

Revision Type	2011-2012 LT	2011-2012 LT Description	2010-2011 LT	2010-2011 LT Description
4	LI.00.P12.04.03	Remember spoken information for a short period of time (CAS: PS.1.2.d)	LI.00.11.02.01	Listening attentively for ten minutes (i.e., student sustains attention during the reading of a story).
4	LI.00.P32.01.03	Begin to develop proper pencil grip when drawing or writing (CAS: PS.3.2.a)	LI.00.09.01.01	Using appropriate pencil grip to write
5	LI.00.K12.01.03	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) (CAS: K.1.2.a.i) (CCSS: SL.K.1a)	LI.01.11.03.01	Engaging in reciprocal conversations (i.e., takes turns in a conversation)
1	LI.00.K12.04.03	Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CAS: K.1.2.c) (CCSS: SL.K.3)	LI.04.11.03.01	Asking and answering questions, making relevant contributions and offering suggestions (e.g., when devising ways of sorting items in the classroom)

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5	LI.01.P13.01.03	Recognize patterns of sounds in songs, storytelling, and poetry (CAS: PS.1.3.a)	LI.01.04.02.02	Demonstrates phonological awareness (i.e., segmenting, blending, deletion, and substitution)
5	LI.01.P13.02.03	Understand that words are made up of one or more syllables (CAS: PS.1.3.b)	LI.00.04.02.02	Demonstrates phonological awareness (i.e. sound isolation and syllabication).
5	LI.01.P13.03.03	Recognize rhyming words and alliterations (CAS: PS.1.3.c)	LI.01.04.02.02	Demonstrates phonological awareness (i.e., segmenting, blending, deletion, and substitution)
5	LI.01.P13.04.03	Demonstrate understanding of initial sounds in words (such as mop begins with the /m/ sound) (CAS: PS.1.3.d)	LI.00.04.02.02	Demonstrates phonological awareness (i.e. sound isolation and syllabication).
4	LI.01.P21.01.03	Hold books in upright position, turn pages sequentially, recognize correct orientation (top to bottom, left to right) (CAS: PS.2.1.a)	LI.01.03.01.01	Demonstrate understanding of basic concepts about print (front and back of book, difference between a picture and a word, reading from left to right)
4	LI.01.P21.02.03	Recognize print in the environment (CAS: PS.2.1.b)	LI.02.05.02.01	Independently accesses resources in the room (e.g., word walls, environmental print, exemplars, charts) to support their learning
4	LI.01.P21.04.03	Use and interpret illustrations to gain meaning (CAS: PS.2.1.d)	LI.00.05.05.01	Isolates specific information in a picture
4	LI.01.P21.05.03	Make predictions based on illustrations or portions of story or text (CAS: PS.2.1.e)	LI.01.01.02.01	Makes predictions about a new story (e.g., pattern/predictable text)
5	LI.01.P31.01.03	Draw pictures to generate, represent, and express ideas or share information (CAS: PS.3.1.a)	LI.00.06.04.01	Drawing a picture and verbally stating/describing ideas about topics of personal interest
5	LI.01.P31.02.03	Orally describe or tell about a picture (CAS: PS.3.1.b)	LI.00.06.04.01	Drawing a picture and verbally stating/describing ideas about topics of personal interest

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4	LI.02.K11.03.03	Speak audibly and express thoughts, feelings, and ideas clearly. (CAS: K.1.1.c) (CCSS: SL.K.6)	LI.03.11.04.01	Using audible voice
4	LI.02.K21.03.03	With prompting and support, identify characters, settings, and major events in a story. (CAS: K.2.1.a.iii) (CCSS: RL.K.3)	LI.01.01.04.01	Identifies one element in a story (e.g., character or setting)
4	LI.02.K22.02.03	With prompting and support, identify the main topic and retell key details of a text. (CAS: K.2.2.a.ii) (CCSS: RI.K.2)	LI.02.01.03.01	Retells stories in a logical, sequential order
4	LI.02.K22.03.03	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CAS: K.2.2.a.iii) (CCSS: RI.K.3)	LI.01.03.04.01	Makes connections to information in a text
4	LI.02.K23.04.03	Recognize and name all upper- and lowercase letters of the alphabet. (CAS: K.2.3.a.iv) (CCSS: RF.K.1d)	LI.01.04.01.01	Identifies and produces all letter names and basic consonant sounds
4	LI.02.K23.15.03	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (CAS: K.2.3.d.iii) (CCSS: RF.K.3c)	LI.02.04.03.01	Recognizes basic sight words
4	LI.02.K32.07.03	Use proper spacing between words (CAS: K.3.2.vii)	LI.01.09.06.01	Using wrap around sentences and correct spacing
4	LI.02.K32.08.03	Write left to right and top to bottom (CAS: K.3.2.viii)	LI.01.09.03.01	Following conventional directionality (e.g. writing goes from left to right, orients paper correctly)
6	LI.02.K32.10.03	Capitalize the first word in a sentence and the pronoun I. (CAS: K.3.2.b.i) (CCSS: L.K.2a)	LI.02.09.04.01 LI.03.09.04.01	Capitalizing at the beginning of all sentences Capitalizing all proper nouns and the pronoun I
4	LI.02.K42.01.03	Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?) (CAS: K.4.2.a.i)	LI.02.06.02.01	Stating a specific purpose for a piece writing

