

MODEL COMPETENCIES

English Language Arts

BIG IDEAS AND PERFORMANCE INDICATORS

K-12



CBE-CASS

Competency-Based Education

Competencies and Assessment
Structures/Supports

MICHIGAN
Department
of Education

Model Competencies for ELA

Introduction

What is a competency?

Competencies are the core ideas or concepts that develop over time. The College and Career Readiness & Success Center at American Institutes for Research (AIR) states that “College and career ready standards are the building blocks that provide a frame of what a student needs to know and do to be successful. Competencies built on these world-class standards set clear expectations for what a student must ‘know and show’ to demonstrate mastery” (Patrick, 2014).

Why competencies?

Research into how students learn has shown simply possessing knowledge of facts isn’t enough. For students to be able to retain, transfer and apply their knowledge, the knowledge must be organized as a set of ideas (National Research Council, 2005). “We know that the longer a student is engaged with content and the more deeply they are invited to think about it, the more likely they will be

to retain it for future use” (Boudreau, 2020). By focusing in on core ideas or concepts, educators allow students to develop a deep understanding of these important concepts and avoid superficial coverage of disconnected topics. In other words, the proverbial “mile-wide, inch-deep” curriculum is changed into a curriculum supporting mastery and understanding of fundamental ideas of the various disciplines.

Instruction and curriculum based on competencies recognize and build on student assets. Competencies act as building blocks for coherent learning trajectories, curricula, and assessments that support Tier 1 instruction for students as they move through their education based on what they know and can do, rather than on seat time. As such, competency education models support equitable learning opportunities for all students by recognizing and building on student assets using a variety of assessment and instructional tools.

Michigan Model Competencies for ELA and Mathematics

The Michigan Department of Education (MDE), with support from English language arts (ELA) and mathematics educators from across the state, has identified model student competencies for K–12 ELA and mathematics. These competencies are distilled from the current Michigan K–12 standards and represent the foundational understandings of each grade level. Written as performance indicators, these competencies are organized into cross-grade progressions of related concepts, skills, and procedures; they eventually evolve into the ELA and mathematics understandings students need for success in their high school course taking pathways.

This document and the companion Model Competencies for Mathematics are developed as models that a district might choose to use as tool for focusing lessons, resources, and supports so that students are provided the opportunity to deeply engage in the important content of each discipline. Districts and educators can also use these models to guide the development of local assessments and competency-based grading and reporting systems.

Questions regarding these model competencies, or about [competency-based education](#) in general, should be sent to Steve Nemeckay, nemeckays@michigan.gov.

References

Boudreau, E. (2020, April 8). The Applied Science of Learning. From Usable Knowledge: <https://www.gse.harvard.edu/news/uk/20/04/applied-science-learning>

National Research Council. (2005). How Students Learn: History, Mathematics, and Science. Washington, DC: The National Academies Press. [doi:https://doi.org/10.17226/10126](https://doi.org/10.17226/10126)

Patrick, S. (2014, January 13). Ready for Success Blog. Mean What You Say: Defining and Integrating Personalized, Blended and Competency Education. From College and Career Readiness and Success Center at American Institutes for Research: <https://ccrcenter.org/blog/mean-what-you-say-defining-and-integrating-personalized-blended-and-competency-education>



Structure of Model Competencies

In conversations with educators and administrators interested in competency-based education, it became apparent that the model competencies needed to:

- Be of **appropriate grain size**. If too fine, then there would be too many, blurring the intended focus and coherence. By identifying blocks within grade spans that connect with similar blocks in previous and/or subsequent grade spans, educators can provide the coherence and connections students must have to develop the deep understandings of important concepts necessary for continued learning and ultimately career- and college-readiness.
- Be **descriptive** of the idea and content embedded within the competency so that it is apparent to a variety of audiences, including parents and students, exactly what the competency is and why it is important.

As a result of these criteria, these model competencies are constructed as performance indicators organized around big ideas in each content area that span K–12.

Big Ideas

The big ideas outline the broader, practical purposes of the skills; in other words, they outline the ultimate desired outcomes of K–12 instruction in ELA. By organizing these competencies around the big ideas rather than the domains and strands found in the standards documents, the “why” of the skill is more visible which can help with designing lessons that are more relevant and engaging to students.

