

Sample Learning Targets for Level A or 1 (Beginning of Kindergarten)

1. I can track print from left to right all on my own.
2. I can point to the words as I read them.
3. I can use the illustrations to help me predict the text, monitor my reading and correct my reading errors.
4. I can correctly read 10 sight words.
5. I can correctly write 10 sight words.
6. I can name all of the letters.
7. I can hear and record initial consonant sounds in words.
8. I can hear and use the long vowel sound when reading words.
9. I can generate a string of rhyming words (cat, fat, hat, sat, etc.).

Sample Learning Targets for Level B or 2

1. I can point to the words as I read them across two lines of print.
2. I can get my mouth ready for the first sound of a word.
3. I can use the illustrations to help me predict the text, monitor my reading and correct my reading errors.
4. I can correctly read 20 sight words.
5. I can correctly write 20 sight words.
6. I can hear and record initial and final consonant sounds in words.
7. I can use meaning, structure and known words to help me predict, monitor my reading, and self correct errors I make. .
8. I can hear short /a/ and short /o/ in picture sorts.
9. I can use consonants and short /a/ and short /o/ during word work and writing with prompting.
10. I can retell some information after reading with prompting.

Sample Learning Targets for Level C or 3 & 4

1. I can get my mouth ready for the first sound of a word at difficulty.
2. I can cross-check meaning & first letters to problem-solve unknown words with little prompting.
3. I can use meaning, structure, known words, and initial consonants to predict, monitor, and self-correct.
4. I can maintain 1 to 1 without pointing while reading familiar books.
5. I can correctly read 30 sight words.
6. I can correctly write 30 sight words.
7. I can hear and CVC sequence in words like cat, dog, map with prompting.
8. I can hear short vowels in picture sorts with prompting.
9. I can use consonants and short vowels during word work and writing with prompting.
10. I can discuss the story I read with prompting.

Sample Learning Targets for Level D or 5 & 6 (End of Kindergarten/Beginning of Grade 1)

1. I can use known parts of words to problem solve new words with prompting.
2. I can attend to endings (ed, s, ing) with prompting.
3. I can correctly read 40 sight words.
4. I can correctly write 40 sight words.
5. I can hear and CVC sequence in words like cat, dog, map without prompting.
6. I can maintain meaning of what I am reading while problem-solving.
7. I can maintain 1 to 1 without pointing while reading new books.
8. I can hear and record digraphs with prompting. (ex. ch-, ph-, sh, wh-, -ch, -ck, -sh, -tch, -th)
9. I can use digraphs and short vowels to problem-solve new words with prompting.
10. I can reread to confirm meaning.
11. I can read in short phrases.

Sample Learning Targets for Level E or 7 & 8

1. I can use known parts of words to problem solve new words without prompting.
2. I can cover the endings to problem-solve with prompting.
3. I can maintain meaning while using several strategies to problem-solve new words
4. I can build automaticity with a large bank of high frequency words.
5. I can blends sounds in small words.
6. I can reread to confirm meaning.
7. I can read familiar text with fluency and expression.
8. I can read new texts with some phrasing.
9. I can maintain meaning of what I am reading while problem-solving.
10. I can attend to bold words and read with appropriate intonation and expression.
11. I can read contractions that contain known parts.
12. I can hear and record digraphs. (ex. ch-, ph-, sh-, wh-, -ch, -ck, -sh, -tch, -th)
13. I can reread to confirm meaning.
14. I can write CCVC words (ex., ship, chin) with prompting.
15. I can retell events in the story I read with prompting and contribute to a shared writing that retells the events.

Sample Learning Targets for Level F or 9 & 10 (Middle of Grade 1)

1. I can maintain meaning while using known words, parts, and endings to problem-solve with some prompting.
2. I can use multiple sources of information (MSV) to monitor and correct while reading.
3. I can attend to the middle and end of words with prompting.
4. I can read familiar books with expression and phrasing, attends to punctuation.
5. I can read new books with some phrasing & expression.
6. I can break words at the onset and rime (ex. part: /p/ - /-art/).
7. I can write CCVC words like ship, chin) without prompting.
8. I can retell beginning, middle, and end of what I have read with prompting.
9. I can write three sentences (B-M-E) with prompting.
10. I can write an opinion paragraph about a book I have read in which I introduce the name the book I am writing about, state an opinion, supply a reason for my opinion, and provide a conclusion with support.
11. I can make logical predictions while reading.