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4	LI.03.112.01.03	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (CAS: 1.1.2.a.i) (CCSS: SL.1.1a)	LI.05.11.05.01	Using the components of effective oral communication in groups or individually (e.g., given a set of criteria or a group role/responsibility)
5	LI.03.112.02.03	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CAS: 1.1.2.a.ii) (CCSS: SL.1.1b)	LI.01.11.03.01	Engaging in reciprocal conversations (i.e., takes turns in a conversation)
5	LI.03.112.04.03	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CAS: 1.1.2.b) (CCSS: SL.1.2)	LI.04.11.03.01	Asking and answering questions, making relevant contributions and offering suggestions (e.g., when devising ways of sorting items in the classroom)
5	LI.03.112.05.03	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CAS: 1.1.2.c) (CCSS: SL.1.3)	LI.04.11.03.01	Asking and answering questions, making relevant contributions and offering suggestions (e.g., when devising ways of sorting items in the classroom)
4	LI.03.121.03.03	Describe characters, settings, and major events in a story, using key details. (CAS: 1.2.1.a.iii) (CCSS: RL.1.3)	LI.02.02.02.01	Explains what a text is mostly about
4	LI.03.122.08.03	Use the illustrations and details in a text to describe its key ideas. (CAS: 1.2.2.c.i) (CCSS: RI.1.7)	LI.05.05.01.02	Searches for information in pictures and captions
4	LI.03.131.04.03	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CAS: 1.3.1.d) (CCSS: W.1.5)	LI.03.07.03.01	Providing supporting information that is relevant, accurate and helpful (i.e., details are all connected)
4	LI.03.131.05.03	Use pictures or graphic organizers to plan writing (CAS: 1.3.1.e)	LI.03.06.01.01	Using intentional plans (e.g., one-, two-, or three-part picture, labeled pictures, lists) that guide the writing
5	LI.03.132.06.03	Use frequently occurring adjectives. (CAS: 1.3.2.a.vi) (CCSS: L.1.1f)	LI.05.08.04.01	Using common adjectives and adverbs
4	LI.03.132.10.03	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CAS: 1.3.2.a.x) (CCSS: L.1.1j)	LI.04.10.01.01	Using complete sentences
6	LI.03.132.13.03	Use end punctuation for sentences. (CAS: 1.3.2.b.iii) (CCSS: L.1.2b)	LI.02.09.07.01 LI.03.09.07.02	Using periods at the end of sentences Using appropriate end punctuation (i.e., period, question mark, and exclamation point)

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4	LI.04.223.03.03	Read multisyllabic words accurately and fluently (CAS: 2.2.3.a.iii)	LI.04.04.01.01	Breaks words into syllables
4	LI.04.223.05.03	Decode words with common prefixes and suffixes. (CAS: 2.2.3.a.v) (CCSS: RF.2.3d)	LI.04.04.06.01	Uses all letter-sound relationships to decode simple words (i.e., c-v-c patterned words, reading inflectional endings, l-blends, digraphs-th, sh, ch, vowel combinations)
4	LI.04.223.08.03	Read grade-level text with purpose and understanding. (CAS: 2.2.3.b.i) (CCSS: RF.2.4a)	LI.04.07.07.01	Effectively addressing purposes as stated in a given prompt
4	LI.04.232.03.03	Organize informational texts using main ideas and specific supporting details (CAS: 2.3.2.c)	LI.05.06.04.01	Organizing information or ideas into a main idea with supporting details
4	LI.04.233.06.03	Apply accurate subject-verb agreement while writing (CAS:2.3.3.a.vi)	LI.05.09.15.02	Using correct subject/verb agreement in the present tense
4	LI.04.233.08.03	Vary sentence beginning (CAS: 2.3.3.a.viii)	LI.05.10.01.01	Using varied sentence beginnings to engage reader
4	LI.04.233.09.03	Spell high-frequency words correctly (CAS: 2.3.3.a.ix)	LI.03.09.08.01	Correctly spelling level appropriate high frequency words
4	LI.04.241.01.03	Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page) (CAS: 2.4.1.a)	LI.04.05.01.01	Uses reference texts to locate information (e.g., dictionary, thesaurus, encyclopedia, atlas)

