, and Quality

- Elaborate ideas through facts, evidence, details, descriptions, reasons, and narration
- Use strong verbs, adjectives, adverbs, and prepositional phrases to enrich written language
- Organize a coherent structure appropriate to audience and context using paragraphs, while writing narrative, expository, and persuasive pieces
- Compose topic sentences while establishing and maintaining focus throughout a paragraph or writing piece
- Use transition words to connect ideas within and across paragraphs

Conventions

- Edit own work for grammar, punctuation, conventional spelling, and revise accordingly
- Demonstrate appropriate use of various parts of speech
- Write paragraphs that include a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative)
- Develop multi-paragraph compositions that include introduction, first- and second-level support, and a conclusion

CPS Reading Learning Targets—SEVENTH GRADE

By the end of Grade 7, students will:

Comprehension

- Infer meaning to determine main idea and/or themes of a text and analyze theme development by citing textual evidence
- Identify and interpret the themes, morals, and/or lessons of a variety of grade-appropriate text
- Analyze two or more themes or central ideas in a text and how they relate to one another, drawing on key details
- Analyze the impact of a specific word choice on meaning and tone, including figurative and connotative meanings
- Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others
- Identify and describe the external and internal conflicts in grade-appropriate text
- Compare and contrast the impression conveyed by a printed text, to listening or viewing a video/multimedia presentation (e.g., analyzing how the delivery of a speech affects its impact)
- Compare and contrast a text to its film, stage, or multimedia version including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus, and angles)

Literary Text

- Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision
- Identify a subtly described setting and explain how the setting is important to the plot in grade-appropriate text
- Identify rhyme scheme and sound devices (e.g., alliteration, onomatopoeia) in grade-appropriate poetry
- Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest)

Informational Text

- Determine the effectiveness of text organization (e.g., sequence, including chronology and enumeration; description; cause and effect; comparison and contrast; problem and solution) in grade-appropriate text
- Use text features (e.g., italics, photographs, illustrations, captions, labels, legends, charts, tables, sidebars, graphs, maps, and timelines) to aid comprehension and make connections between the text features and grade-appropriate text
- Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached
- Analyze where two or more texts provide conflicting information on the same subject to determine whether the texts disagree on matters of fact or on matters of interpretation

Fluency

- Read and comprehend informational and narrative grade-appropriate texts fluently and accurately
- Recognize errors during reading that interfere with the meaning, use self-correcting strategies, and adjust reading rate

Vocabulary

- Determine word meanings using structural analysis (e.g., roots, affixes, etc.) or context (whether stated directly or inferred) through use of definition, restatement, example, and compare/contrast
- Use grade-appropriate academic vocabulary (e.g., science, math, social science, technology) and English language arts-specific words and phrases (e.g., poetry, literature) taught directly and gained through reading and responding to text

Speaking and Listening

- Initiate and engage actively in group discussion on grade 6 topics and texts by:
 - Building on others' ideas by asking relevant questions and contributing appropriate and essential information
 - Cooperating with classmates to set clear goals, deadlines, and establish roles
 - Explaining own ideas, thoughts, and understanding clearly, and in a sequential order
- Prepare for discussions by having read or studied material, and explicitly draw on the material to explore ideas for discussions
- Present information using appropriate eye contact, adequate volume, and clear pronunciation
- Adapt speech for appropriate audience, context, and task

CPS Writing Learning Targets—SEVENTH GRADE

By the end of Grade 7, students will:

Process

- Engage in the writing process to develop good writing habits
- Use the writing process for a variety of purposes (e.g., narrative, expository and persuasive) and audiences
- Read and discuss work of published authors; study what they do as writers, and imitate what they noticed, in an effort to strengthen writing
- Revise and edit for organization, coherence, and quality after reviewing their work through discussion and conferences, with classmates and teachers
- Use available resources to design, produce, and present compositions and multimedia works

Inquiry and Research

- Generate questions of interest around issues gained from experiences (e.g., field trips, news, discussions, text, and/or digital media) as sources of information
- Gather relevant information from multiple sources and assess the credibility and accuracy of sources
- Write explanatory texts on chosen topics utilizing relevant facts
- Quote, paraphrase, and cite the source of their research
- Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, banners, maps, models, artifacts, student-created games, multimedia)
- Present information in appropriate format that was gathered by either inquiry or research (e.g., interviews, surveys, software, presentations)

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, song, parody, letters)
- Write for a variety of purposes, audiences, and time constraints
- Use appropriate language, detail, and format for a specified audience
- Use the characteristics of a well-developed narrative, expository, and persuasive piece
- Compose a multi-paragraph piece that presents one position of an issue with sufficient support

Organization, Coherence, and Quality

- Elaborate ideas through facts, evidence, details, descriptions, reasons, and narration
- Use strong verbs, adjectives, adverbs, and prepositional phrases to enrich written language
- Organize a coherent structure appropriate to audience and context using paragraphs while writing narrative, expository, and persuasive pieces
- Compose topic sentences while establishing and maintaining focus throughout a paragraph or writing piece
- Use transition words to connect ideas within and across paragraphs
- Develop multi-paragraph compositions that include introduction, first- and second-level support, and a conclusion

