

# Kansas College & Career Ready Standards

## Strand: Reading Literature

7 <sup>th</sup> Grade Learning Targets		8 <sup>th</sup> Grade Learning Targets	
RL 1-1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RL 1-1	I can cite textual evidence that strongly support my inferences and analysis of the text.
RL 2-1	I can determine the theme of a text.	RL 2-1	I can determine the theme of a text.
RL 2-2	I can analyze the development of the theme throughout a text.	RL 2-2	I can analyze the development of the theme throughout a text.
RL 2-3	I can give an objective summary of a text.	RL 2-3	I can analyze the relationship of the theme to the characters, setting, and plot of a text.
RL 3-1	I can analyze how elements of a story interact.	RL 2-4	I can give an objective summary of a text.
RL 4-1	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.	RL 3-1	I can analyze how dialogue or specific incidents reveal information about characters or move the plot forward.
RL 4-2	I can analyze the impact of rhyme or repetition of sound on a particular part of a text.	RL 4-1	I can determine the figurative and connotative meaning of words and phrases based on how they are used in a text.
RL 5-1	I can analyze how the form or structure of a text contributes to its meaning.	RL 4-2	I can analyze the impact word choice on the meaning or tone of a text.
RL 6-1	I can analyze how an author develops and/or contrast the point of view of a narrator or text's character.	RL 5-1	I can compare and contrast the structure of two or more texts.
RL 7-1	I can compare and contrast a written text to its audio, staged, or multimedia version.	RL 5-2	I can analyze how the form or structure of a text contributes to its meaning and style.
RL 7-2	I can analyze the effects of techniques that are unique to portraying various types of media.	RL 6-1	I can analyze how differences in point of view create suspense or humor.
RL 9-1	I can compare and contrast a fictional portrayal of an event to an historical account of the same event to understand how authors of fiction use history in their writing.	RL 7-1	I can analyze how a production of a text differs from the written text and evaluate the choices made by the director/actors.
RL 10-1	I can read and comprehend literature at the seventh grade level.	RL 9-1	I can analyze how a modern work of fiction uses themes, patterns, or character types from traditional stories, myths, and/or the Bible.
		RL 10-1	I can read and comprehend literature at the eighth grade level.

## Strand: Reading Informational Text

7 <sup>th</sup> Grade Learning Targets		8 <sup>th</sup> Grade Learning Targets	
RI 1-1	I can cite textual evidence that strongly support my inferences and analysis of the text.	RI 1-1	I can cite textual evidence that strongly support my inferences and analysis of the text.
RI 2-1	I can determine two or more central ideas and analyze their development over the course of the text.	RI 2-1	I can determine two or more central ideas and analyze their development over the course of the text, including how supporting ideas are used.
RI 2-2	I can give an objective summary of the text.	RI 2-2	I can give an objective summary of the text.
RI 3-1	I can analyze interactions between individuals, events, or ideas in a text.	RI 3-1	I can analyze how a text makes connections/distinctions between individuals, ideas, and/or events.
RI 4-1	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 7 text.	RI 4-1	I can determine the figurative, connotative, or technical meaning of words or phrases in a grade 8 text.
RI 4-2	I can analyze how words the author chooses affects the meaning or tone of the text.	RI 4-2	I can analyze how the words the author chooses affects the meaning or tone of the text.
RI 5-1	I can analyze the structure an author uses to organize text.	RI 5-1	I can analyze the structure of a specific paragraph of text, telling how each sentence is important in the development of the concept.
RI 5-2	I can explain how major sections of a text contribute to the development of the whole.	RI 6-1	I can determine the author's point of view in a text.
RI 6-1	I can determine the author's point of view in a text.	RI 6-2	I can determine the author's purpose for writing a text.