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4	LI.05.321.02.03	Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting) (CAS: 3.2.1.a.ii)	LI.05.01.02.01	Makes a wide range of predictions based on personal experience, content knowledge, and knowledge of similar texts
4	LI.05.321.05.03	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CAS: 3.2.1.a.v) (CCSS: RL.3.3)	LI.04.01.06.01	Identifies traits of characters
4	LI.05.321.07.03	Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events (CAS: 3.2.1.b.ii)	LI.04.02.04.01	Identifies a sequence of steps in a text
4	LI.05.322.02.03	Determine the main idea of a text; recount the key details and explain how they support the main idea. (CAS: 3.2.2.a.ii) (CCSS: RI.3.2)	LI.03.02.03.01	Recalls facts from a nonfiction text that expands on the main idea of the text
4	LI.05.322.07.03	Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships (CAS: 3.2.2.b.iv)	LI.05.01.01.01	Infers causes for events and justifies with evidence from the text
4	LI.05.323.01.03	Identify and know the meaning of the most common prefixes and derivational suffixes. (CAS: 3.2.3.a.i) (CCSS: RF.3.3a)	LI.03.04.05.01	Recognizes and uses word parts (compound words, root/base words, contractions, possessives/plurals, inflectional endings) to decode words
4	LI.05.331.01.03	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. (CAS: 3.3.1.a.i) (CCSS: W.3.1a)	LI.04.06.04.01	Putting together related details on a topic with a logical form of organization (e.g., narrative=beginning, middle, end, expository=main idea, supporting details)
5	LI.05.333.12.03	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (CAS: 3.3.3.e.vii) (CCSS: L.3.1g)	LI.05.08.04.01	Using common adjectives and adverbs

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4	LI.06.423.05.03	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CAS: 4.2.3.c.i) (CCSS: L.4.4a)	LI.05.04.07.01	Demonstrates independent use of strategies to gain meaning (e.g., context clues, prefixes, suffixes, root words)
4	LI.06.431.06.03	Choose planning strategies to support text structure and intended outcome (CAS: 4.3.1.b.ii)	LI.05.06.01.01	Using a variety of plans to match a variety of writing tasks (e.g., lists, webs, timelines, etc.)
4	LI.06.431.08.03	Use a variety of transitional words and phrases to manage the sequence of events. (CAS: 4.3.1.b.iv) (CCSS: W.4.3c)	LI.04.08.02.01	Using simple words to indicate passage of time (e.g., then, next, etc)
4	LI.06.433.01.03	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CAS: 4.3.3.a) (CCSS: W.4.4)	LI.07.06.03.01	Selecting and using a variety of text features appropriate to the genre

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4	LI.07.521.06.03	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CAS: 5.2.1.c.ii) (CCSS: L.5.5c)	LI.05.04.06.01	Differentiates between homophones, homographs, synonyms, and antonyms
4	LI.07.522.04.03	Distinguish between fact and opinion, providing support for judgments made (CAS: 5.2.2.a.iv)	LI.05.02.05.01	Distinguishes between fact and opinion
4	LI.07.532.02.03	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. (CAS: 5.3.2.a.ii) (CCSS: W.5.1a)	LI.05.07.05.01	Beginning with a purposeful and engaging lead

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4	LI.08.621.01.03	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CAS: 6.2.1.a.i) (CCSS: RL.6.1)	LI.08.01.01.01	Draws inferences about character's motives and actions
4	LI.08.621.02.03	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CAS: 6.2.1.a.ii) (CCSS: RL.6.2)	LI.08.03.05.01	Analyzes text to determine a theme beyond a one word statement (e.g., "love conquers all" as opposed to "love")
6	LI.08.621.03.03	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CAS: 6.2.1.a.iii) (CCSS: RL.6.3)	LI.07.01.04.02 LI.08.01.07.01	Uses and applies elements of plot (i.e., protagonist, antagonist, setting, conflict, complications, solutions and significant events) Sees changes in characters across time and articulates possible causes/reasons for the change
4	LI.08.621.06.03	Explain how an author develops the point of view of the narrator or speaker in a text. (CAS: 6.2.1.b.iii) (CCSS: RL.6.6)	LI.08.03.07.02	Identifies narrator's point of view and the effect it has on the reader (e.g., 1st person, 3rd person point of view)
4	LI.08.622.02.03	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CAS: 6.2.2.a.ii) (CCSS: RI.6.2)	LI.07.02.04.02	Summarize important ideas in a text and reports them in an organized way
5	LI.08.622.05.03	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (CAS: 6.2.2.b.ii) (CCSS: RI.6.5)	LI.08.02.07.02	Uses the organizational structure (e.g., cause and effect, problem/solution, narrative) to explain the meaning of the text
4	LI.08.622.06.03	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (CAS: 6.2.2.b.iii) (CCSS: RI.6.6)	LI.07.02.06.02	Explains author's perspective (e.g., the author's perspective about the effects of garbage on the environment show that he does not want us to litter.)
5	LI.08.622.11.03	Generate questions, make/confirm/adjust predictions, make inferences, and draw conclusions based on text structures (CAS: 6.2.2.e)	LI.08.02.07.02	Uses the organizational structure (e.g., cause and effect, problem/solution, narrative) to explain the meaning of the text
4	LI.08.622.12.03	Use information from text and text features (such as timeline, diagram, captions) to answer questions or perform specific tasks (CAS: 6.2.2.f)	LI.08.02.08.02	Explains how the text features (e.g., graphics, headings, captions, illustrations and diagrams) add to information in the text (e.g., use a graph to determine the population growth when reading about Western Expansion)
4	LI.08.623.01.03	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CAS: 6.2.3.a.i) (CCSS: L.6.4a)	LI.07.04.07.01	Applies context clues and prior knowledge to develop meaning of unknown words
5	LI.08.631.01.03	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CAS:6.3.1.a.i) (CCSS: W.6.3a)	LI.08.07.05.01	Using a variety of beginnings and endings (e.g., surprise, circular) to engage the audience
5	LI.08.631.05.03	Provide a conclusion that follows from the narrated experiences or events. (CAS:6.3.1.a.v) (CCSS: W.6.3e)	LI.08.07.05.01	Using a variety of beginnings and endings (e.g., surprise, circular) to engage the audience