The big ideas for **English Language Arts** are:

- A. **Reading Literature:** Students can read with purpose, understand, and analyze evidence in literature to construct meaning in increasingly complex texts.
- B. **Reading Informational Text:** Students can read with purpose, understand, and analyze information and evidence to construct meaning in increasingly complex texts.
- C. **Writing:** Students can effectively communicate purpose to an intended audience through written language, using a variety of media.
- D. **Speaking and Listening:** Students can listen effectively, present information appropriately given the situation, and collaborate with peers.
- E. **Research and Inquiry:** Students can engage in research and inquiry to investigate topics, evaluate, and analyze the validity of sources, and synthesize information to communicate findings.
- F. **Style and Language:** Students can build vocabulary knowledge and apply conventions of grammar and usage specific to the context.

Performance Indicators

The competencies are worded as performance indicators so that they more clearly identify what the students need to know and be able to do. They are written to be measurable with multiple and varied types of assessment. The performance indicators originated from the [Michigan Standards for English Language Arts](#) and [The ELA Crosswalks: Claims, Targets and Standards](#).

Progressions

The performance indicators are organized so that progressions of related concepts, skills, and procedures are clearly visible across the grades. These progressions facilitate the identification of where a student is in their learning trajectory so that instruction can be personalized based on what a student knows and can do, rather than on age-based grade level.



Is the student on target with knowing this content?

- Identify where the student is in the progression (1) relative to grade level performance indicators (2) using formative and diagnostic assessments.
- Target support or enrichment as needed so that the student continues on track toward the big idea (3).

Grades K–2 Grades 6–8
 Grades 3–5 Grades 9–12

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

A	Reading Literature: Students can read with purpose, understand and analyze evidence in literature to construct meaning in increasingly complex texts.		
	K	1	2
1.	Students can use words and phrases through conversations, reading and being read to, to retell familiar stories, including key details.	Students can ask and answer questions about key details in a text.	Students can answer ‘W’ questions (who, what, when, where, why — and how) to demonstrate understanding.
2.	Students can identify characters, settings, and major events in a story.	Students can retell stories, including key details and the central message or lesson.	Students can recount stories, including fables and folktales, and determine the central message, lesson, or moral.
3.	Students can ask and answer questions about unknown words in a text.	Students can use key details and illustrations in a story to describe characters, settings, and major events in a story.	Students can describe how characters in a story respond to major events and challenges.
4.	Students can identify different text (poems, story book)	Students can identify words and phrases in conversations, stories or poems that suggest feelings or appeal to the senses.	Students can describe how words and phrases supply rhythm and meaning in a story, poem, or song, and use those words and phrases to respond to texts.
5.	Students can compare and contrast multiple versions of a story.	Students can tell the difference between narrative and informational text.	Students can use information from illustrations and words in print or digital text to outline the structure of a story (beginning, middle, end).
6.	Students can engage in group reading with a defined purpose.	Students can compare and contrast characters’ experiences and identify who is telling the story at various points in the text.	Students can compare and contrast stories, including points of view of characters.
7.	Students can understand the basic concepts of print and basic word rhyming.	Students can accurately and fluently read emergent–reader texts, prose and poetry with prompting and support, for purpose and understanding.	Students can accurately and fluently read stories and poetry with increasing complexity for understanding.

Grades K–2 Grades 6–8
 Grades 3–5 Grades 9–12

A. Reading Literature

C. Writing

E. Research and Inquiry

B. Reading Informational Text

D. Speaking and Listening

F. Style and Language

B Reading Informational Text: Students can read with purpose, understand and analyze information and evidence to construct meaning in increasingly complex texts.			
	K	1	2
1.	Students can ask and answer questions about key details in a text with the guidance/prompting.	Students can ask and answer factual questions about key events or details in a text.	Students can ask and answer open-ended questions to demonstrate understanding of key details in a text.
2.	Students can describe the connection between individuals, events, ideas, or pieces of information in a text with the guidance/prompting from a teacher.	Students can describe the connection between individuals, events, ideas, or pieces of information in a text.	Students can describe the connections among individuals, events, ideas, or pieces of information in a text.
3.	Students can identify basic text features such as front cover, back cover, and title page.	Students know and use various text features (headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information.	Students apply various text features (index, headings, etc.) to locate key facts, meanings of words and phrases, or information in a text efficiently.
4.	Students can name the author and illustrator of a text and define the role each plays with the text.	Students can identify the difference between information provided by pictures and/or information provided by words.	Students can identify the main purpose of a text.
5.	Students can identify similarities and differences between two texts on the same topic (ex: pictures, details, etc.).	Students can identify similarities and differences between two texts on the same topic.	Students can compare and contrast important points presented by two texts.