<b>RI 6-2</b>	I can determine the author's purpose for writing a text.	<b>RI 6-3</b>	I can analyze how an author acknowledges/responds to conflicting viewpoints or evidence.
<b>RI 6-3</b>	I can explain how an author distinguishes his/her position from another author.	<b>RI 7-1</b>	I can evaluate the advantages/disadvantages of using a particular medium to present a specific topic.
<b>RI 7-1</b>	I can compare and contrast a text to an audio or multimedia version.	<b>RI 8-1</b>	I can trace and evaluate the argument and claims in a text.
<b>RI 7-2</b>	I can analyze how a particular medium affects how a subject is portrayed.	<b>RI 8-2</b>	I can assess whether an author's reasoning is sound and whether he has enough evidence to support the claims he makes.
<b>RI 8-1</b>	I can trace and evaluate the argument and claims in a text.	<b>RI 8-3</b>	I can recognize when an author uses irrelevant evidence.
<b>RI 8-2</b>	I can assess whether an author's reasoning is sound and whether he has enough evidence to support the claims.	<b>RI 9-1</b>	I can analyze a time when two text present information about a topic that conflicts. I can determine whether the problem is with facts or interpretation of the ideas.
<b>RI 9-1</b>	I can analyze differences in two or more authors' presentations on the same topic.	<b>RI 10-1</b>	I can read and comprehend informational text appropriate for eighth grade.
<b>RI 10-1</b>	I can read and comprehend informational text appropriate for seventh grade.		

## Strand: Writing

7 <sup>th</sup> Grade Learning Targets		8 <sup>th</sup> Grade Learning Targets	
<b>W 1-1</b>	I can write an argument with clear reasons and relevant evidence.	<b>W 1-1</b>	I can write an argument with clear reasons and relevant evidence.
<b>W 1a-1</b>	I can introduce claims, acknowledge opposing claims, and organize the reasons/evidence clearly.	<b>W 1a-1</b>	I can write an argument and introduce claims, acknowledge and distinguish my claims from opposing claims, and organize the reasons/evidence logically.
<b>W 1b-1</b>	I can support claims with logical and relevant reasons, use credible sources and demonstrate understanding of the topic.	<b>W 1b-1</b>	I can write an argument and support claims with logical and relevant reasons, use credible sources and demonstrate understanding of the topic.
<b>W 1c-1</b>	I can use words, phrases, and clauses to create cohesion and clarify relationships.	<b>W 1c-1</b>	I can write an argument and use words, phrases, and clauses to create cohesion and clarify relationships.
<b>W 1d-1</b>	I can establish and maintain a formal style.	<b>W 1d-1</b>	I can write an argument and establish and maintain a formal style.
<b>W 1e-1</b>	I can provide a concluding statement or section that flows from the presented argument.	<b>W 1e-1</b>	I can write an argument and provide a concluding statement or section that flows from the presented argument.
<b>W 2-1</b>	I can write an informative piece, which examines a topic and convey ideas.	<b>W 2-1</b>	I can write an argument and I can write an informative piece, which examines a topic and convey ideas.
<b>W 2a-1</b>	I can introduce a topic, organize ideas with appropriate structure, and include formatting and graphics when useful.	<b>W 2a-1</b>	I can write an argument and introduce a topic, organize ideas with appropriate structure, include formatting, graphics, and multimedia when useful.
<b>W 2b-1</b>	I can use facts, definitions, details, and quotations, or other examples to develop the topic.	<b>W 2b-1</b>	I can write an argument and use facts, definitions, details, and quotations, or other examples to develop the topic.
<b>W 2c-1</b>	I can use appropriate transitions to create cohesion and clarify relationships.	<b>W 2c-1</b>	I can write an argument and use appropriate transitions to create cohesion and clarify relationships.
<b>W 2d-1</b>	I can use precise language and vocabulary to explain about the topic.	<b>W 2d-1</b>	I can write an argument and use precise language and vocabulary to explain about the topic.
<b>W 2e-1</b>	I can establish and maintain a formal style.	<b>W 2e-1</b>	I can write an argument and establish and maintain a formal style.
<b>W 2f-1</b>	I can provide a concluding statement or section.	<b>W 2f-1</b>	I can write an argument and provide a concluding statement or section that supports the information presented.
<b>W 3-1</b>	I can write a real or imagined narrative with descriptive details and effective technique.	<b>W 3-1</b>	I can write a real or imagined narrative with descriptive details and effective technique.
<b>W 3a-1</b>	I can establish a context and point of view, introduce	<b>W 3a-1</b>	I can write a real or imagined narrative and establish