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4	LI.08.631.07.03	Use a range of poetic techniques (alliteration, onomatopoeia, rhyme scheme); figurative language (simile, metaphor, personification); and graphic elements (capital letters, line length, word position) to express personal or narrative voice in texts (CAS:6.3.1.c)	LI.08.08.05.02	Using figurative language (e.g., simile, metaphor, alliteration, onomatopoeia, personification)
4	LI.08.631.08.03	Organize literary and narrative texts using conventional organizational patterns of the chosen genre (CAS:6.3.1.d)	LI.09.06.04.02	Using appropriate structure for narrative and expository writing (e.g., sequential with flashback for narrative, and supporting with examples for expository)
4	LI.08.632.05.03	Provide a concluding statement or section that follows from the argument presented. (CAS: 6.3.2.a.v) (CCSS: W.6.1e)	LI.07.07.05.01	Bringing a piece to closure through an ending or conclusion statement
4	LI.08.632.06.03	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. (CAS: 6.3.2.b.i) (CCSS: W.6.2a)	LI.08.06.06.01	Using underlying text structures (e.g., compare/contrast, cause/effect, problem/solution) to present information
4	LI.08.633.06.03	Identify fragments and run-ons and revise sentences to eliminate them (CAS: 6.3.3.a.vi)	LI.09.09.07.01	Editing for run on sentences and sentence fragments
6	LI.08.633.10.03	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (CAS: 6.3.3.b.i) (CCSS: L.6.2a)	LI.07.09.14.02 LI.08.09.14.02	Using internal punctuation correctly (e.g., commas in a series, after introductory words and phrases; apostrophes in contractions and singular possessives; abbreviations of words like Dr.) Using conventions correctly (e.g., commas in complex sentences and apposition; apostrophes in plural possessives)
4	LI.08.633.11.03	Spell correctly. (CAS: 6.3.3.b.ii) (CCSS: L.6.2b)	LI.08.09.08.01	Correctly spelling level-appropriate high frequency words
4	LI.08.633.12.03	Vary sentence patterns for meaning, reader/listener interest, and style. (CAS: 6.3.3.c.i) (CCSS: L.6.3a)	LI.09.10.01.02	Using various sentence structures for craft (e.g., can use "Johnny bought ice cream when he went to the store." or "When he went to the store, Johnny bought ice cream.")
4	LI.08.641.01.03	Identify a topic for research, developing the central idea or focus and potential research question(s) (CAS: 6.4.1.a.i)	LI.08.05.05.01	Chooses a guiding question to help focus research (e.g., How do people adapt to different environments?)
4	LI.08.641.03.03	Locate specific information within resources using indexes, tables of contents, electronic search key words, etc. (CAS: 6.4.1.b.ii)	LI.07.05.01.02	Uses the text features (e.g., subtitles, maps, charts, tables, text boxes, and diagrams) to find information
4	LI.08.641.05.03	Select and organize information, evidence, details, or quotations that support the central idea or focus (CAS: 6.4.1.c.ii)	LI.06.05.04.01	Categorizes information (e.g., when researching animals the student categorizes information into habitat, adaptations, and diet)