Grades K-2 Grades 6-8
 Grades 3-5 Grades 9-12

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

C Writing: Students can effectively communicate purpose to an intended audience through written language, using a variety of media.			
	K	1	2
1.	Students can form and communicate an opinion about a book or topic using multiple modes of communication (illustration, dictation, writing).	Students can write opinion pieces with a topic, an opinion, a reason for the opinion, and a sense of closure.	Students can write opinion pieces with a topic, an opinion, reasons that support the opinion (including linking words to make connections), and a concluding statement or section.
2.	Students can identify a main idea and supporting fact(s) regarding a topic using multiple modes of communication (illustrations, dictation, writing).	Students can write informative or explanatory texts with a topic, facts about the topic, and a sense of closure.	Students can write informative or explanatory texts with a topic, facts and definitions to develop the topic, and a concluding statement or section.
3.	Students can tell a story (narrative) in sequential order using multiple modes of communication (illustrations, dictation, writing), or gather information from provided sources to answer a question.	Students can write narratives with one or two events in order, including details about what happened, words to signal the order of the events, and a sense of closure.	Students can write narrative pieces recounting an event or a sequence of events, including details that describe thoughts, actions, and feelings, words to signal the order of events, and a sense of closure.

Grades K–2

Grades 6–8

A. Reading Literature

C. Writing

E. Research and Inquiry

Grades 3–5

Grades 9–12

B. Reading Informational Text

D. Speaking and Listening

F. Style and Language

D Speaking and Listening: Students can listen effectively, present information appropriately given the situation, and collaborate with peers.			
	K	1	2
1.	Students can participate in peer collaboration (with guidance from teachers about taking turns to talk and rules for discussion)	Students can participate in collaborative conversations with a variety of partners in small and larger groups.	Students can participate in collaborative conversations with a variety of partners in small and larger groups.
2.	Students can demonstrate understanding of something by retelling or describe key ideas or details from a text and/or a read-aloud.	Students can retell or describe key ideas or details from a text and/or a read-aloud.	Students can retell or describe key ideas or details from a text and/or a read-aloud.

Grades K–2

Grades 6–8

A. Reading Literature

C. Writing

E. Research and Inquiry

Grades 3–5

Grades 9–12

B. Reading Informational Text

D. Speaking and Listening

F. Style and Language

E Research and Inquiry: Students can engage in research and inquiry to investigate topics, evaluate and analyze the validity of sources, and synthesize information to communicate findings.			
	K	1	2
1.	With guidance, students can gather information from multiple provided resources to work together on a research project.	With guidance and support from adults, students can participate in shared research and writing projects to produce and publish writing.	With guidance and support from adults, students can participate in shared research and writing projects to produce and publish writing.
2.	With guidance, students can gather information from multiple provided resources to answer questions about a topic.	Students can recall information from experiences or gather information from provided sources to answer a question with guidance and support from adults.	Students can recall information from experiences or gather information from provided sources to answer a question.

Grades K–2

Grades 6–8

A. Reading Literature

C. Writing

E. Research and Inquiry

Grades 3–5

Grades 9–12

B. Reading Informational Text

D. Speaking and Listening

F. Style and Language

F Style and Language: Students can build vocabulary knowledge and apply conventions of grammar and usage specific to the context.

	K	1	2
1.	Students can demonstrate beginning conventions of standard English grammar and usage when writing or speaking (ex: upper/lower case letters, common nouns/verbs/pronouns, reading from left to right and top to bottom, and basic sentence punctuation).	Students can demonstrate the organization and basic features of print, and command of the conventions of standard English grammar and usage when writing or speaking.	Students can demonstrate command of the conventions of standard English grammar and language and usage when writing or speaking.
2.	Students can determine or clarify the meaning of unknown and multiple-meaning words and phrases.	Students can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing from an array of strategies.	Students can identify and determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
3.	With guidance and support from adults, students can demonstrate understanding of word relationships and nuances in word meanings (sort words into categories, basic verbs, and adjectives).	With guidance and support from adults, students can demonstrate understanding of word relationships and nuances in word meanings.	Students can develop understanding of word relationships and nuances in word meanings.