Conventions

- Edit own work for grammar, punctuation, conventional spelling, and revise accordingly
- Demonstrate appropriate use of various parts of speech
- Write paragraphs that include a variety of sentence lengths and types (e.g., declarative, interrogative, exclamatory, imperative)

CPS Reading Learning Targets—EIGHTH GRADE

By the end of Grade 8, students will:

Comprehension

- Infer meaning to determine main idea and/or themes of a text and analyze theme development by citing textual evidence
- Analyze how an author introduces, illustrates, and elaborates two or more significant ideas in a text, including how the relationship between the ideas is expressed
- Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning
- Analyze how an author or narrator uses description, dialogue, and action to suggest relationships between characters in print, or non-print sources (e.g., films, advertisements)
- Recognize contradictions and inconsistencies in text
- Examine specific language in text and propose plausible interpretations based in part on the reader's own viewpoints and experiences
- Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea

Literary

- Analyze how elements of a story or drama interact (e.g., how plot and setting are important to one another; how the setting affects characters)
- Explain how the differences in the perspective or knowledge of characters and the audience produces suspense or humor (e.g., created through the literary devices of irony, symbolism, flashback, and foreshadowing)
- Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history
- Critique an author's use of elements of poetic style (e.g., repetition, omission, line organization/patterns and dialogue)
- Describe and discuss the effect of the author's use of exaggeration, flashback, foreshadowing, diction, word choice (e.g. the choice to omit words that leave the reader with much to infer), tone, mood, exposition, action, or dialogue on the reader's understanding of grade-appropriate text

Informational

- Analyze the effectiveness of text organization (e.g., sequence, including chronology and enumeration; description; cause and effect; compare and contrast; problem and solution) in grade-appropriate text
- Evaluate, explain, and discuss how the different components of a presentation of an argument (e.g., issue definition, issue choice, stance, and relevance) affect the quality of the position
- Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts

Fluency

- Read and comprehend informational and narrative grade-appropriate texts fluently and accurately
- Recognize errors during reading that interfere with the meaning, use self-correcting strategies, and adjust reading rate

Vocabulary

- Determine word meanings using structural analysis (e.g., roots, affixes, etc.) or context, whether stated directly or inferred, through use of definition, restatement, example, and compare and contrast
- Use grade-appropriate academic vocabulary (e.g., science, math, social science, technology) and English language arts-specific words and phrases (e.g., poetry, literature) taught directly and gained through reading and responding to text

Speaking and Listening

- Initiate and engage actively in group discussion on Grade 8 topics and texts by:
 - Building on others' ideas by asking relevant questions and contributing appropriate and essential information
 - Cooperating with classmates to set clear goals, deadlines, and establish roles
 - Explaining own ideas, thoughts, and understanding clearly and in a sequential order
- Prepare for discussions by reading and researching materials and explicitly drawing on that preparation in discussion
- Present claims and findings, using visual materials when appropriate
- Present information using appropriate eye contact, adequate volume, and clear pronunciation for appropriate audience, context, and task

CPS Writing Learning Targets—EIGHTH GRADE

By the end of Grade 8, students will:

Process

- Engage in the writing process (e.g., prewriting, drafting, revision, editing, and publishing) to develop the habits of writers
- Use the writing process for a variety of purposes (e.g., narrative, expository and persuasive) and audiences
- Read and discuss the work of published authors to study what they do as writers and imitate what they noticed in an effort to strengthen their own writing
- Revise and edit for organization, coherence, and quality after reviewing their work through discussion and conferences, with classmates and teachers
- Use available resources to design, produce, and present compositions and multimedia works

Inquiry and Research

- Generate questions of interest around issues gained from experiences (e.g., field trips, news, discussions, text, and/or digital media) as sources of information
- Gather relevant information from multiple sources and assess the credibility and accuracy of sources
- Write explanatory texts on chosen topics utilizing relevant facts
- Quote, paraphrase, and cite the source of their research
- Use text, graphic materials, or visual aids to present information (e.g., charts, written reports, maps, artifacts, student-created games, multimedia)
- Present information in appropriate format that was gathered by either inquiry or research (e.g., interviews, surveys, software, presentations)

Communication through Writing

- Value writing as a way of expressing themselves (e.g., short story, poetry, play, song, parody, letters)
- Write for a variety of purposes, audiences, and time constraints
- Use appropriate language, detail, and format for a specified audience
- Use the characteristics of a well-developed narrative, expository, and persuasive piece
- Compose a multi-paragraph piece that presents one position of an issue with sufficient support

Organization, Coherence, and Quality

- Elaborate ideas through: facts and evidence, details, description, reasons, and narration
- Organize a coherent structure appropriate to audience and context using paragraphs while writing narrative, expository, and persuasive pieces
- Draft an effective introduction that provides a context for discussion
- Compose topic sentences while establishing and maintaining focus throughout a paragraph or writing piece
- Draft a conclusion that emphasizes main theme and synthesizes key points
- Use transition words to connect ideas within and across paragraphs
- Develop multi-paragraph compositions that include introduction, first- and second-level support, and a conclusion

Conventions

- Edit own work for grammar, punctuation, conventional spelling, and revise accordingly
- Demonstrate appropriate use of various parts of speech
- Explore and use more sophisticated sentence constructions and improve awkward or confusing structures
- Write paragraphs that include a variety of sentence types (e.g., declarative, interrogative, exclamatory, imperative)