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4	LI.09.721.01.03	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CAS: 7.2.1.a.i) (CCSS: RL.7.1)	LI.09.03.15.01	Uses evidence from poems to support inferences
4	LI.09.721.02.03	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CAS: 7.2.1.a.ii) (CCSS: RL.7.2)	LI.09.03.05.01	Analyzes a text for multiple themes (e.g., observing that the themes in <i>The Giver</i> include an individual's role in society, government control, and the role of the artist in society)
4	LI.09.721.03.03	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (CAS: 7.2.1.a.iii) (CCSS: L.7.3)	LI.10.03.13.01	Analyzes the effects of characters' traits on the plot (e.g., understand that the actions and attitudes of a character may affect the resolution either positively or negatively)
4	LI.09.721.09.03	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CAS: 7.2.1.c.ii) (CCSS: RL.7.9)	LI.09.03.11.01	Analyzes how a text expresses human experiences (e.g., poverty, coming of age, love, friendship, loss, war) and cultural experiences (e.g., immigration, civil rights, Quincinera)
4	LI.09.722.07.03	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. (CAS: 7.2.2.b.iv) (CCSS: RI.7.6)	LI.08.02.06.01	Explains how textual evidence supports author's perspective
4	LI.09.722.09.03	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (CAS: 7.2.2.c.ii) (CCSS: RI.7.8)	LI.09.02.06.01	Makes judgments about the author's perspective and gives reasons to support their ideas
4	LI.09.722.11.03	Organize and synthesize information from multiple sources, determining the relevance of information (CAS: 7.2.2.c.iv)	LI.08.05.04.01	Selects relevant information on a topic using multiple sources
4	LI.09.723.02.03	Use the tone of a passage to determine an approximate meaning of a word (CAS: 7.2.3.a.ii)	LI.09.04.07.02	Analyzes connotative use of words and its effect on the reader's response to the text
4	LI.09.723.06.03	Differentiate between primary and secondary meanings of words (CAS: 7.2.3.a.vi)	LI.08.03.09.02	Analyzes a text for author's use of figurative language (e.g., simile, metaphor, personification, idiom, hyperbole, understatement)
4	LI.09.731.01.03	Use a variety of planning strategies to generate and organize ideas (such as brainstorming, mapping, graphic organizers) (CAS: 7.3.1.a.i)	LI.08.06.01.02	Creating a detailed plan for the specific writing task (e.g., t-chart=persuasive piece, diagram=science report, free write=descriptive writing)
4	LI.09.731.05.03	Decide on the content and placement of descriptive and sensory details within the text to address the targeted audience and purpose (CAS: 7.3.1.a.v)	LI.09.07.03.01	Elaborating on a topic using sensory details (e.g., the car swayed gently back and forth as it took us to our vacation)
4	LI.09.731.06.03	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CAS: 7.3.1.a.vi) (CCSS: W.7.3a)	LI.09.07.05.01	Choosing first or third person point of view as appropriate for the purpose and audience
4	LI.09.731.09.03	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CAS: 7.3.1.a.ix) (CCSS: W.7.3d)	LI.09.08.06.02	Using words that convey an intended effect (e.g., when describing a roller coaster ride, the writer uses words to convey excitement)

Revision Type	2011-2012 LT	2011-2012 LT Description	2010-2011 LT	2010-2011 LT Description
4	LI.09.733.04.03	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (CAS: 7.3.3.b.ii) (CCSS: L.7.1b)	LI.10.10.01.02	Using sentence structure to create an effect or to enhance meaning (e.g., to show emotion, create a feeling like suspense, anger, excitement or confusion; to focus the reader's attention on an important idea)
4	LI.09.733.08.03	Use punctuation correctly (commas and parentheses to offset parenthetical elements; colons to introduce a list; and hyphens) (CAS: 7.3.3.e.i)	LI.09.09.14.02	Using conventions correctly (ellipses, dashes, colons and semi-colons)
4	LI.09.733.09.03	Write and punctuate compound and complex sentences correctly (CAS: 7.3.3.e.ii)	LI.08.10.01.01	Using complex sentence structure
5	LI.09.733.10.03	Vary sentences using prepositional phrases, ensuring that subjects and verbs agree in the presence of intervening phrases (CAS: 7.3.3.e.iii)	LI.07.09.15.02	Knowing and using correct subject/verb agreement in the present perfect and past perfect tenses
5	LI.09.733.12.03	Write with consistent verb tense across paragraphs (CAS: 7.3.3.e.v)	LI.07.09.15.02	Knowing and using correct subject/verb agreement in the present perfect and past perfect tenses