Grades K–2 Grades 6–8
Grades 3–5 Grades 9–12

A. Reading Literature

B. Reading Informational Text

C. Writing

D. Speaking and Listening

E. Research and Inquiry

F. Style and Language

A	Reading Literature: Students can read with purpose, understand and analyze evidence in literature to construct meaning in increasingly complex texts.		
	3	4	5
1.	Students can demonstrate understanding and cite text as the basis for the answers (when reading stories, dramas, and poetry independently and proficiently.	Students can cite text when explaining answers and drawing inferences from texts (stories, dramas, and poetry) proficiently with scaffolding as needed.	Students can quote accurately from text to support answers and when drawing inferences from texts (stories, dramas, and poetry) independently and proficiently.
2.	Students can determine the central message or theme and explain how this was detailed in the story.	Students can determine the theme of a story and summarize the text.	Students can determine the theme of a text and summarize the text, including how the choices of characters demonstrate the theme.
3.	Students can describe the characters in a story and their actions.	Students can describe with detail the character, setting, or events of a story.	Students can compare multiple characters, settings, and events with specific details and examples.
4.	Students can determine the meaning of unknown and multiple-meaning words and phrases in a text relevant to a grade 3 topic or subject area, choosing flexibly from a range of strategies.	Students can determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 4 topics or subject areas, choosing from a range of strategies (use context clues, Greek and Latin affixes and roots, and reference materials).	Students can determine the meaning of words and phrases of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area, choosing flexibly from a range of strategies (using context clues, cause/effect relationships, and reference materials).
5.	Students can identify parts of stories or text (chapter, scene, stanza) and how the parts build on previous sections.	Students can explain the difference between different types of text (poems and drama).	Students can explain how chapters, scenes, or stanzas fit together to provide the overall structure.
6.	Students can compare and contrast themes, settings, and plots of stories by the same author about similar characters.	Students can compare and contrast themes, topics, and patterns of events in stories, myths, and traditional literature from different cultures.	Students can compare and contrast stories in the same genre on their approaches to similar themes and topics.

Grades K–2 Grades 6–8

A. Reading Literature

C. Writing

E. Research and Inquiry

Grades 3–5 Grades 9–12

B. Reading Informational Text

D. Speaking and Listening

F. Style and Language

B	Reading Informational Text: Students can read with purpose, understand and analyze information and evidence to construct meaning in increasingly complex texts.		
	3	4	5
1.	Students can ask and answer questions to show understanding of informational text, referring explicitly to the text as the basis for the answers.	Students can use details and examples from informational text to answer questions explicitly and when drawing inferences.	Students can quote accurately when explaining what informational text says explicitly and when drawing inferences about the text.
2.	Students can describe the relationship between a series of events, concepts, or steps in the correct sequence.	Students can explain events, procedures, ideas, or concepts from different informational texts.	Students can explain the relationships or interactions between multiple individuals, events, ideas, or concepts in the text.
3.	Students can use text features (key words, sidebars, hyperlinks) to find information related to a given topic.	Students can describe the structure of a text (cause/effect, problem/solution, etc.) including events, ideas, concepts, or information.	Students can compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
4.	Students can identify how their own point of view is different from that of the author of a text.	Students can compare and contrast firsthand and secondhand accounts of a topic and describe the differences in focus.	Students can analyze multiple points of view of the same event or topic and describe how they are the same or different from their own ideas.
5.	Students can describe the connection between particular sentences and paragraphs in a text (compare, cause/effect, first/secondhand accounts, etc.).	Students can explain how an author uses reasons and evidence to support points in text.	Students can identify and explain an author’s use of reasons and evidence to support points in a text.