	a narrator and/or characters, and organize a logical event sequence.		a context and point of view, introduce a narrator and/or characters, and organize a logical event sequence.
<b>W 3b-1</b>	I can use dialogue, descriptions, and pacing to develop events and characters.	<b>W 3b-1</b>	I can write a real or imagined narrative and use dialogue, descriptions, pacing, and reflection to develop events and characters.
<b>W 3c-1</b>	I can use transitional words, phrases, and clauses to convey sequence and signal shifts.	<b>W 3c-1</b>	I can write a real or imagined narrative and use transitional words, phrases, and clauses to convey sequence, signal shifts, and relationships.
<b>W 3d-1</b>	I can use precise words and phrases and sensory details and language to convey experiences and events.	<b>W 3d-1</b>	I can write a real or imagined narrative and use precise words and phrases and sensory details and language to convey experiences and events.
<b>W 3e-1</b>	I can provide a conclusion that follows the form and reflects on the narrated events.	<b>W 3e-1</b>	I can write a real or imagined narrative and provide a conclusion that follows the form and reflects on the narrated events.
<b>W 4-1</b>	I can produce clear, coherent writing in which the development, organization, and style are appropriate for seventh grade tasks, purposes, and audiences.	<b>W 4-1</b>	I can produce clear, coherent writing in which the development, organization, and style are appropriate for eighth grade tasks, purposes, and audiences.
<b>W 5-1</b>	I can use guidance from my peers and adults to plan, revise, and edit my writing.	<b>W 5-1</b>	I can use guidance from my peers and adults to plan, revise, and edit my writing.
<b>W 5-2</b>	I can try new approaches and focus on addressing my purpose and audience in my writing.	<b>W 5-2</b>	I can try new approaches and focus on addressing my purpose and audience in my writing.
<b>W 6-1</b>	I can use technology to produce and publish my work, and link to sources.	<b>W 6-1</b>	I can use technology to produce and publish my work, and present relationships among ideas.
<b>W 7-1</b>	I can conduct short research projects which use several sources to answer a specific question.	<b>W 6-2</b>	I can use the Internet to interact and collaborate with my peers on writing projects.
<b>W 7-2</b>	I can generate additional focused questions, if needed, during my research.	<b>W 7-1</b>	I can conduct short research projects that use several sources to answer a specific question.
<b>W 8-1</b>	I can gather information from multiple sources and assess credibility and accuracy of those sources.	<b>W 7-2</b>	I can generate additional focused questions, if needed, during my research.
		<b>W 8-1</b>	I can gather information from multiple sources (print and digital) and assess credibility and accuracy of those sources.
		<b>W 8-2</b>	I can correctly quote or paraphrase information found for my finished work.
		<b>W 8-3</b>	I can follow a standard format for citation in my work.
		<b>W 9a-1</b>	I can use evidence from literature to support analysis, reflection, and research in my writing.
		<b>W 9b-1</b>	I can use evidence from informational text to support analysis, reflection, and research in my writing.
		<b>W 10-1</b>	I can write for a range of time, tasks, purposes, and audiences.