Revision Type	2011-2012 LT	2011-2012 LT Description	2010-2011 LT	2010-2011 LT Description
4	LI.10.811.06.03	Evaluate the effectiveness of the techniques used and information gained from the interview (CAS: 8.1.1.a.vi)	LI.09.05.07.01	Locates and selects reliable information on a topic
4	LI.10.821.05.03	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (CAS: 8.2.1.b.ii) (CCSS: RL.8.5)	LI.07.03.10.01	Compares and contrasts elements between texts (e.g., contrast how characters in different stories react to similar problems; compare poems with similar themes)
4	LI.10.822.02.03	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (CAS: 8.2.2.a.ii) (CCSS: RI.8.2)	LI.10.02.03.01	Explains the main idea in an extended form of an expository text (e.g., reading texts that are 1000+ words) and use evidence to support thinking
4	LI.10.823.05.03	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). (CAS: 8.2.3.a.v) (CCSS: L.8.4b)	LI.10.04.05.01	Determines the meanings of new (unfamiliar) words using Greek and Latin roots and affixes derived from a beginning level list
5	LI.10.831.01.03	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (CAS: 8.3.1.a.i) (CCSS: W.8.3a)	LI.10.06.04.01	Revising and revisiting the writing for sequential and logical details
4	LI.10.831.02.03	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (CAS: 8.3.1.a.ii) (CCSS: W.8.3b)	LI.10.07.05.01	Expressing ideas through dialogue
6	LI.10.831.04.03	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (CAS: 8.3.1.a.iv) (CCSS: W.8.3d)	LI.10.07.03.01 LI.10.08.01.01	Developing details from personal experience to enhance a piece of writing Using imagery and sensory details that convey a specific feeling
4	LI.10.833.05.03	Use comparative and superlative adjectives and adverbs correctly in sentences (CAS: 8.3.3.a.v)	LI.07.08.04.02	Using specific adjectives and adverbs correctly (including comparative and superlative adjectives and adverbs)
4	LI.10.833.09.03	Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (CAS: 8.3.3.b.i) (CCSS: L.8.2a)	LI.10.09.14.02	Using conventions (e.g., capital letters; apostrophes; underlining/italics; commas in a series, dates, addresses, direct address, letters, introductory words/phrases, dialogue, complex sentences) correctly
4	LI.10.833.10.03	Format and punctuate dialogue correctly (CAS: 8.3.3.b.ii)	LI.10.09.09.02	Punctuating dialogue and direct quotations correctly
5	LI.10.833.12.03	Spell correctly. (CAS: 8.3.3.b.iv) (CCSS: L.8.2c)	LI.10.09.08.01	Spelling high frequency, but commonly misspelled, words correctly

Revision Type	2011-2012 LT	2011-2012 LT Description	2010-2011 LT	2010-2011 LT Description
5	LI.11.912.03.03	Give verbal and nonverbal feedback to the speaker (CAS: 9.1.2.c)	LI.11.11.03.01	Responding appropriately to the contributions of others in the light of alternative viewpoints (e.g., providing evidence to support personal view or modifying personal view because of what others have said)
4	LI.11.921.02.03	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (CAS: 9.2.1.b) (CCSS: RL.9-10.3)	LI.11.03.13.01	Explains and gives examples of complex causal relationships (e.g., situations where there are multiple causes and/or effects)
5	LI.11.921.04.03	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CAS: 9.2.1.d) (CCSS: RL.9-10.6)	LI.12.03.11.01	Analyzes a work of literature by showing how it reflects the heritage, traditions, attitudes, and beliefs of its author or characters (e.g., observing that a non-fiction story addressing issues of surviving the Holocaust might very well provide the reader with insight into the author's heritage, traditions, attitudes, and beliefs)
5	LI.11.921.06.03	Use literary terms to describe and analyze selections (CAS: 9.2.1.e.ii)	LI.11.03.12.01	Interprets the effects of common literary devices (e.g., point of view, foreshadowing, personification, and flashback)
4	LI.11.922.03.03	Evaluate clarity and accuracy of information through close text study and investigation via other sources (CAS: 9.2.2.c)	LI.10.05.07.01	Evaluates the reliability of sources with a given set of criteria
4	LI.11.922.05.03	Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections within and across informational texts (CAS: 9.2.2.e)	LI.11.05.09.02	Summarizes, organizes, and synthesizes information about a topic in a variety of ways
4	LI.11.922.06.03	Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message (CAS: 9.2.2.f)	LI.11.02.02.01	Explains the purpose/reason why an author may have chosen a particular perspective on an issue in a written text
5	LI.11.931.02.03	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. (CAS: 9.3.1.a.ii) (CCSS: W.9-10.3c)	LI.10.06.04.01	Revising and revisiting the writing for sequential and logical details
4	LI.11.931.04.03	Refine the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization (CAS: 9.3.1.c)	LI.11.08.08.02	Using specific and precise words (e.g., nouns, verbs, adjectives and adverbs) to convey a clear message or image appropriate to a particular style of writing
4	LI.11.932.01.03	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CAS: 9.3.2.a.i) (CCSS: W.9-10.1a)	LI.12.06.01.01	Organizing factual and anecdotal evidence that logically supports thesis
5	LI.11.932.03.03	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CAS: 9.3.2.a.iii) (CCSS: W.9-10.1c)	LI.11.10.01.02	Using natural transitional phrases that clearly show how ideas connect (e.g., moves away from "for example" to embedded transitions)
5	LI.11.933.04.03	Spell correctly. (CAS: 9.3.3.a.iv) (CCSS: L.9-10.2c)	LI.10.09.08.01	Spelling high frequency, but commonly misspelled, words correctly

Revision Type	2011-2012 LT	2011-2012 LT Description	2010-2011 LT	2010-2011 LT Description
4	LI.11.933.06.03	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CAS: 9.3.3.c) (CCSS: W.9-10.5)	LI.11.06.05.02	Applying components of formal structures (e.g., business letter, formal essay, MLA format, cover letter, resume) and choosing structure that is most appropriate for a given purpose
4	LI.11.941.02.03	Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views (CAS: 9.4.1.b)	LI.12.05.10.01	Recognizes author bias while gathering information