Grades K-2 Grades 6-8
Grades 3-5 Grades 9-12

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

C Writing: Students can effectively communicate purpose to an intended audience through written language, using a variety of media.			
	3	4	5
1.	Students can write structured opinion pieces that state a point of view and provide reasons that support the opinion.	Students can write opinion pieces that support a point of view, create a structure that groups related reasons and is supported with facts and details.	Students can write structured opinion pieces that support a point of view, with logically ordered reasons, supporting facts and details, and provide a conclusion that relates to the opinion.
2.	Students can write informative or explanatory texts to examine a topic and clearly convey ideas.	Students can write informative or explanatory texts to examine a topic and clearly convey ideas, connect their ideas with words and phrases, and provide a conclusion that relates to the topic.	Students can write informative or explanatory texts to examine a topic and clearly convey ideas, connect their ideas with words, phrases, and clauses, and provide a conclusion that relates to the presented information.
3.	Students can use effective techniques, descriptive details, and clear event sequences to write narratives (real or imagined experience).	Students can use effective techniques, descriptive details, and clear event sequences to write narratives (real or imagined experiences) and provide a closing that follows the events or experiences.	Students can use effective techniques and clear event sequences to write narratives (real or imagined experiences), use concrete words and details to convey experiences and events, and provide a closing that follows the events or experiences.

Grades K–2 Grades 6–8
Grades 3–5 Grades 9–12

A. Reading Literature
 B. Reading Informational Text

C. Writing
D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

D Speaking and Listening: Students can listen effectively, present information appropriately given the situation, and collaborate with peers.			
	3	4	5
1.	Students can engage effectively in collaborative discussions (one-on-one, groups, teacher-led) with a variety of partners, about grade 3 topics and texts, building on others' ideas and expressing their own ideas clearly.	Students can engage effectively in collaborative discussions (one-on-one, groups, teacher-led) with a variety of partners, about grade 4 topics and texts, building on others' ideas and expressing their own ideas clearly (come to discussions prepared, having read, or studied required material).	Students can engage effectively in collaborative discussions (one-on-one, groups, teacher-led) with a variety of partners about grade 5 topics and texts building on others' ideas and expressing their own ideas clearly (come to discussions prepared, having read, or studied required material and explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion).
2.	Students can determine the main ideas and supporting details of a text read aloud or information presented in various media and formats.	Students can paraphrase portions of a text read aloud or information presented in various media and formats.	Students can summarize a written text read aloud or information presented in various media and formats.

Grades K-2 Grades 6-8

A. Reading Literature

C. Writing

E. Research and Inquiry

Grades 3-5 Grades 9-12

B. Reading Informational Text

D. Speaking and Listening

F. Style and Language

E Research and Inquiry: Students can engage in research and inquiry to investigate topics, evaluate and analyze the validity of sources, and synthesize information to communicate findings.			
	3	4	5
1.	Students can conduct short research projects that build knowledge about a topic.	Students can conduct short research projects that build knowledge through investigation of different aspects of a topic.	Students can conduct research to create projects using several sources, including evidence from technology, literary or informational texts.

Grades K–2 Grades 6–8
Grades 3–5 Grades 9–12

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
F. Style and Language

F Style and Language: Students can build vocabulary knowledge and apply conventions of grammar and usage specific to the context.			
	3	4	5
1.	Students can demonstrate command of the conventions of standard English grammar and language and usage when writing or speaking (explain the functions of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular senses).	Students can demonstrate command of the conventions of standard English grammar and language and usage when writing or speaking (use relative pronouns: who, whose, whom, which, that; and relative adverbs: where, when, why).	Students can demonstrate command of the conventions of standard English grammar and language and usage when writing or speaking (explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences).
2.	Students can determine or clarify the meaning of unknown and multiple-meaning words and phrases through grade-level phonics skills.	Students can determine or clarify the meaning of unknown and multiple-meaning words and phrases through grade-level phonics skills (letter-sound combinations, and syllable patterns).	Students can determine or clarify the meaning of unknown and multiple-meaning words and phrases through grade-level phonics skills (roots and affixes).
3.	Students can demonstrate understanding of figurative language, word relationships, and differences in word meanings.	Students can demonstrate understanding of figurative language, word relationships, and differences in word meanings.	Students can demonstrate understanding of figurative language, word relationships, and differences in word meanings.