## Strand: Speaking & Listening

7 <sup>th</sup> Grade Learning Targets		8 <sup>th</sup> Grade Learning Targets	
<b>SL 1a-1</b>	I can prepare for a class discussion and participate by referring to my findings during discussion.	<b>SL 1a-1</b>	I can prepare for a class discussion and participate by referring to my findings during discussion.
<b>SL 1b-1</b>	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.	<b>SL 1b-1</b>	I can follow agreed-upon rules for class discussions, track progress towards stated goals, and define individual roles if needed.
<b>SL 1c-1</b>	I can ask questions to respond to others, elicit elaboration, or bring the discussion back to the topic.	<b>SL 1c-1</b>	I can ask questions that connect ideas of several speakers and respond to others with relevant evidence or ideas.
<b>SL 1d-1</b>	I can acknowledge new ideas expressed in discussion and modify my views if needed.	<b>SL 1d-1</b>	I can acknowledge new ideas expressed in discussion and modify my views if needed.
<b>SL 2-1</b>	I can analyze the main idea/supporting details in information presented in diverse formats and explain how the information clarifies the topic under study.	<b>SL 2-1</b>	I can analyze the purpose of information expressed in diverse media and evaluate the motives behind the presentation.
<b>SL 3-1</b>	I can identify a speaker's argument and specific	<b>SL 3-1</b>	I can identify a speaker's argument and specific

	claims.		claims.
SL 3-2	I can evaluate the soundness of reasoning and relevance of evidence presented.	SL 3-2	I can evaluate the soundness of reasoning and relevance/sufficiency of evidence presented.
SL 4-1	I can present important findings in a coherent manner using descriptions, facts, details, and examples.	SL 3-3	I can identify when irrelevant evidence is introduced.
SL 4-2	I can use appropriate eye contact, adequate volume, and clear pronunciation.	SL 4-1	I can present important findings in a coherent manner using relevant evidence, valid reasoning, and appropriate details.
SL 5-1	I can include multimedia projects or visual displays when they will be helpful in clarifying and emphasizing information.	SL 4-2	I can use appropriate eye contact, adequate volume, and clear pronunciation.
SL 6-1	I can adapt my speech to a variety of tasks and contexts.	SL 5-1	I can include multimedia projects or visual displays when they will be helpful in clarifying and emphasizing information.
SL 6-2	I can demonstrate a command of formal English when appropriate.	SL 6-1	I can adapt my speech to a variety of tasks and contexts.
		SL 6-2	I can demonstrate a command of formal English when appropriate.

### Strand: Language

7 <sup>th</sup> Grade Learning Targets		8 <sup>th</sup> Grade Learning Targets	
L 1a-1	I can explain the function of phrases and clauses.	L 1a-1	I can explain the function of verbal.
L 1b-1	I can choose among various types of sentences to show different relationship among ideas.	L 1b-1	I can form and use verbs in the active and passive voice.
L 1c-1	I can use phrases and clauses appropriately in a sentence.	L 1c-1	I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
L 2a-1	I can use a comma to separate coordinate adjectives.	L 1d-1	I can recognize and correct inappropriate shifts in voice and mood.
L 2b-1	I can spell correctly.	L 2a-1	I can use punctuation to indicate a pause or a break.
L 3a-1	I can choose language to express ideas in a precise and concise manner.	L 2b-1	I can use an ellipsis to indicate an omission.
L 4a-1	I can use context clues to figure out word meanings.	L 2c-1	I can spell correctly.
L 4b-1	I can use common Greek and Latin affixes and roots to figure out word meanings.	L 3a-1	I can use verbs in all voices and manners.
L 4c-1	I can use reference materials to determine pronunciation, meaning, or part of speech of a word.	L 4a-1	I can use context clues to figure out word meanings.
L 4d-1	I can verify what I think a word means by looking it up.	L 4b-1	I can use common Greek and Latin affixes and roots to figure out word meanings.
L 5a-1	I can interpret figures of speech in context.	L 4c-1	I can use reference materials to determine pronunciation, meaning, or part of speech of a word.
L 5b-1	I can use the relationships between words to better understand each word's meaning.	L 4d-1	I can verify what I think a word means by looking it up.
L 5c-1	I can distinguish among connotations and denotations of words.	L 5a-1	I can interpret figures of speech in context.
L 6-1	I can use vocabulary appropriate to seventh grade topics.	L 5b-1	I can use the relationships between words to better understand each word's meaning.
L 6-2	I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.	L 5c-1	I can distinguish among connotations and denotations of words.
		L 6-1	I can use vocabulary appropriate to eighth grade topics.
		L 6-2	I can use resources to gather word knowledge when needing a word important for comprehension and/or expression.