Revision Type	2011-2012 LT	2011-2012 LT Description	2010-2011 LT	2010-2011 LT Description
5	LI.12.S11.05.03	Use feedback to evaluate and revise the presentation (CAS: 10.1.1.e)	LI.11.11.03.01	Responding appropriately to the contributions of others in the light of alternative viewpoints (e.g., providing evidence to support personal view or modifying personal view because of what others have said)
4	LI.12.S21.02.03	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (CAS: 10.2.1.b) (CCSS: RL.9-10.4)	LI.12.04.07.01	Analyzes differences in word meanings in a text (e.g., the difference in use of synonyms like happy and ecstatic)
5	LI.12.S21.04.03	Evaluate the contribution to society made by traditional, classic, and contemporary works of literature that deal with similar topics and problems (CAS: 10.2.1.d)	LI.12.03.11.01	Analyzes a work of literature by showing how it reflects the heritage, traditions, attitudes, and beliefs of its author or characters (e.g., observing that a non-fiction story addressing issues of surviving the Holocaust might very well provide the reader with insight into the author's heritage, traditions, attitudes, and beliefs)
5	LI.12.S21.06.03	Analyze how literary components affect meaning (CAS: 10.2.1.f)	LI.11.03.12.01	Interprets the effects of common literary devices (e.g., point of view, foreshadowing, personification, and flashback)
4	LI.12.S22.02.03	Provide a response to text that expresses an insight (such as an author's perspective or the nature of conflict) or use text-based information to solve a problem not identified in the text (for example, use information from a variety of sources to provide a response to text that expresses an insight) (CAS:10.2.2.b)	LI.13.02.06.01	Compares perspective and bias when reading various texts about the same topic (e.g., what are the authors' views; what are the slants on text)
4	LI.12.S23.01.03	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CAS: 10.2.3.a.i) (CCSS: L.9-10.4a)	LI.11.03.14.02	Interprets how meaning is conveyed in poetry through word choice and figurative language (e.g., explain how the choice of "cheap" instead of "affordable" changes the tone and effect of a poem)
5	LI.12.S23.05.03	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. (CAS: 10.2.3.b.i) (CCSS: L.9-10.5a)	LI.13.04.07.01	Analyzes use of word play in a text (e.g., double entendre, puns, and innuendo)
4	LI.12.S31.02.03	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CAS: 10.3.1.a.ii) (CCSS: W.9-10.2d)	LI.11.07.03.01	Selecting details that create mood, tone or imagery that support the purpose (e.g., when writing an editorial about school uniforms, the writer uses army imagery to create a negative tone)
4	LI.12.S32.04.03	Collect, organize, and evaluate materials to support ideas (CAS.10.3.2.a.iv)	LI.12.05.05.01	Evaluates researched information to further refine and narrow topic and research
5	LI.12.S32.05.03	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CAS.10.3.2.a.v) (CCSS: W.9-10.2c)	LI.11.10.01.02	Using natural transitional phrases that clearly show how ideas connect (e.g., moves away from "for example" to embedded transitions)
4	LI.12.S32.06.03	Use precise language and domain-specific vocabulary to manage the complexity of the topic. (CAS.10.3.2.a.vi) (CCSS: W.9-10.2d)	LI.11.08.07.01	Using language appropriately in writing for specific purposes

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5	LI.13.J21.02.03	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. (CAS: 11.2.1.a.ii) (CCSS: RL.11-12.2)	LI.12.02.08.02	Analyzes and interprets the effect of different types of expository text features on the reader's comprehension and personal response (e.g., how propaganda posters, photographs, and diagrams in a history text help the reader make sense of WW2)
4	LI.13.J21.04.03	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (CAS: 11.2.1.b.i) (CCSS: RL.11-12.4)	LI.12.03.12.02	Explains how literary devices (e.g., irony, symbolism, tone, dialogue) affect the meaning of the text (e.g., author uses similes in House on Mango Street to enhance understanding of character)
5	LI.13.J21.05.03	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). (CAS: 11.2.1.b.ii) (CCSS: RL.11-12.6)	LI.13.04.07.01	Analyzes use of word play in a text (e.g., double entendre, puns, and innuendo)
5	LI.13.J21.07.03	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) (CAS: 11.2.1.c.i) (CCSS: RL.11-12.7)	LI.13.03.12.01	Analyzes significant literary devices, which define a writer's style, to interpret the text (e.g., observing that a writer may use particular literary devices across different works and that understanding them is a key to unlocking the meaning of the text)
5	LI.13.J22.02.03	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (CAS: 11.2.2.a.ii) (CCSS: RI.11-12.2)	LI.12.02.08.02	Analyzes and interprets the effect of different types of expository text features on the reader's comprehension and personal response (e.g., how propaganda posters, photographs, and diagrams in a history text help the reader make sense of WW2)
4	LI.13.J22.04.03	Designate a purpose for reading expository texts and use new learning to complete a specific task (such as convince an audience, shape a personal opinion or decision, or perform an activity) (CAS: 11.2.2.a.iv)	LI.12.07.08.01	Interpreting significant information and reveals a new understanding about a topic
4	LI.13.J31.04.03	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CAS: 11.3.1.a.iv) (CCSS: W.11-12.3d)	LI.13.08.06.01	Using specific language to create mood and tone
6	LI.13.J32.02.03	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CAS: 11.3.2.a.ii) (CCSS: W.11-12.1b)	LI.13.07.03.01 LI.14.07.06.01	Embedding commentary about topic throughout text (e.g., when writing about animal rights, the author expresses his/her own thoughts and ideas throughout the piece) Addressing counter argument to a specific position
4	LI.13.J32.03.03	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. (CAS: 11.3.2.a.iii) (CCSS: W.11-12.1c)	LI.12.10.01.01	Using transitional phrases (beyond simple one word transitions) to indicate logical relationships