Grades K-2
Grades 3-5

Grades 6-8

A. Reading Literature

B. Reading Informational Text

C. Writing

D. Speaking and Listening

E. Research and Inquiry

F. Style and Language

A Reading Literature: Students can read with purpose, understand and analyze evidence in literature to construct meaning in increasingly complex texts.			
	6	7	8
1.	Students can use evidence to support an analysis of the details of a text (stories, dramas, and poems), as well as the overall meaning and inferences with scaffolding as needed.	Students can use several pieces of evidence to support inferences and analysis of how details of a text interact with each other (stories, dramas, and poems), as well as contribute to a theme of a text.	Students can independently use evidence to support an analysis of how details of a text (stories, dramas, and poems) impact each other, as well as a theme of a text.
2.	Students can explain the creative choices (e.g., word choice, structure, and literary elements) of an author and analyze the impact of the creative choices on meaning and tone.	Students can compare and contrast the creative choices (e.g., word choice, structure, rhyme, repetitions, and literary elements) of an author.	Students can analyze the impact of an author’s creative choices (e.g., word choice, structure, figurative and connotative meanings, and literary elements) on the text’s meaning and tone.
3.	Students can compare and contrast a text to another medium (e.g., audio, video, live production).	Students can compare and contrast the techniques used between a text to another medium (e.g., audio, video, live production).	Students can analyze and evaluate the choices made by directors and actors (e.g., audio, video, live production).

Grades K–2 **Grades 6–8**
 Grades 3–5 Grades 9–12

A. Reading Literature
B. Reading Informational Text

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E. Research and Inquiry
 F. Style and Language

B Reading Informational Text: Students can read with purpose, understand and analyze information and evidence to construct meaning in increasingly complex texts.			
	6	7	8
1.	Students can use evidence to support an analysis of the development of a key idea in a nonfiction text with scaffolding.	Students can use evidence to support an analysis of the interactions between two key ideas in a nonfiction text with text as needed.	Students can use evidence to support the analysis of relationships between key details and supporting ideas in a nonfiction text, independently and proficiently.
2.	Students can analyze how a section (e.g., sentence, paragraph, chapter, or section) of text fits within the overall structure.	Students can analyze how sections of text contribute to the overall structure and development of ideas.	Students can analyze the role of a particular section of text in the development of a key concept.
3.	Students can trace an argument, evaluating whether specific claims are supported by evidence.	Students can trace an argument and evaluate whether reasoning is sound, and claims are supported by evidence.	Students can precisely describe the argument and evaluate the relevance of evidence in the text.
4.	Students can explain how an author’s ideas are conveyed in a text.	Students can analyze how an author distinguishes her or his ideas from others.	Students can analyze how an author responds to conflicting viewpoints.

Grades K–2
Grades 3–5

Grades 6–8

A. Reading Literature
B. Reading Informational Text

C. Writing
D. Speaking and Listening

E. Research and Inquiry
F. Style and Language

C Writing: Students can effectively communicate purpose to an intended audience through written language, using a variety of media.			
	6	7	8
1.	Students can write arguments to support a claim using clear reasoning and relevant evidence from credible sources.	Students can write arguments to support claims using clear and logical reasoning, relevant evidence, and counter arguments to demonstrate understanding of the topic.	Students can write arguments to support multiple claims using clear and logical reasoning, relevant evidence, and counter arguments that demonstrate understanding of the complexity of an issue.
2.	Students can write informational texts using facts, definitions, details, quotations, and examples to examine a topic.	Students can write informational texts using facts, definitions, details, quotations, and examples to examine a topic.	Students can write informational texts using facts, definitions, details, quotations, and examples to examine a topic.
3.	Students can write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Students can write well-structured narratives using to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (e.g., dialogue and pacing).	Students can write well-structured narratives using to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (e.g., dialogue; pacing; reflection; and a variety of transition words, phrases and clauses).
4.	Students can use words/phrases to transition between ideas.	Students can use words/phrases to transition between ideas and create cohesion.	Students can use a variety of words/phrases to show connections and relationships between ideas.
5.	Students can write clear, relevant introductions and conclusions based on purpose (e.g., argument, informational, narrative).	Students can write introductions that establish context (e.g., acknowledging opposing claims, previewing what’s to come, establishing point of view).	Students can write introductions that establish context (e.g., acknowledging claims and opposing claims, previewing what is to come, establishing point of view).
6.	Students can provide a concluding statement or section that follows from the argument, information, explanation, or narrated experiences presented.	Students can write a concluding statement or section based on purpose (e.g., argument, informational, narrative) and reflect on the topic.	Students can write conclusions that follows from and supports the argument, information, explanation, or narrative presented, and reflect on the topic.