Sample Learning Targets for Level G or 11 & 12

1. I can maintain meaning while quickly problem-solving new words using known words and parts, endings, and analogies with some prompting.
2. I can read portions of new books with phrasing and expression.
3. I can use onsets and rimes to problem-solve new words with prompting.
4. I can attend to the middle and end of words with little prompting.
5. I can write CCVCC words with some prompting. (ex., snack, stand, spend, trust)
6. I can apply the silent 'e' rule with prompting.
7. I can write a somebody-in-wanted-but-so summary with prompting.
8. I can retell beginning, middle, and end of what I have read without prompting.
9. I can describe characters, setting, problem, & solution with prompting.
10. I can write three sentences (B-M-E) with prompting.
11. I can write an informative/explanatory text in which I name a topic based on what I have read, supply some facts about the topic from the text, and provide a conclusion with support.
12. I can write an opinion paragraph about a book I have read in which I introduce the name the book I am writing about, state an opinion, supply a reason for my opinion, and provide a conclusion with some support.
13. I can make logical predictions while reading.

Sample Learning Targets for Level H or 13 & 14

1. I can problem-solve new words using a variety of strategies with little prompting.
2. I can read longer portions of new books with phrasing and expression.
3. I can use onsets and rimes to problem-solve new words with prompting.
4. I can attend to the middle and end of words with some prompting.

5. I can write CVCC words in boxes without prompting.
6. I can write CCVCC words with some prompting. (ex., snack, stand, spend, trust)
7. I can apply the silent 'e' rule with prompting.
8. I can write a somebody-in-wanted-but-so summary with prompting.
9. I can retell beginning, middle, and end of what I have read without prompting.
10. I can write five sentences (B-M-E) with prompting.
11. I can write unknown words with vowel patterns by using known words with some prompting (analogy charts).
12. I can write an informative/explanatory text in which I name a topic based on what I have read, supply some facts about the topic from the text, and provide a conclusion with some support.
13. I can describe characters, setting, problem, & solution with prompting.
14. I can write an opinion paragraph about a book I have read in which I introduce the name the book I am writing about, state an opinion, supply a reason for my opinion, and provide a conclusion.

Sample Learning Targets for Level I or 15 & 16 (End of Grade 1)

1. I can maintain meaning while quickly problem-solving new words using known parts, unknown parts, endings, and analogies.
2. I can read new books with phrasing and expression, stopping occasionally to problem-solve.
3. I can use onsets and rimes to problem-solve new words with some prompting.
4. I can attend to the middle and end of words without prompting.
5. I can add -er, -ly, -ing, and -ed to known words.
6. I can apply the silent 'e' rule without prompting.
7. I can write unknown words with vowel patterns by using known words with some prompting (analogy charts).
8. I can orally retell the story using the 5-finger retell with prompting.
9. I can write three to five sentences (B-M-E) about the story I have read without prompting.
10. I can describe a character's feelings with prompting and write about the character's feelings.
11. I can write a somebody-in-wanted-but-so summary without prompting.
12. I can write an informative/explanatory text in which I name a topic based on what I have read, supply some facts about the topic from the text, and provide a conclusion.

Sample Learning Targets for Level J or 17 & 18 (End of Grade 1/Beginning of Grade 2)

1. I can maintain meaning while quickly problem-solving new words using known parts, unknown parts, endings, and analogies.
2. I can read new books with phrasing and expression, stopping occasionally to problem-solve.

3. I can code a text by marking words I do not know and words that carry important meaning with support.
4. I can code a text to indicate any confusion I have while reading with support.
5. I can code a text to indicate the important sections of the text with support.
6. I can code a nonfiction text to show how it is organized (BME, Cause & Effect, Problem & Solution, Process) with support.
7. I can write unknown words with vowel patterns by using known words without prompting (analogy charts).
8. I can orally retell the story using the 5-finger retell with prompting.
9. I can write a somebody-in-wanted-but-so summary without prompting.
10. I can organize my writing into paragraph and retell the beginning, middle, and end of a story I have read with support.
11. I can describe and write about a character's traits with prompting.
12. I can write an opinion piece by introducing the topic and providing an opinion and a conclusion with some support.
13. I can use cognitive organizers to help me generate, elaborate and organize my writing with support.

Sample Learning Targets for Level K or 20 (Beginning of Grade 2)

1. I can maintain meaning while quickly problem-solving new words using known parts, unknown parts, chunking big words, endings, and analogies.
2. I can read dialogue with phrasing, intonation, and expression.
3. I can write unknown words with vowel patterns by using known words without prompting (analogy charts).
4. I can use a graphic organizer to help me recall evidence from a text.
5. I can code a text by marking words I do not know and words that carry important meaning with little support.
6. I can code a text to indicate any confusion I have while reading with some support.
7. I can code a text to indicate the important sections of the text with support.
8. I can code a nonfiction text to show how it is organized (BME, Cause & Effect, Problem & Solution, Process) with support.
9. I can write a somebody-in-wanted-but-so summary without prompting.
10. I can organize my writing into paragraph and retell the beginning, middle, and end of a story I have read with some support.
11. I can describe and write about a character without prompting.
12. I can use cognitive organizers to help me generate, elaborate and organize my writing with support.