Revision Type	2011-2012 LT	2011-2012 LT Description	2010-2011 LT	2010-2011 LT Description
5	LI.13.J32.07.03	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (CAS: 11.3.2.b.ii) (CCSS: W.11-12.2b)	LI.13.06.04.01	Using thesis to drive the focus of a given topic
4	LI.13.J33.11.03	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (CAS: 11.3.3.d) (CCSS: W.11-12.5)	LI.13.06.01.02	Planning to a specific purpose and audience
5	LI.13.J42.02.03	Evaluate strengths and weaknesses of their logic and logic of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision (CAS: 11.4.2.b)	LI.13.02.01.01	Critiques the effectiveness of the author's persuasive techniques

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4	LI.14.G31.04.03	Manipulate elements of style, imagery, tone, and point of view to appeal to the senses and emotions of the reader (CAS: 12.3.1.d)	LI.13.07.05.01	Connecting emotions or autobiographical events throughout an extended piece of writing (e.g., writing a triptych memoir that shows different angles of the same subject)
5	LI.14.G31.05.03	Critique own writing and the writing of others from the perspective of the intended audience to guide revisions, improve voice and style (word choice, sentence variety, figurative language) and achieve intended purpose and effect (CAS: 12.3.1.e)	LI.13.02.01.01	Critiques the effectiveness of the author's persuasive techniques
5	LI.14.G32.01.03	Articulate a position through a sophisticated claim or thesis statement and advance it using evidence, examples, and counterarguments (CAS: 12.3.2.a)	LI.13.06.04.01	Using thesis to drive the focus of a given topic
4	LI.14.G32.04.03	Select and build context for language appropriate to content (technical, formal) (CAS: 12.3.2.d)	LI.13.08.07.01	Using language specific to technical writing
6	LI.14.G33.02.03	Deliberately manipulate the conventions of standard English for stylistic effect appropriate to the needs of a particular audience and purpose (CAS: 12.3.3.b)	LI.14.08.06.01 LI.14.10.01.01	Selecting and revising for specific words to create tone (e.g. Passive words for softer tone vs. strong verbs for a harsher tone) Conveying emotions through varied sentence structure (e.g., short, punctuated sentences convey anger, passion, or strong emotion long sentences convey thoughtfulness)
4	LI.14.G41.01.03	Define and narrow a topic for self designed research for a variety of purposes and audiences (CAS: 12.4.1.a)	LI.14.06.01.01	Writing a critical thesis that clearly establishes the focus of the writer's position on an issue
5	LI.14.G41.06.03	Determine and use the appropriate style guide to govern format and documentation of quotations, paraphrases, and other information from a range of research sources (CAS: 12.4.1.f)	LI.14.05.08.01	Recognizes the appropriate use of format to give precise, formal credit for others' ideas, images, or information
4	LI.14.J23.02.03	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (CAS: 11.2.3.b.i) (CCSS: L.11-12.4a)	LI.14.04.07.01	Analyzes the connotation of words to understand variance of meaning and intentional ambiguity from the author (e.g., in "My Papa's Waltz beating time" on the child's head can be negative or positive)
5	LI.14.J23.06.03	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (CAS: 11.2.3.c.i) (CCSS: L.11-12.5a)	LI.13.03.12.01	Analyzes significant literary devices, which define a writer's style, to interpret the text (e.g., observing that a writer may use particular literary devices across different works and that understanding them is a key to unlocking the meaning of the text)
6	LI.14.J41.02.03	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CAS: 11.4.1.b) (CCSS: W.11-12.8)	LI.14.05.02.01 LI.14.02.08.01	Uses primary and technical resources to express his/her thoughts, impressions, and ideas (e.g. interview a doctor, media resources, surveys, medical institute vs. a website) Analyzes different expository texts from different points of view attending to weaknesses in arguments from both perspectives and social implications (e.g., analyzes voter's guide listing implications for and against a particular bill)

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5	LI.14.J41.05.03	Document sources of quotations, paraphrases, and other information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) (CAS: 11.4.1.e)	LI.14.05.08.01	Recognizes the appropriate use of format to give precise, formal credit for others' ideas, images, or information