Standards with Learning Targets and Success Criteria

Standard: CCSS.ELA-Literacy.RI.1.2 - Identify main topic and retell key details in a text.

Learning Target: Identify the main topic.

Success Criteria:
- I can define what a main topic is in an informational text.
- I can identify (read, write, or speak) the main topic of an informational text.

Learning Target: Retell key details of a text.

Success Criteria:
- I can identify (read, write, or speak) key details in the informational text.
- I can use key details (evidence) from the informational text to help retell (read, write, or speak) the important information the author wants a reader to know.

Standard: CCSS.ELA-Literacy RL 5.5 - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Learning Target: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem

Success Criteria:
- I can identify (read, write, or speak) the parts of a text such as: chapters, scenes, and stanzas.
- I can explain how the author develops their ideas in each part (chapter, scene, or stanza) to help understand the text.
- I can explain how each part of the text (chapter, scene, or stanza) builds upon each other to create the entire story.
- I can explain how the organization of each part of the text (chapter, scene, or stanza) develops the text as a whole.
- I can explain with evidence why I think the text was written in a particular sequence.

Standard: CCSS.ELA-Literacy.RI.7.7 - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Learning Target: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.

Success Criteria:
- I can explain how the format that is used to experience the text affects the understanding of the informational text.
- I can describe the similarities in a text to an audio, video, or multimedia version of the informational text.
- I can describe the differences in a text to an audio, video, or multimedia version of the informational text.
- I can analyze the effects of techniques used in each medium.
- I can compare and contrast a text to an audio, video, or multimedia version of the informational text and how the techniques used in each affects the presentation of the informational text.

Standard: CCSS. Math.Content.2.MD.D.10 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Learning Target: Draw a picture graph (with single unit scale) to represent a data set with up to four categories.

Success Criteria:
- I can create a single-unit scale bar graph to represent data that can be sorted with up to four categories
- I can identify and label the components of a bar graph (e.g., title, scale, scale label, categories, category label, data).
- I can use the information presented in a horizontal or vertical bar graph to interpret and solve:
  - Addition problems (put-together)
  - Subtraction problems (take-apart)
  - Compare problems (more than, fewer than, etc.)
- I can reason abstractly and quantitatively (MP2)
- I can use appropriate tools strategically (MP5)

Standard: CCSS. Math.Content.6.RP.A.1 - Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.

Learning Target: Use ratio language to describe a relationship between two quantities.

Success Criteria:
- I can write different forms of ratio notation (e.g., 2:3, 2 to 3, 2/3).
- I can identify and describe the relationship between quantities in ratio comparisons (e.g., "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes").
- I can evaluate the context of the comparison to determine the type of ratio represented (e.g., part-to-whole, part-to-part, rates).
- I can make sense of problems and persevere in solving them (MP1)
- I can model with mathematics (MP4)
- I can attend to precision (MP6)

Standard: CCSS.Math.Content.HSF-IF.C.7a - Graph linear and quadratic functions and show intercepts, maxima, and minima.

Learning Target: Graph linear and quadratic functions expressed symbolically.

Success Criteria:
- I can identify and explain the meaning of key features of the graph:
  - Intercepts
  - Slope/rate of change
  - Symmetry
  - Extrema (minima and maxima)
  - Increasing, decreasing, and constant intervals
- I can graph linear and quadratic functions by hand and with technology
- I can graph linear and quadratic functions using transformation of the parent function
- I can analyze the graphs and explain how the parameters affect the function and its key features
- I can explain the relationship between the features of the symbolic representation of the function and its graph
- I can complete the steps of the mathematical modeling cycle (Problem, Formulate, Compute, Interpret, Validate, Report) that relate to the target
- I can model with mathematics (MP4)
- I can use appropriate tools strategically (MP5)