Sample Learning Targets for Level L or 24 (Middle of Grade 2)

1. I can maintain meaning while quickly problem-solving new words using known parts, unknown parts, chunking big words, endings, and analogies.

2. I can read dialogue and poetry with phrasing, intonation, and expression.
3. I can write unknown words with vowel patterns by using known words without prompting (analogy charts).
4. I can understand what I read by using STP (Stop, Think, Paraphrase) strategy and other strategies with some support.
5. I can determine important in a text by using VIP (Very Important Points) strategy with some support.
6. I can code a text by marking words I do not know and words that carry important meaning without support.
7. I can code a text to indicate any confusion I have while reading without support.
8. I can use text features such as the TOC, to help me locate important information in a text.
9. I can code a text to indicate the main ideas and details of the text with support.
10. I can code a nonfiction text to show how it is organized (BME, Cause & Effect, Problem & Solution, Process) with support.
11. I can identify the main purpose of a text, including what the author wants to answer, explain, or describe with some support.
12. I can use cognitive organizers to help me generate, elaborate and organize my writing with some support.
13. I can write a multi-paragraphed explanatory piece and introduce the topic, include details and explanations, and write a conclusion with support.
14. I can write opinion pieces in which I introduce the books I am writing about, state my opinion, supply reasons that support my opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement with support.

Sample Learning Targets for Level M or 28 (End of Grade 2)

1. I can code the text in order to increase my comprehension.
2. I can use a variety of strategies to problem solve unknown words.
3. I can read and reread sections of text and write a gist statement.
4. I can answer questions (5Ws and How) about important details in a text.
5. I can understand what I read by using STP (Stop, Think, Paraphrase) strategy and other strategies.
6. I can determine important in a text by using VIP (Very Important Points) strategy.
7. I can identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
8. I can identify the main purpose of a text, including what the author wants to answer, explain, or describe.
9. I can compare and contrast the most important points presented by two texts on the same topic.
10. I can compare and contrast two or more versions of the same story (e.g.,

- fable) by different authors or from different cultures.
11. I can write opinion pieces in which I introduce the books I am writing about, state my opinion, supply reasons that support my opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement.
 12. I can write an explanatory piece in which I compare and contrast two or more versions of the same story. In my writing I introduce the topic, use facts and evidence from the text to develop points, and provide a concluding statement.

Sample Learning Targets for Level N or 30 (Beginning of Grade 3)

1. I can code the text in order to increase my comprehension indicating main ideas and supporting details.
2. I can identify text features in nonfiction text in order to locate key facts or information.
3. I can explain in writing how using text features help me to locate information.
4. I can use a variety of strategies to problem solve unknown words.
5. I can ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
6. I can write opinion pieces on topics or texts, supporting a point of view with reasons and include an introduction, state my opinion, list reasons that support my opinion, use linking words and phrases (e.g., because, therefore, since, for example) to connect my opinion and the given reasons and provide a concluding statement with support.
7. I can write an explanatory piece in which I introduce a topic based on what I have been reading, use facts and evidence from the text to develop points, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, and provide a concluding statement with support.

Sample Learning Targets for Level O or 34 (Middle of Grade 3)

1. I can code the text in order to increase my comprehension.
2. I can use sentence clues to help me define a word.
3. I can explain how captions and photographs are helpful in clarifying text.
4. I can write the gist of a section of text.
5. I can use a variety of strategies to problem solve unknown words.
6. I can describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

7. I can write a description of the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events with support.
8. I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) with support.
9. I can write an explanatory piece in which I introduce a topic based on what I have been reading, use facts and evidence from the text to develop points, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, and provide a concluding statement with some support.
10. I can write opinion pieces on topics or texts, supporting a point of view with reasons and include an introduction, state my opinion, list reasons that support my opinion, use linking words and phrases (e.g., because, therefore, since, for example) to connect my opinion and the given reasons and provide a concluding statement with some support.

Sample Learning Targets for Level P or 38 (End of Grade 3)

1. I can code the text in order to increase my comprehension.
2. I can ask questions (5Ws and How) about important details in a text.
3. I can answer questions (5Ws and How) about important details in a text.
4. I can identify the purpose of a text and tell what the author is trying to explain or answer.
5. I can use a variety of strategies to problem solve unknown words.
6. I can write a description of the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
7. I can compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) without support.
8. I can write an explanatory piece in which I introduce a topic based on what I have been reading, use facts and evidence from the text to develop points, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, and provide a concluding statement without support.
9. I can write opinion pieces on topics or texts, supporting a point of view with reasons and include an introduction, state my opinion, list reasons that support my opinion, use linking words and phrases (e.g., because, therefore, since, for example) to connect my opinion and the given reasons and provide a concluding statement.