Grades K-2 **Grades 6-8**
 Grades 3-5 Grades 9-12

A. Reading Literature
 B. Reading Informational Text

C. Writing
D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

D Speaking and Listening: Students can listen effectively, present information appropriately to a variety of audiences, given the situation, and collaborate with peers.			
	6	7	8
1.	Students can present information in a logical order using speaking techniques like eye contact, adequate volume, clear pronunciation, and visuals to clarify information.	Students can present information in a focused, logical order using speaking techniques and visuals to highlight important points.	Students can present information in a concise, logical manner using a style that is appropriate to the purpose and including visuals to strengthen arguments and interest.
2.	Students can actively participate in collaborative discussions by coming prepared, following rules for discussion, asking, and responding to questions, paraphrasing, and reflection.	Students can actively participate in collaborative discussions and acknowledge new information and modify views.	Students can actively participate in collaborative discussions and modify views based on evidence presented.

Grades K–2
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Grades 9–12

A. Reading Literature
B. Reading Informational Text

C. Writing
D. Speaking and Listening

E. Research and Inquiry
F. Style and Language

E Research and Inquiry: Students can engage in research and inquiry to investigate topics, evaluate and analyze the validity of sources, and synthesize information to communicate findings.			
	6	7	8
1.	Students can quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Students can quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Students can quote or paraphrase relevant data and conclusions of others while avoiding plagiarism and following a standard format for citation.
2.	Students can gather relevant information from several sources and assess the credibility of each source to answer a question.	Students can gather relevant information from multiple print and digital sources, using search terms effectively, and assessing the credibility and accuracy of each source to answer a question and generate new questions for further research.	Students can gather relevant research from multiple print and digital sources, using search terms effectively, and assessing the credibility and accuracy of sources, to answer a self-generated question and generate new questions that allow multiple avenues of exploration.

Grades K–2 **Grades 6–8**
 Grades 3–5 Grades 9–12

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
F. Style and Language

F Style and Language: Students can apply conventions of grammar and use academic and domain-specific vocabulary.			
	6	7	8
1.	Students will maintain a consistent style and tone of writing that fits purpose.	Students will maintain a consistent style and tone of writing that fits purpose.	Students will maintain a consistent style and tone of writing that fits purpose.
2.	Students will use visuals when appropriate.	Students will use visuals when appropriate.	Students will use visuals when appropriate.
3.	Students will write using a command of conventions.	Students will write using a command of conventions.	Students will write using a command of conventions.
4.	Students can vary sentence patterns.	Students can vary sentence patterns to express relationships among ideas.	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
5.	Students can determine the meanings of unknown words and phrases using context and word relationships.	Students can determine the meanings of unknown words and phrases using context and word relationships.	Students can determine the meanings of unknown words and phrases using context and word relationships.

Grades K-2 Grades 6-8
 Grades 3-5 **Grades 9-12**

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

A Reading Literature: Students can read with purpose, understand and analyze evidence in literature to construct meaning in increasingly complex texts.		
	9/10	11/12
1.	Students can analyze how a theme develops over the course of a text by citing textual evidence.	Students can analyze how multiple themes develop over the course of a text, and how they interact with one another, while citing textual evidence.
2.	Students can analyze how the author’s creative choices (e.g., sentence structures, order of events, word choice, point of view, etc.) impact the text.	Students can analyze how the author’s creative choices (e.g., sentence structures, order of events, word choice, point of view, etc.) contribute to the meaning of the work and impact the audience.
3.	Students can read and comprehend a range of grade-appropriate complex texts.	Students can analyze multiple interpretations of a story, drama, or poem (recorded, live, poetic reading, etc.) of a piece, evaluating how each version interprets the message.
4.	Students can compare and contrast themes and ideas between two texts.	Students can compare and contrast themes and ideas across multiple texts.

Grades K-2 Grades 6-8
 Grades 3-5 **Grades 9-12**

A. Reading Literature
B. Reading Informational Text

C. Writing
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E. Research and Inquiry
 F. Style and Language

B Reading Informational Text: Students can read with purpose, understand and analyze information and evidence to construct meaning in increasingly complex texts.		
	9/10	11/12
1.	Students can cite textual evidence to analyze how an author’s central idea is developed throughout the text, including: order of points made, how points are introduced, how points are connected.textual evidence.	Students can use multiple texts to cite evidence to analyze how an author’s argument, point of view, and central idea is developed.
2.	Students can analyze how the author’s creative choices contribute to the meaning of the work (e.g., word choice, sections of a text, inferences, etc.).	Students can analyze how the author’s creative choices contribute to the meaning of the work, convey the purpose, and impact the audience.
3.	Students can understand text structures, features and domain-specific language in different mediums.	Students can explain the connections between text structures, features, and domain specific language in multiple different mediums.
4.	Students can compare and contrast ideas and arguments between multiple texts.	Students can analyze main ideas across multiple texts to create their own understanding of an idea.

Grades K-2 Grades 6-8
 Grades 3-5 **Grades 9-12**

A. Reading Literature
 B. Reading Informational Text

C. Writing
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E. Research and Inquiry
 F. Style and Language

C Writing: Students can effectively communicate purpose to an intended audience through written language, using a variety of media.		
	9/10	11/12
1.	Students can create an organized written piece, developing support strategies to connect the task, purpose and audience.	Students can create an intentionally structured written piece for a specific audience in response to a prompt transitioning between.
2.	Students can write arguments to support multiple claims using logical reasoning, relevant evidence, and counter arguments that demonstrate understanding of the complexity of an issue.	Students can write arguments to support multiple claims using logical reasoning, relevant evidence, and counter arguments to draw connections between the issue and the world beyond the classroom.
3.	Students can write informational or explanatory texts to examine and understand a complex topic.	Students can write informative or explanatory texts to examine and convey complex ideas and information for a specific task, purpose, and audience.
4.	Students can develop organized narrative writing to convey real or imagined experiences or events.	Students can develop narrative writing using advanced narrative techniques to convey real or imagined experiences or events.

Grades K–2 Grades 6–8
 Grades 3–5 **Grades 9–12**

A. Reading Literature
 B. Reading Informational Text

C. Writing
D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

D Speaking and Listening: Students can listen effectively, present information appropriately given the situation, and collaborate with peers.		
	9/10	11/12
1.	Students can present information visually and verbally in a clear, concise, and logical way so that listeners can follow the line of reasoning.	Students can professionally present information visually and verbally in a clear, concise, and logical way so that listeners can follow the line of reasoning.
2.	Students can respond to information presented, and contribute to and drive discussions by using key points, textual evidence.	Students can respond to information presented, and contribute to and drive discussions by using key points, textual evidence and posing questions.
3.		Students can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Grades K-2 Grades 6-8
 Grades 3-5 **Grades 9-12**

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
 F. Style and Language

E Research and Inquiry: Students can engage in research and inquiry to investigate topics, evaluate and analyze the validity of sources, and synthesize information to communicate findings.		
	9/10	11/12
1.	Students can conduct research by effectively gathering information from credible sources.	Students can generate search terms and questions to advance inquiry of a topic.
2.	Students can generate search terms and questions to initiate inquiry of a topic.	Students can conduct research by effectively selecting information from credible sources.
3.		Students can evaluate credibility of sources (bias, fact, opinion, perspective).

Grades K-2 Grades 6-8
 Grades 3-5 **Grades 9-12**

A. Reading Literature
 B. Reading Informational Text

C. Writing
 D. Speaking and Listening

E. Research and Inquiry
F. Style and Language

F Style and Language: Students can build vocabulary knowledge and apply conventions of grammar and usage specific to the context.		
	9/10	11/12
1.	Students can use grade-level appropriate writing conventions of grammar and usage when writing and speaking.	Students can use grade-level appropriate writing conventions of grammar and usage when writing and speaking.
2.	Students can use varied sentence structure and word choice to convey style and tone that are appropriate to the task and audience.	Students can apply varied sentence structure and word choice to convey style and tone that are appropriate to the task and audience.
3.	Students can write and edit their work including formal citation guidelines when necessary.	Students can write and edit their work including formal citation guidelines when necessary.
4.	Students can acquire and accurately use general academic and domain-specific language.	Students can acquire and accurately use general academic and domain-specific language.



CBE-CASS

Competency-Based Education

**Competencies and Assessment
Structures/Supports**